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THE DEVELOPEMENT OF
SCHOOL DISTRICT NUMBER ONE OF
MISSOULA COUNTY, MONTANA, 1870-1910

by

RICHARD F. KEEFE

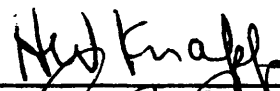
B. A. Montana State University, 1949

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

MONTANA STATE UNIVERSITY

1953

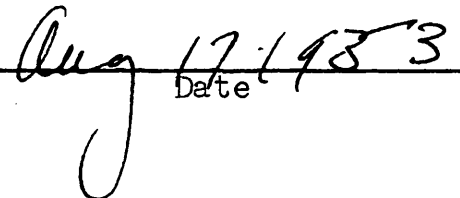
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CHAPTER I

INTRODUCTION

In the Higgins and Worden store at Hell Gate, the first county government in Montana was formed. Missoula county thus became one of the original nine counties in the Territory of Montana in 1864. Settlement in the area south of Missoula dates back to the pre-territorial days. Because of its strategic position near five great agricultural areas of Western Montana, the section grew rapidly in population, and as the population increased so did the need for schools.

The purpose of this study is to trace the development of public education in the area generally considered to be School District Number One of Missoula County, Montana. An attempt is made to organize all of the material relevant to the development of this school district in such a way as to make it easily accessible to those persons who may be interested in the history of the schools in the City of Missoula. More specifically, the study will trace the schools of the territorial period from the private schools, through the first publicly supported schools, through the formation of later elementary schools, through the development of the early district high school, until the formation of the County High School. The period of time covered by the study extends from the year 1870 through the school year of 1910-1911.

It is felt that a study of this kind is justified on the basis of the large number of teachers employed in School District Number One who each year have the desire, or find the need to locate information of the past history of Missoula's Schools.

The sources of information for this study are as follows: the records of School District Number One including the minutes of the Board of Trustees from 1894 to 1911, school ledgers, school census, and records of enrollment. In addition to these, records from the office of the County Superintendent, newspapers, histories of Montana, and personal manuscripts, whenever available, were examined.

Sasek's, The Development of Public Secondary Education in Montana Prior to 1920,¹ is one of the most complete studies of this nature available. His study is based on educational development throughout the state, and therefore gives only limited coverage to any local area. Treatment is also given to the legal aspects of school law which permit the establishment of local school organizations throughout Montana. Although his study is primarily concerned with the development of secondary education, attention is given to elementary education as it affects secondary school

1. John F. Sasek, "The Development of Public Secondary Education in Montana Prior to 1920" (Unpublished Master's Thesis, The University of Montana, Missoula, 1953).

procedure.

The study is purposely limited to the period from 1870 until the close of the 1910 school year for the reason that this seems to mark the point where the period of the first great development in School District One came to a close. Also the treatment of the Missoula High School is limited to the period preceding and briefly following the formation of the Missoula County Free High School.

The remainder of this study on the development of School District Number One of Missoula County, is set up under five main topics; the first of which is the general history relating to the schools of Missoula prior to the granting of statehood in the year 1889. Chapter Three is concerned with the personnel connected with the schools during the period from 1889 to 1910. The fourth chapter traces the development of each of the various schools of the system from the time of their origin through the completion of the study. Chapter Five deals with school policy including such matters as rules and regulations, text books, financing, salaries, promotional policies, and others. A concluding chapter completes the study.

CHAPTER II

Missoula's Schools Prior to 1889

The history of the area now known as Missoula, dates from the winter of 1864-1865. The town of Missoula Mills, as it was then known, became the county seat of Missoula county in 1866.¹ Three years later in 1869, the first school was established in Missoula. Emma Slack was the first teacher of a class of sixteen pupils. Of this number, ten were from Missoula, two from Stevensville, and two were from more distant points. The ten local students were John Buckhouse, Jeff Pelky, Charles McWhirk, Mary Winslett, Herbert Dana, Lucinda Harris, Thomas Meininger, Hattie Dana, Jane O'Neil, and Edwina Dana.²

Equipment in the schoolroom featured only the bare necessities. There was a chair for the teacher, a blackboard, a table, and benches for the pupils.³

The Missoula School, as it was known, occupied a site at the corner of East Front Street and Higgins Avenue where the present Missoula Mercantile store stands. The school term was carried on during the three summer months.⁴

1. Lawrence D. Palladino, Indian and White, Baltimore: John Murphy and Co., 1894, p. 382.

2. Historical Account in the Daily Missoulian, September 8, 1930.

3. Ibid.

4. Ibid.

Miss Elisabeth Countryman was the second teacher in the Missoula school during the year of 1870. She in turn was followed by W. H. H. Dickinson who took over in the fall of 1871 in the same building. Mr. Dickinson later married Emma Slack.⁵

During the year of 1872 the citizens of Missoula raised sufficient funds to build the first school to receive public support within the community. This building is still standing at the southeast corner of East Main Street and Adams, and is at present used as a doctor's office.⁶

While this building was in the process of construction, a dispute arose as to who would be the teacher. There were those who thought a Mrs. Jane Weeden should have the job, and another group who felt just as strongly that a Mr. Robert Gregory Baird should be the teacher of the new school. No one seemed able to settle the dispute to the satisfaction of all concerned. The result was that Missoula had two schools during the year of 1872. Mrs. Weeden held school in a building located in the 200 block of East Front Street. She had a group of twenty students enrolled. Mr. Baird had his school somewhere in the 100 block of the present day West Main Street. The records do not show any classes being held in the newly constructed building on East Main Street.⁷

5. Ibid.

6. Historical Account in the Sunday Missoulian, August 29, 1937.

7. Ibid.

Mrs. C. P. Sims became the teacher of the new school during the year of 1873. In 1874, E. A. Kenney took charge and taught for three years. During this period there is no record of any other school being operated. Overcrowding was becoming a problem as is shown by the fact that when Olive Pickering became the teacher in 1878, she had a class of sixty-three pupils.⁸

For the next several years, there is little information concerning schools in Missoula. However, during the 1880's, a new brick building was constructed and located in the center of the playground of the present Central School. The exact date of completion is not certain. One source indicates the structure was completed in 1885. S. G. Murray was the principal at this time,⁹ and there were 140 pupils enrolled in the public schools. Another source states the Central School was completed in 1887.¹⁰

In the spring of 1886, the first graduation exercises took place from what was referred to as the Missoula High School. The school staff in 1887 numbered four, three teachers

8. Historical Account in the Daily Missoulian, September 8, 1930.

9. John F. Sasek, "The Development of Public Secondary Education in Montana Prior to 1920" (unpublished Master's Thesis, The University of Montana, Missoula, 1939), p. 86, citing the Weekly Missoulian, September 26, 1884.

10. Charles J. Wagner, Historic and Scenic Missoula and Ravalli Counties, A Souvenir of the National Irrigation Congress, Missoulian Publishing Company, 1922. p. 15-16.

and the principal V. M. Roark. By 1888, the staff increased to five, with Edgar Barnes as principal.¹¹

The period from 1880 to 1889 had brought many changes to the growing metropolis of Missoula. The coming of the Northern Pacific Railway in 1883, brought a rapid influx of population, which in time created new problems for the Missoula schools. There had been many changes and improvements in education during this period, and as 1888 marked the close of the first significant era in public education in Missoula, so 1889 brought the dawn of a bright new future.

11. Loc. Cit., the Weekly Missoulian, April 30, 1886; February 11, 1887; August 29, 1888.

CHAPTER III

School Personnel

The Board of Trustees of Missoula's Schools numbered three members in 1889. They were W. M. Bickford who was elected in 1889.¹ The school district was of the second class, as based on population figures, and was known as School District Number Three. Indications are that Missoula's Schools did not become School District Number One until a law passed in the Legislative Assembly of 1897 provided for redesignating of school districts.²

School records for the years of 1890-1894 are incomplete. However by 1894, C. F. Davis, A. P. Spaulding, J. S. Kemp, Samuel Belew, Sue K. Reinhard, W. H. Smead, and a certain Mr. Urlin had been elected, and were serving on the board.³ The number of trustees had been increased to seven, and Missoula was operating as a first class school district by virtue of large population increases. During the ensuing years, the following persons were elected to the Board of Trustees in the year indicated: J. J. Buckley, 1895,⁴

1. J. M. Hamilton, "Record of Public Schools, Missoula, Montana, 1889-1890," (unpublished manuscript)

2. Laws of 1897, Section 1; p. 136.

3. Minutes of the Board of Trustees, Vol. I, 1894-1898; April 17, 1894.

4. Ibid; April 25, 1895.

R. M. Cobban, 1895,⁵ E. E. Hershey, Mrs. Jessie Thompson, and D. A. Sheldon, 1896,⁶ E. A. Winstanley, 1897,⁷ J. H. Pulliam, and John M. Evans 1898.⁸

The legislature of 1899 passed a new law reclassifying school districts and limiting districts of the first class to those having a population of over 8,000. Missoula was again classified as a district of the second class with a school board of five members.⁹ No school election was held in 1899, Those board members whose terms expired retired, and the district readjusted to a five man board of trustees. School District Number One remained a second class district until 1910. During the years from 1889-1910 board members were elected as follows: A. A. Taylor, 1900,¹⁰ Charles Hollingsworth, A. L. Stone, and John L. Sloane, 1901,¹¹ D. R. Beck, 1903,¹² J. M. Keith and Mrs. L. J. Knapp, 1904¹³ G. T. McCullough and Mrs.

5. Loc. Cit.

6. Ibid; April 18, 1896.

7. Ibid; April 22. 1897.

8. Ibid; April 19, 1898.

9. Minutes of the Board of Trustees, Vol. II, 1898-1902; March 18, 1899, p. 30.

10. Ibid; April 21, 1900; p. 65

11. Ibid; April 26, 1901; p. 91

12. Minutes of the Board of Trustees, Vol. III, 1902-1906; April 17, 1903; p. 29.

13. Ibid; April 23, 1904; p. 74

He O. Collins, 1905,¹⁴ J. A. Miles, 1906,¹⁵ F. A. Price and Herman Kohn, 1907,¹⁶ W. C. Peat and J. G. Ambrose, 1908,¹⁷ S. H. McCall, R. R. Wilbur and Sid J. Coffee, 1910.¹⁸

Many of the persons who had served on the board of trustees of School District Number One were business men of the Community, others were doctors, lawyers, or other professional people, and the ladies, of course, were homemakers. All were leading citizens, honored and respected within the community.

In 1889 there was no office of Superintendent in the Missoula schools. The highest post was that of Principal held by J. M. Hamilton whose job was to keep the school running smoothly and to teach part time in the high school.¹⁹ All of the administrative functions common to the schools were carried out by the board of Trustees or the District Clerk. The first mention of the Superintendent of Schools appeared in 1896.²⁰ Mr. Hamilton was the first person to hold such

14. Ibid; April 24, 1905; p. 148-149

15. Ibid; April 19, 1905; p. 179

16. Minutes of the Board of Trustees, Vol. IV, 1906-1911; April 25, 1907; p. 38

17. Ibid; April 18, 1908; p. 73

18. Ibid; April 16, 1910; p. 230

19. J. M. Hamilton; Op. Cit.

20. Minutes of the Board of Trustees, Vol. I, 1894-1898; June 30, 1996.

a position in Missoula. In 1901 Professor Hamilton resigned his position with School District Number One to become an instructor at Montana State University.²¹ He remained in close contact with the Missoula Schools during succeeding years, and was often called upon to address the graduation classes of the local schools.

Roscoe Beighli became Superintendent during the year of 1901.²² He in turn was succeeded by J. G. McKay who came to Missoula from Hamilton, Montana for the 1902 school term. Mr. Beighli remained on the school staff and accepted a position as a teacher of the tenth grade and acting principal of the South Side School.²³

Mr. J. G. McKay remained as Superintendent of School District Number One for Four years and resigned at the close of the school year in 1906.²⁴

J. U. Williams, who had, for several years, been a teacher and principal in Missoula became the third superintendent in 1906.²⁵ Mr. Williams remained in this position for many years beyond the scope of this study. During the years while Mr. Williams was superintendent the district carried out the second great expansion program and added several new schools

21. Ibid; Vol II, 1898-1902; May 30, 1901; p. 97.

22. Ibid.

23. Ibid; May 19, 1902; p. 141.

24. Ibid; Vol. IV, April 14, 1906; p. 176

25. Ibid; April 21, 1906; p. 178.

to the system.

During the years from 1889-1910 five men held the position of District Clerk. J. F. Case, Jr. was clerk in 1889.²⁶ C. H. Musgrove succeeded Mr. Case in 1894, and remained in the position until 1896.²⁷ The board of Trustees elected J. W. Buford Clerk in 1896. His service was for a term of five years until A. L. Duncan received the appointment on 1901.²⁸ Mr. Duncan served longer than his predecessors, remaining until 1910.

Following the resignation of A. L. Duncan, M. R. Hardinburgh became Clerk of School District Number One.²⁹

Janitorial service was first provided on a part time basis. J. H. Barnicoat was listed as one of the first full time janitors of the Central School.³⁰ E. W. Falkins was one of the first to hold a similar position at the North Side School.³¹ The first janitor of the East Side School was A. P. Spaulding.³² Women, too, were hired for such service as is shown in 1907, when Edna Noats and Mrs. J. A. Brown were

26. J. M. Hamilton; Op. Cit.

27. Minutes of the Board of Trustees, Vol. I, 1894-1898; April 18, 1896.

28. Ibid; Vol. II 1898-1902; May 30, 1901; p. 98

29. Ibid; Vol. IV 1906-1911; April 16, 1910; p. 230

30. Ibid; Vol. I 1894-1898; August 12, 1895.

31. Ibid; June 21, 1895.

32. Ibid; August 12, 1895.

hired for custodial jobs at the Lowell and Prescott schools respectively.³³ Others who served in this capacity during this period were C. E. Higgins, Ed Boughton, E. W. Likes, W. P. Hoopes, H. G. Carnall, W. H. Warren, J. W. Crain, and S. A. Roberts.³⁴

Truancy seemed to be a serious problem confronting the early day school officials. In 1895, the committee on "teachers and salaries" of the Board of Trustees was authorized to employ a truant officer at a salary of twenty dollars per month.³⁵ However, the first person whose name appears as truant officer was H. F. Howell in 1905.³⁶ At one time two of the school janitors were employed to act as truant officers when their other duties did not interfere. A certain Mr. Clark became truant officer in 1907, and remained in the position for several years.³⁷

The teaching staff grew rapidly during the years following 1889. At that time the staff numbered six persons;³⁸ five teachers and a principal. By 1894, this number had

33. Ibid; Bol. IV 1906-1911; May 27, 1907; p. 45.

34. Ibid; May 16, 1910; p. 245.

35. Ibid; Vol I, 1894-1898, October 4, 1895

36. Ibid; Vol III, 1902-1906; September 15, 1905; p. 164.

37. Ibid; Vol. IV, 1906-1911 August 20, 1907;p.164

38. J. M. Hamilton, Op. Cit.

doubled³⁹ and in 1899, the staff had increased to seventeen.⁴¹ For the next ten years there was a steady increase of teaching personnel until by 1910, there were forty-two teachers on the staff.⁴² Table I provides a list of all known teachers in the Missoula Schools from 1889-1910. Column one shows the name, column two the school taught, when known, column three the grade taught or position held, when known, and column four the year hired, when known.⁴³ The list of teachers is probably incomplete since many times the minutes of the Board of Trustees mentions the hiring of a teacher without giving a name. Furthermore, the lists of teachers are not available for every year.

39. Minutes of the Board of Trustees, Vol. I; 1894-1898; May 18, 1894.

40. Ibid; Vol.II, 1898-1902; May 20, 1899; p. 37.

41. Ibid; March 19, 1900; p. 69.

42. Ibid; Vol.IV, 1906-1911; May 16, 1910; p. 238

43. Compiled from Minutes of the Board of Trustees, Vol. I through IV, 1894-1910.

TABLE I
 MISSOULA TEACHERS
 1889-1910

Name	School	Grade or Position	Year
J. M. Hamilton	Central	Prin.	1889
Effie Heath	Central	7 & 8	1889
Mrs. J. F. Trilby	Central	4, 5 & 6	1889
Mayr Case	Central	3	1889
Mattie Witham	Central	2	1889
Rose D. Murray	Central	1	1889
Bettie Reilly	Central	--	1894
Mattie Weyman	Central	8	1894
Bee Thornton	Central	7	1894
Mabel Boles	Central	7	1894
Josie Stephens	Central	4 & 5	1894
Mary Sloane	Central	2 & 3	1894
Roena Pierce	Whittier	4, 5, & 6	1894
Fannie Woodward	Whittier	2 & 3	1894
Ellan Wood	Whittier	1	1894
Edna Gorham	Prescott	--	1894
Fannie Robinson	Willard	--	1894
Grace Herndron	Central	--	1901
Alma Evans	Central	--	1901
H. Cramer	Central	--	1901
H. Hord	Central	--	1901
Lillian Morgan	Central	--	1901
Mittie Shoup	Central	--	1901
Amanda Loffness	Central	--	1901
Lillian Phelps	Central	--	1901
J. U. Williams	Willard	Prin.	1901
Eva Tottman	Willard	4, 5, & 6	1901
Bessie Farrell	Willard	2 & 3	1901
Annie Treveaille	Willard	1	1901
Emma Truscott	Willard	--	1901
Zoe Belew	Whittier	--	1901
Elsie Reinhard	Whittier	--	1901
Pearl Marshall	Whittier	--	1901
Minnie Spurgin	Whittier	--	1901
Effie Towers	Prescott	--	1901
Ida Kemp	Prescott	--	1901
Mrs. G. A. McAllster	---	Phys. Ed.	1901
R. H. Daniels	Willard	Prin.	1903
Katherine Gehrett	Willard	6 & 7	1903
Caroline Cronkite	Willard	4 & 5	1903

TABLE I (continued)

Missoula Teachers
1889-1910

Name	School	Grade or Position	Year
Otilla Abendroth	Irving*	7 & 8	1903
Jessie Blackstone	Irving*	6	1903
Mary Lewis	Irving*	4	1903
Cora Paine	Irving*	3	1903
Pearl Schmalshausen	Irving*	2	1903
Ida L. Fisher	Whittier	Prin.	1903
Bertha Simpson	Whittier	6	1903
Effie Curfman	Whittier	4	1903
Ida Brashear	Whittier	3	1903
Beula Morgan	Whittier	2	1903
Inez Adams	Lowell	3 & 4	1903
Anna Faherty	Lowell	1 & 2	1903
Myrthle Rich	Prescott	1 & 2	1903
Louise MacDonal	Lincoln	--	1903
Margaret Ronan	Hawthorne	--	1903
Henrietta Akin	--	--	1909
Claudia Allen	--	--	1909
Vera Bangs	--	--	1909
Maud Burns	--	--	1909
Carrie Craven	Lowell	--	1909
Eliza Farmer	--	--	1909
Grace Flynn	--	--	1909
Sarah Gortner	--	--	1909
Howard Flake	--	--	1909
Ethel Howe	--	--	1909
Mabel Jones	--	--	1909
Della Likes	--	--	1909
Frances Maley	--	--	1909
Alma Meyers	--	--	1909
Edna Owsley	--	--	1909
Maurie Plant	--	--	1909
Marion Pritchard	--	--	1909
Anna Ratterman	--	--	1909
Lenore Rennick	--	--	1909
Elloise Rigby	--	--	1909
Kate Shelly	--	--	1909
Blanche Simpson	--	--	1909
Ona Sloane	--	--	1909
Sarah Weir	--	--	1909
Mamie Willard	--	--	1909

*Formerly Central

TABLE I (continued)

Missoula Teachers
1889-1910

Name	School	Grade or Position	Year
Roy Wood	---	--	1909
Belle Patten	---	Drawing	1909
W. F. Aikin	Central	Prin.	1909
L. E. Sargent	Roosevelt	Prin.	1909
Retta Barnes	--	--	1909
Minnie Porterfield	--	--	1909
Harriet Ratteroy	--	--	1909
Ethel Ambrose	--	--	1910
Mabel Belden	--	--	1910
Nona Clausen	--	--	1910
M. A. Cromwell	--	--	1910
Elsie Cyr	--	--	1910
Harriet Durnford	--	--	1910
Carrie Fontaine	--	--	1910
Minnie Henry	--	--	1910
Carloine Jackson	--	--	1910
Irene Cox	--	Music	1910
Chris Rupp	Whittier	Prin.	1910
W. H. Shively	--	Prin.	1910
---- Newhouse	--	Home Ec.	1910
Frank Bates	Willard	Prin.	1910

CHAPTER IV

School Buildings 1889-1910

The Central School which was constructed in Missoula during the late 1880's marked the start of permanent school construction in the city. During the early years of the school's history it served as a high school and a grade school. The school enrollment of the year 1890-1891 showed a total of fifteen pupils in the high school in the three grades. One hundred-fifty students were enrolled in grades one through eight. J. M. Hamilton was principal of the school assisted by a staff of five.¹

The enrollment of the Central School continued to increase even though additional school facilities, in the form of new buildings, had been provided in the years 1891 and 1893. By 1896, the Central School had become so overcrowded as to necessitate the building of a frame annex at a cost of five hundred sixty-five dollars.² The annex which provided two rooms was sufficient until 1898. The Board of Trustees then rented space in a down town office building to serve as a classroom. The room was

1. J. M. Hamilton, "Record of the Public Schools of Missoula, Montana, 1889-1890" (Unpublished Manuscript)

2. Minutes of the Board of Trustees, Vol. I, 1894-1898; June 30, 1896.

3. Ibid; Vol. II, 1898-1902; February 6, 1898; p. 28.

located in the Allen Block and rented for ten dollars per month.³ The practice of renting classroom space proved successful, and another room was rented in the Union Block.⁴ Eventually a brick addition was constructed to the Central school to provide adequate space.

For many years the Central School served as headquarters for school officials of the district. However after the Roosevelt school was constructed, records and officers were transferred to quarters in the new building.

In terms of years, the name of the Central has been in use longer than that of any other school in Missoula. The name was given because of the school's centralized location; for a period of six years from 1902 until 1906, the Central School was re-named the Irving.⁵

The school undoubtedly has one of the largest alumni groups in the city. The picture on page 20 is of the original building.

During the year of 1891 two new buildings were added to the Missoula school system. They were the North Side School and the South Side School.⁶ The two buildings were similar in construction and appearance, however, neither was completely finished inside.

4. Ibid; October 21, 1899; p. 55.

5. Ibid; Vol. III, 1902-1906; September 4, 1902 p. 28

6. Charles Wagner, Historic and Scenic Missoula and Ravalli Counties, A Souvenir of the National Irrigation Congress, Missoulian Publishing Company, 1922; p. 15-16

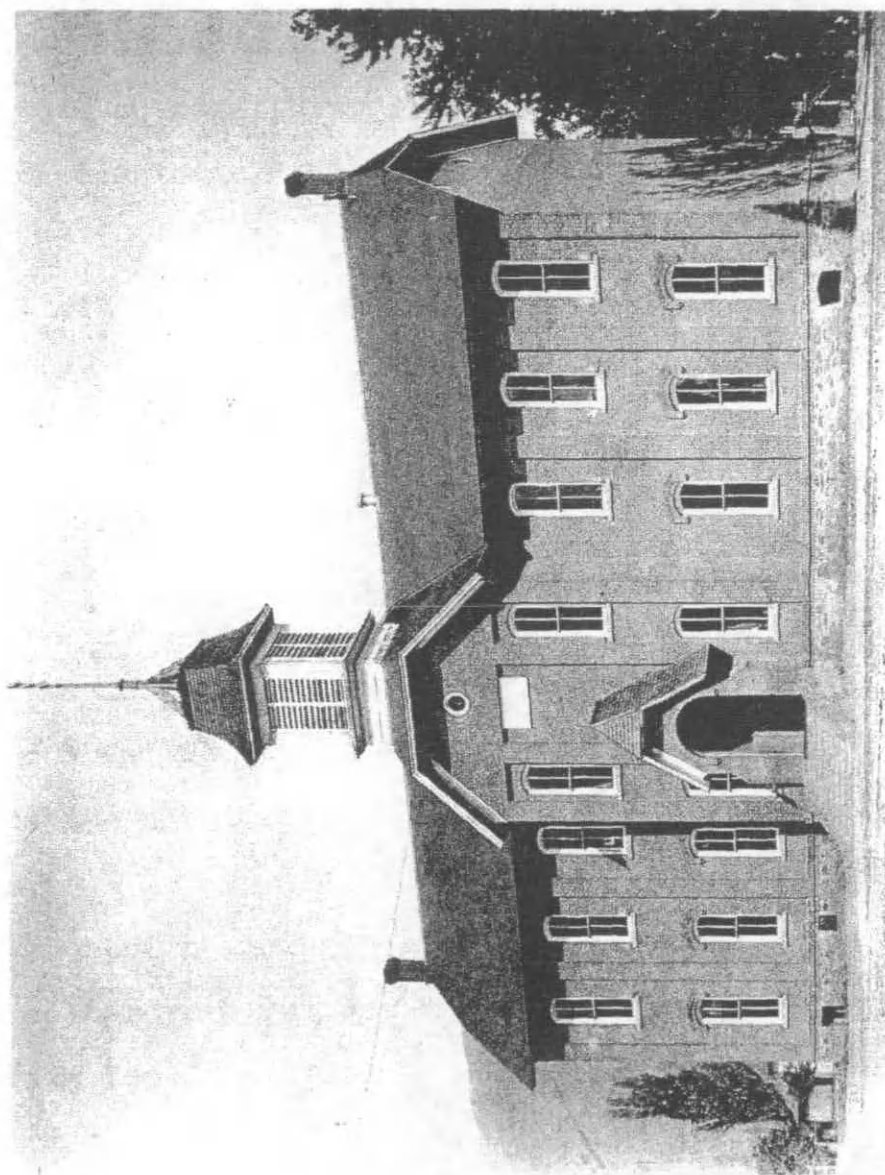


FIGURE 1

THE OLD CENTRAL SCHOOL, MISSOULA, MONTANA,
CONSTRUCTED 1887

The South Side School, which stood on the site of the present Willard, operated with one or two teachers during the years from 1891-1894. In 1894, the Board of Trustees voted to discontinue the classes in session in this building, and to seek authority from the voters of the district to raise funds for completing the interior. The purpose behind such action was to turn the South Side School over to the State Board of Education for use as university class rooms. The transfer was completed in 1895 and the University used the building rent free for a number of years.⁷

To replace the classroom space donated to the University, a frame school building was constructed on the South Side. The building was referred to only as the South Side Frame School. It was located near the intersection of Cottonwood and South Fourth Street West.⁸ The school remained in operation until 1899, when it was sold for two hundred dollars.⁹

School buildings had become so overcrowded by 1899, that the Board of Trustees felt compelled to remove the University from the original South Side School. This was done, but the building could not be put to immediate use as

7. Minutes of the Board of Trustees; Vol. I, 1894-1898; March 5, 1895.

8. Ibid; August 17, 1895.

9. Ibid; Vol. II, 1898-1902; May 20, 1899.

the South Side School had been declared unsafe for school purposes.¹⁰ During the year of 1900, the building was rebuilt according to specifications of the Board of Trustees. By 1902, the second and third floors had been placed in service as high school classrooms and the building was re-named the "High School". The citizens of Missoula were quite proud of their high school as was shown by the following descriptive account:¹¹

The commodious south side building contains the High School, and the entire second and third floors are devoted to the work. The Missoula High School is on the accredited list of high schools of the state; its graduates being admitted to all courses in the various state institutions without examination. Strong courses are provided in mathematics, English language and literature, Latin grammar, history, and science.

A new district high school was under construction during the years of 1894 and 1895; the former high school building was then renamed the Francis E. Willard.¹² This building continued in regular school service for many years, and was eventually replaced by a modern structure. A picture of the old South Side School appears in figure 2.

The North Side School, which was constructed in 1891,¹³ was placed in service soon after completion. Only those rooms needed immediately were finished, while the

10. Ibid; June 9, 1900

11. Charles Wagner; Loc. Cit.

12. Minutes of the Board of Trustees; Vol. III; 1902-1904; December 3, 1904; p. 129

13. Charles Wagner; Loc. Cit.

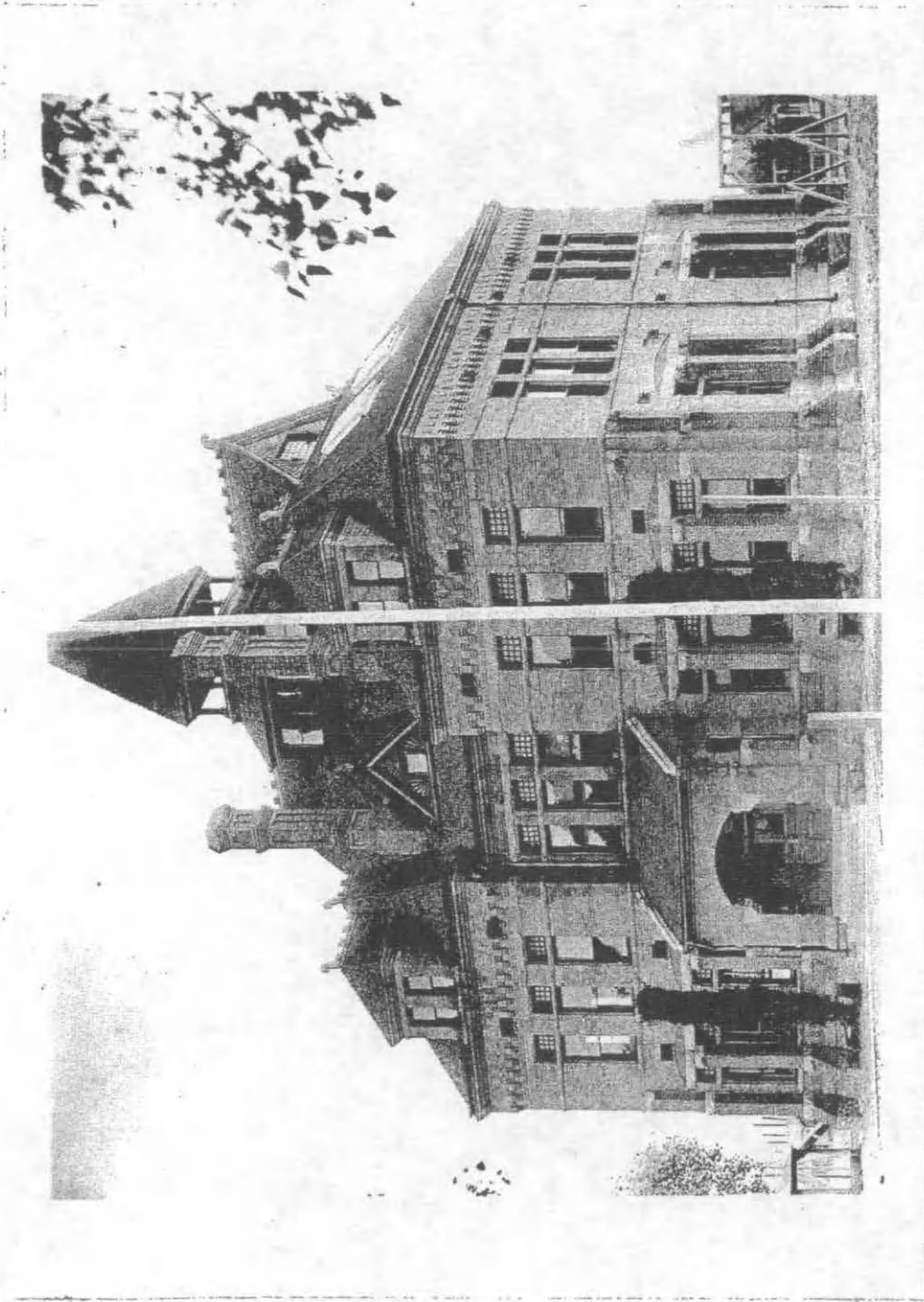


FIGURE 2

WILLARD SCHOOL MISSOULA MONTANA
CONSTRUCTED 1887

remaining rooms were completed as needed. By 1894, four instructors were teaching three grades in the North Side School. The school was officially named the Whittier in 1902.¹⁴ The present Whittier replaced the original building during the year of 1923. The old Whittier school is pictured in figure 3.

The East Side school, later renamed the Prescott, was constructed in 1893.¹⁵ The structure, which is pictured in figure 4 on page 26, originally consisted of that portion shown on the right side of the illustration. There were two completed classrooms with space for finishing two more when the need arose.

Edna Gorham was the first teacher assigned to the building.¹⁶ She taught only primary grades, while older pupils attended the Central School.

The heating facilities consisted of a wood stove in those rooms which were in use. Those buildings which had been constructed prior to 1893 had central heating plants, however, the Prescott did not have such a convenience until 1910. At that time David Emerson was given a contract to build an addition to the building at a cost

14. Minutes of the Board of Trustees; Vol. III, 1902-1906; September 4, 1902; p.8

15. Ibid.

16. Ibid.; Vol. I; 1894-1898; May 18, 1894.

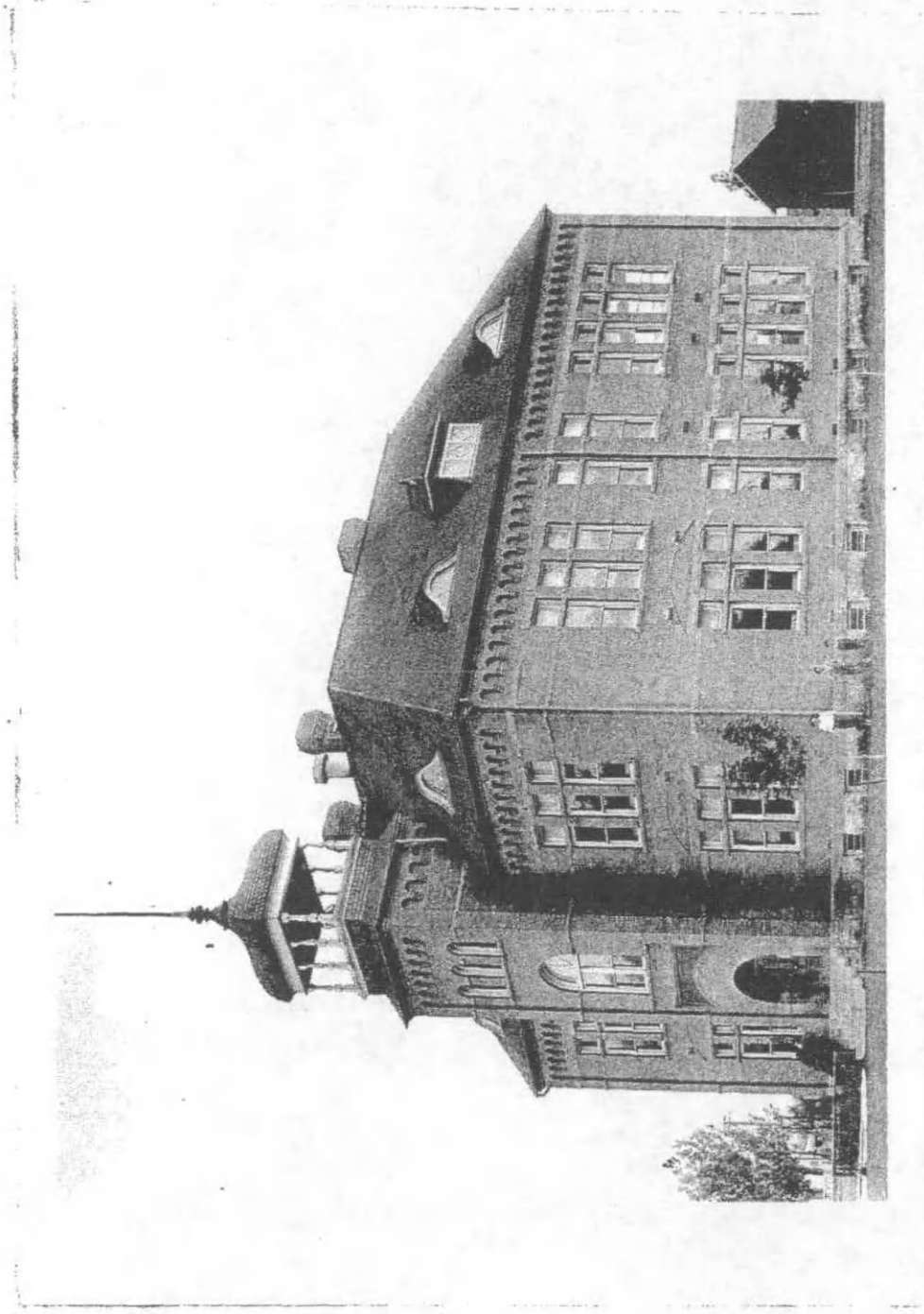


FIGURE 3

WHITTIER SCHOOL MISSOULA MONTANA
CONSTRUCTED 1891

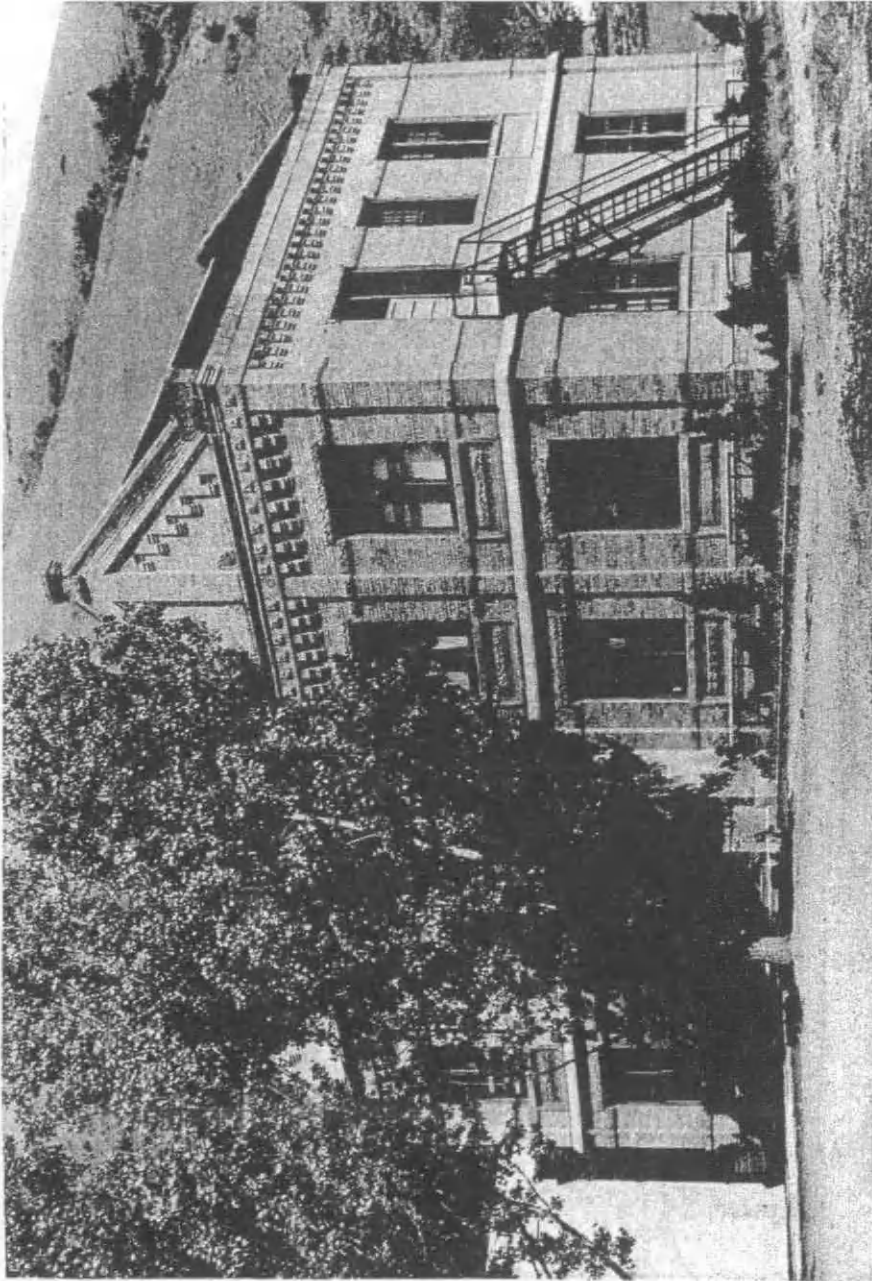


FIGURE 4

PRESCOTT SCHOOL MISSOULA MONTANA
CONSTRUCTED 1893

of ten thousand dollars.¹⁷ This section was added to the north side of the original structure. The building still stands and is today used as a warehouse for School District Number One.

During the year of 1901, a group of citizens petitioned the Board of Trustees for the construction of a school on the West side of Missoula. The request was granted, and the first Lowell school, a two room frame building was constructed.¹⁸ The school, which first operated in 1902, was replaced in the years of 1908-1909. William Oliver contracted to build the structure at a cost of thirty-five thousand dollars.¹⁹ When the building was opened, there were five teachers, the principal, Carrie Craven, and E. E. Higgins who acted as the Janitor.²⁰

For many years, pupils from the Orchard Homes area were transported to classes within the city limits of Missoula. In 1901, however, a one room frame school was constructed to serve the needs of pupils in the Orchard Homes area.²¹ The one room was not large enough, however, and older pupils were still transported to other schools

17. Ibid; Vol. IV, 1906-1911; July 26, 1910; p. 256.

18. Ibid; Vol. III, 1902-1906; August 18, 1902; p. 3.

19. Ibid; Vol. IV, 1906-1911; July 30, 1909; p. 168.

20. Ibid; January 15, 1911; p. 212-213.

21. Ibid; Vol. II, 1898-1902; August 19, 1901; p. 109.

in Missoula. One year later the school was moved to the present site of the Hawthorne school.²² In 1907, a frame addition was added,²³ and in 1910 the Olson and Johnson Construction Company built a six classroom brick building at a cost of thirty-one thousand dollars.²⁴ The original school building was moved to a site in Daly Addition where it served as the first Franklin School.²⁵

The residents of School District Number One, from the area near the old County Poor Farm, petitioned for a school in the year of 1902.²⁶ A one room frame school building was constructed in response to the request. For a short time the school was referred to as the "Poor Farm School," but the name was soon changed to Lincoln.²⁷ The school operated for several years, but was closed sometime before the year 1906. The following year, however, the Lincoln was again in service and remained so until 1910 when the site for the present Lincoln School was purchased.²⁸

The first serious efforts directed toward the establishment of a separate high school in School District

22. Ibid; Vol. III, 1902-1906, August 18, 1902; p. 3.

23. Ibid; Vol. IV, 1906-1911, August 9, 1907; p.58.

24. Ibid; August 11, 1910; p. 263.

25. Ibid; December 30, 1910; p. 275.

26. Ibid; Vol. II, 1898-1902; July 19, 1902; p. 150.

27. Ibid; Vol. III, 1902-1906; August 18, 1902; p. 3.

28. Ibid; Vol. IV, 1906-1911, December 30, 1910; p. 275.

Number One were made in 1904. Previously, high school work had been conducted as a separate department in one of the regular schools. A high school building costing thirty-five thousand dollars was completed in 1905.²⁹

This school, a sixteen room building, was operated by school District Number One for one year until the formation of a free County High School. During the school year of 1906-1907, the District High School building was rented to Missoula County for use of the County High School.³⁰ This practice was carried on during the period of construction of a County High School located on South Higgins Avenue. During the year of 1908, the District High School building was re-named the Roosevelt in honor of Theodore Roosevelt.³¹ The school then became the center of activity in the school district. All administrative offices and records were transferred from the Central school. A fire destroyed many of the district records in 1909, but did little damage to the structure itself. In order to safeguard against such occurrence in the future, a vault was placed in the building in 1910. At this writing, the Roosevelt school is still in regular service, but will be replaced by a modern structure in the near future.

A building owned by H. B. Greenfield served as a school in East Missoula, This school was first operated as a summer

29. Ibid; Vol. III, 1902-1906; December 3, 1904; p. 129.

30. Ibid; October 20, 1906; p. 199.

31. Ibid; Vol. IV, 1906-1911; August 26, 1908; p. 105

school, but indications were that it operated as a regular school at the start of the 1910-1911 school year.³² By mid-term, however, the school was closed, and Emma Clausen, who taught the classes, was transferred to the Central School. The pupils of the school were transported to Missoula to attend the Central.³³

The school year of 1910-1911, marked the end of the second great expansion of School District Number One. Land had been purchased in various parts of the city to provide school sites for the future; no major buildings were constructed for several years. X

32. Ibid; August 16, 1910; p. 264.

33. Ibid; December 10, 1910; p. 274.

CHAPTER V

School Policy 1889-1910

The student of education must realize that education is a dynamic force which is continuously changing. To know that changes have taken place is not sufficient. If one is to understand why such changes have resulted there must be a knowledge of previous procedure. This is true whether the subject at hand deals with curriculum, promotional policy, or, for that matter, any phase of the educational program.

The following "Rules and Regulations" were in effect in School District Number One From 1889 until 1897.¹

Rules and Regulations

Article One Classification

Section 1. The Missoula Public Schools shall be organized into Primary, Intermediate, Grammar, and High School Department.

Section 2. The Primary Department shall have four grades; the Intermediate, two; the Grammar, two; and the High School, three. A grade shall be the work of one full school year.

Section 3. Examinations either wholly or in part written shall be held on the last two days of each month. Pupils on first entering school shall be examined and assigned to grades by the principal.

1. J. M. Hamilton, "Record of the Public Schools of Missoula, Montana, 1889-1890;" (Unpublished Manuscript.)

Section 4. It shall require an average of 65 in the Primary Department, 70 in the Intermediate, 75 in the Grammar, and 80 in the High School for promotion, and the grade shall be determined by the daily recitations and monthly examinations.

Section 5. Promotions shall be made at the end of each school year; Provided that when ever for two successive months the average grade of a pupil is 95, he shall be promoted at once; if it shall be less than 50 he shall be demoted.

Article Two School Hours

Section 1. Uniform time shall be kept in all the rooms, and the clock in the Principal's office shall be the standard.

Section 2. The sessions shall open at 9:00 A.M. and 1:15 P.M. and close at 12:00 and 4:00 P.M. There shall be a 15 minute recess at 10:30 A.M. and 2:30 P.M. Opening and closing of recesses and sessions shall be uniform throughout the rooms; provided the first and second year pupils may not be kept more than four hours daily.

Section 3. The bell shall ring three minutes at 8:30 A.M. and 12:45 P.M. and shall tap at 3 minutes before time to close and open sessions and recesses.

Section 4. Teachers shall be in their rooms at 8:40 A.M. from November to March and at 8:30 A.M. the remainder of the year and at 1:00 P.M. during the entire year. Pupils shall not congregate on the grounds or in the buildings before 8:30 A.M. or 1:00 P.M. nor shall they remain after their teacher has departed unless they be under the special care of the janitor.

Article Three Calendar

Section 1. The school year shall begin the first Monday in September and shall be divided into three terms of three months each.

Section 2. At Christmas holidays there shall be a vacation of not more than two weeks nor less than one, and between the winter and spring terms there shall be a vacation of one week.

Section 3. Teachers shall receive no pay for vacations provided for in this article; Provided Thanksgiving, Christmas and New Year's Day shall be legal school holidays.

Article Four
Trustees

- Section 1. The regular meetings of the trustees shall be held on the last evening of each school month while school is in session. Special meetings may be called by the President or any two members.
- Section 2. The trustees shall see that ample buildings, with water, proper means for ventilation and heating, and necessary apparatus and supplies are furnished and that the same together with previous shall be kept in good condition.

Article Five
Principal

- Section 1. The principal shall execute the school law and Rules and Regulations and he shall have authority by the consent of the trustees to make any further rules necessary for the more perfect regulation of the school.
- Section 2. The principal shall use every means available to keep posted in the best methods of discipline, instruction and school management. He shall meet with the trustees in their regular meetings and confer with them frequently in regard to the work of the school.
- Section 3. The principal shall see that the rooms are properly cleaned, warmed and ventilated and that the outhouses and premises are in good condition. He shall have supervision of all school property, and see that the apparatus and supplies are properly distributed and economically used.
- Section 4. The principal shall have supervision of all examinations and classification of pupils and the arranging of all daily programs. He shall visit the rooms as often as consistent with his other duties to ascertain the condition of the grades and the character of the discipline and instruction, and to give such aid as he may deem necessary.
- Section 5. The principal shall have direct charge of the discipline of all pupils when not under the immediate care of their respective teachers and when necessary he shall assist the teachers in the discipline of their rooms. He shall have charge of all tardiness and absence, and may temporarily suspend pupils but must report the same immediately to the trustees and their action shall be final.
- Section 6. The principal shall keep a record of the age, attendance, deportment, and grade of each pupil, and at the close of the year shall transmit a copy to the trustees with remarks on the work

accomplished and recommendations for the next year.

Article Six Teachers

Section 1. Teachers shall acquaint themselves with the school law, rules and regulations, and the course of study, and shall cooperate with the trustees and principal in securing their observance.

Section 2. Teachers shall avail themselves of every possible means to better prepare themselves for their duties. They shall read at least one school journal and attend the county institutes.

Section 3. Teachers shall be held directly responsible for the furniture, apparatus and supplies of their rooms; for the proper warming and ventilation of them; for the carrying out of the course of study; and for the discipline of their pupils. Provided they shall refer all misdemeanors to the principal.

Section 4. The teachers shall prohibit in them the circulation of any advertisement or announcement, the exhibition of any article for sale, or the taking of any subscriptions.

Section 5. The teachers under the direction of the Principal shall examine their pupils monthly. They shall combine the grades of the examination with their estimate of the pupils' work during the month, and together with the absence and tardiness and deportment send a report to the parent or guardian and to the principal.

Section 6. Teachers shall meet at least once a week for counsel and instruction. They shall give special attention to instruction in the laws of health and to the inculcation of patriotism and morality. Discipline shall be that of a kind, firm parent. They shall confer with the principal frequently, and in all things shall be under his direction.

Article Seven Pupils

Section 1. All pupils must pursue all the work of the grade to which he belongs unless excused by the trustees. All pupils must be supplied by all the books and supplies used by their grade; Provided no one shall be suspended until notice has been given the parent or guardian of what is needed two weeks (in advance) and the trustees shall furnish indigent pupils books and supplies.

Section 2. Three times tardy or six days absence during any month without satisfactory excuse shall

be sufficient for suspension or discipline, and the excuse may be required in writing or in person from the parent or guardian. Any pupil who has been absent five consecutive days without giving the teacher a satisfactory reason shall be dropped from the roll.

Section 3. No pupil shall be subjected to cruel and dangerous punishment, but the actions of all pupils shall be held amenable to the civil and criminal law of the state.

Section 4. No pupil shall leave the premises during the regular school hours without permission of the teacher granted upon a written request of the parent or guardian or for satisfactory cause known to the teacher. Upon being dismissed pupils shall go directly home unless otherwise directed by their parents or guardians.

Section 5. All pupils shall be truthful, honest, cleanly in person, chaste in language, prompt in obedience, diligent in study, polite in conduct, respectful to teachers and kind and obliging to classmates.

Section 6. Lying, Stealing, Vulgarity, Profanity, persistent disobedience, continued idleness, the use of tobacco or intoxicants, damaging school property, creating disturbances, carrying fire arms or other dangerous weapons, gambling in any form in about the school building shall be good cause for discipline or suspension.

Article Eight The Janitor

Section 1. The janitor shall thoroughly sweep all rooms, halls and stairways, and dust the furniture and chalk ledges once a day. He shall keep the snow and ice from the walk and steps, and the out buildings and premises in good condition.

Section 2. The janitor shall keep the heating apparatus in good condition and supply the rooms with fuel and build the fires. He shall have the rooms warmed for the reception of pupils by 8:30 A.M. and keep them as near as possible at a temperature of 68 degrees.

Section 3. The janitor shall keep the outer doors locked except during regular school hours. Before leaving the rooms in the evening, he shall lock all windows on the lower floor and see that the fires are safe.

Section 4. The janitor shall take special charge of all pupils who eat their dinner at the school

warmed and see that they eat in it.

Section 5. The janitor shall ring the bell as directed by these rules and shall keep the hydrant in condition to supply a sufficiency of water for the school. In all things he shall be under the direction of the principal.

The above program was revised slightly in 1897, printed, and issued to patrons of Missoula Schools.

The main change dealt with expanding those duties under the heading of principal and inserting the word Superintendent in place of Principal.² With a few other minor changes the 1897 rules remained in effect through the year 1910.

Curriculum planning was a function of the Board of Trustees. From time to time the school principals or superintendent were requested to recommend curriculum changes, but no mention was ever made of teachers working on curriculum revision. Changes in the curriculum were few, and those changes which were made came about as a result of the efforts of the "Course of Study Committee" of the Board of Trustees. The following items were selected from the course of study for the year 1888 as applied to grades one, four, seven, and the high school.³

Primary Department--First Year

Reading: Complete the chart and primer. Teach pupils

2. Rules and Regulations and Course of Study of the Missoula Public Schools, District Number One, Missoula County, Montana, 1897, Missoulian Publishing Company, 1897.

3. J. M. Hamilton; Op. Cit.

to recognize at sight the words he already speaks. Use the word **method**. Drill daily in sight pronunciation. Give practice in word and sentence building with language cards. Review several lessons daily for practice in reading large amounts.

Language: All language work should be done in the reading class. Teach the use of "a", "an", and "the". Also "this", "that", "those" and "these". Plural forms of nouns; "is", "are", "was", and "were". Period and question marks after telling and question sentences; capital letters at beginnings of sentences and proper names; "I" and "O"; The answers to questions should be given in complete sentences. Read stories to pupils and have them reproduce them orally. Children learn to talk by hearing others talk and not by rules.

Spelling: Use words from all lessons. As soon as a pupil can write, all lessons should be spelled both orally and written. Require pupils to bring their lessons to class neatly written on their slates and to pronounce them before spelling. The parts of words with more than one syllable should be separated by a hyphen.

Writing: Keep the alphabet, both in capitals and small letters, on the board. At first, place copies on slates, and have pupils trace them. allow no printing. Have the slates permanently ruled on one side. Pupils can copy spelling lessons for practice in words and portions of the reading lesson for practice in sentences and paragraphy. Use long slate pencils and teach pupils how to hold them. Drill frequently in sight reading of script. Examine all written work and assign no work merely to keep pupils employed. Insist on neatness and system, but teach no theory.

Numbers: Teach reading and writing to 100; Roman notation to 25; counting by 3's and 2's to 25; the meaning of symbols for times, add, subtract and divide; addition, subtraction, multiplication; and division in which the sum, difference, product or dividend does not exceed 10; teach the fundamental rules simultaneously taking the numbers in their natural order; give simple concrete problems; use all the means available for object lessons; teach U. S. money by means of toy money and time by false clock faces. Accuracy and rapidity should be the aim.

Drawing: Give a short drill on the slates once a day on the cards; other patterns may be used. Drawing should be principally from copies, very little from objects. Frequent drills should be given in

- building with sticks and folding with paper.
- Music: Marching, motion, and sentiment songs should be learned by note. One new song should be learned each week. Drill at intervals when the pupils become tired.
- Science: Give special attention to teaching the more simple and useful laws of health. Set apart 15 minutes each day for instruction in home geography, the plants, animals and minerals of the vicinity.

Intermediate Department--Fourth Grade

- Reading: Complete the third reader (McGuffey Series). Follow the directions of the third year, I. E. diacritical markings for long and short sounds of vowels; spell all new and difficult words. In studying a lesson, devote one day to pronunciation, another to diacritical marking, another to reading, etc. until the lesson is completed. Begin use of synonyms by requiring pupils to substitute words or equivalent expressions while reading. Daily practice in syllabication and accentuation. Correct any defects of the voice; give more attention to the thought. Drill in oral paraphrasing.
- Spelling: Require the lesson written in a blank speller at least three times a week. There may be oral spelling two days in the week. Pupils should rewrite correctly all words misused. Continue to select words from other lessons.
- Writing: Use copy book No. 1; write with pen and ink; be very careful to form correct habits of penholding and movements at the beginning. Pupils can learn now better than at any other time. Insist of having good material to work with and neatness. Teach some theory and the analysis of small letters.
- Arithmetic: The preliminary lessons, addition and subtraction in Book No. 1. (Series by Fish). Strive for accuracy and rapidity. More attention should be given to reasoning. Oral and written work should be equally divided. Require neat, systematic work and concise oral solutions. Teach principles rather than rules. Test pupils in each _____ with problems not found in the book. review frequently.
- Geography: United States, North and South America in the elementary book; teach from a topic outline. Drill in memory sketching on the board; require topical recitations followed by questions and

criticisms; teach the continents at first by wholes, then by sub-divisions. Drill in imaginary excursions.

Language: Complete Part One of Short Studies in English. The Text book may be placed in the hands of the pupils. Continue the drill in compositions. Give careful attention to the use of capitals and punctuation. Correct all mistakes heard in the classroom. The language used in this recitation should be model in every respect. Require pupils to master the text book; require as few technical terms as possible.

Physiology: Complete Pathfinder No. 1. (Steele). The text book should only be in the hands of the teacher. The subject is best taught by talks by the teacher and the use of the charts. Give special attention to the laws of health and the effects and narcotics and alcohol. Endeavor to have pupils practice the instruction in the care of the person, clothing, etc.

Drawing: Complete Book No. 3. See directions for third year. (I. E. Draw from objects. Give a short practice each day. The properties of geometric solids should be studied in connection with geography.)

Music: Grade No. 2; see directions in 3rd year; (I. E. Give two drills a week in theory and note reading. Practice daily on rote songs.)

Grammar Department
Seventh Year

Reading: Fifth Reader (McGuffey); Observe the suggestions in the intermediate department. Use the unabridged dictionary; teach the biography and works of the author thoroughly. A taste for good literature and some knowledge of it may be given. Read principally from standard authors. Encourage pupils to read books from which selections are taken. For example, when reading the lessons "Squire's Methods", page 247, the teacher may bring the book "Nicholas Nickleby" to the class and read other selections from it. Encourage the pupils to get the book and read it. In this way make the advanced reading the basis for teaching literature.

Spelling: Select the words from the lesson and those in common use. Require them written in spelling blanks. Much attention should be given to the more important rules for spelling, derivation, affixes and homonyms; review accent, syllabication.

Writing: Copy Book No. 4; teach the analysis of all

all the letters; give special attention to position and movement; flourishing should not be taught; see that pupils acquire neat, legible, systematic hand.

Arithmetic: Review fractions and advanced denominate numbers and percentage in Book No. 2; see suggestions for fourth year.

Geography: Europe, Asia, Africa and Australia in the complete book; see suggestions for sixth year. (Require every thing studied to be sketched on the board from memory; use the topical method of recitation; drill in imaginary and real excursions to the countries; make geography the basis for teaching animals, plants, and minerals. Use the analytical method of going from wholes.

Grammar: Orthography and etymology in the advanced book. Technical grammar may be taught for the first time. In etymology, special attention should be given the inflected forms of the principal of speech as it is in those that almost all mistakes are made. Have a good model for both oral and written parsing. The teacher must be liberal in grammar class; allow all possible constructions but allow the best to be pointed out; require pupils to master the text adopted before taking up others; correct all mistakes heard about the school room.

History: Pre-historic races, discoveries, settlements and Revolution in the Brief History. Teach by topical method from a topical outline. Require pupils to sketch progressive historical maps from memory on the board. Subjects in literature bearing directly on the topic being studied should be read in the class. The text book in hand should be mastered but use all texts at hand for references. Require only the most important dates, names and places to remember. Do not teach the details of wars, but dwell on the customs and characters of the people; their industrial, intellectual, social and moral progress. Remember that the object of teaching history is to make good citizens.

Physiology: Skeleton, muscles, skin, respiration, and circulation in Hygiene Physiology. In anatomy, dissect in the classroom specimens obtained from the butcher shop. Require pupils to draw the organs being studied. Give special lessons in the cleanliness of the body, the care of the hair, teeth, etc., methods of heating and ventilating buildings, simple remedies in the care of accidents and sudden sickness. Require pupils to practice what they study.

Drawing: Book No. 6. Sketch from objects and imagination; give two lessons a week. Require pupils to use their skill and knowledge on drawing to illustrate their sketches.

Music: Grade 5. Give two lessons a week in theory and note practice; Drill in rote songs every day. music in church and social gatherings.

Curricula of High School Department

Junior Year (9th year)

First Term-higher arithmetic, grammar, physiology, U. S. History

Second Term-higher arithmetic, grammar, physiology, U. S. History

Third Term-bookkeeping, grammar, physical geography, civil gov't.

Middle Year (10th year)

First Term-algebra, English, Botany, Latin.

Second Term-same

Third Term- algebra, English, Botany, Latin.

Senior Year (11th year)

First Term- Geometry, geology, rhetoric, ancient history.

Second Term- Geometry, astronomy, rhetoric, mediaval history.

Third Term- English literature, modern history, geology.

For many years pupils who attended school in Missoula were required to purchase text books or be suspended from the school. However, in the cases of hardship books were supplied by the school district. By 1903, the Board of Trustees had considered the idea of furnishing free text books to pupils in the public schools. However, when the proposal was submitted to the voters of School District Number One at a special election, the proposal failed.⁴ Free text books did not become a

⁴. Minutes of the Board of Trustees, Vol. III, 1902-1906; April 17, 1903; p. 29

reality for many more years. Table two on page 43 lists the text books which were recommended for use by the high school department in 1903.⁵ Table three on page 44 is the recommended list of books for use in the reading course for grades one through eleven, during the year of 1889.⁶

Employment of teachers did not pose a very serious problem during the years from 1889 through 1910. There seemed always to be a surplus of applicants. In most cases teachers were chosen and elected to positions in the spring preceeding the next school year. However, the practice of teachers leaving the system or being hired at any time of the year was common. During some years, two or three new teachers were hired at each meeting of the Board of Trustees. This was mainly due to an ever increasing school population. Very few teachers of no experience were ever elected to positions in Missoula schools. Experience requirements varied from year to year, ranging from no experience at one time to a requirement of sixteen months previous experience at another time.

During the years from 1889 through 1894, the general policy was to hire either married or single women as teachers, however, the board in 1895 passed the

5. Ibid; September 5, 1903; p. 59.

6. J. M. Hamilton; Op. Cit.

TABLE II
RECOMMENDED HIGH SCHOOL TEXTBOOKS
MISSOULA, MONTANA 1903

Name of Book	Author	Publisher
Algebra	Wentworth	Ginn and Co.
Botany	Bessey
Caesar	Kelsey	Allyn and Bacon
Geometry	Wentworth	Ginn and Co.
History of Greece	Myer	Ginn and Co.
History of Rome	Myer	Ginn and Co.
History, Medieval and Modern Myer Ginn and Co.
Beginning Latin	Collar and Daniel	Ginn and Co.
Latin Grammar	Bennett	Allyn and Bacon
Latin Composition	Bennett	Allyn and Bacon
American Literature	Bowder	American Book Co.
English Literature	Newcomb
Physical Geography	Davis	Ginn and Co.
Physica	Carhart and Chute	Ginn and Co.
Rhetoric	Herrick and Damon	Scott Forsman Co.
German	Joynes Meissner	D. C. Heath
Physiology	Martin	American Book Co.

TABLE III
READING COURSE GRADE 1-11
1889

Grade	Books	Author
1.	Learning to Read	Abbot
	About Common Things	Abbot
2.	Book of Fables	Scudder
	Little in Feathers and Furs	Miller
3.	Boys of Other Countries	Taylor
	Firelight Stories	Moultern
4.	Zig Zag Stories in the Occident	Butterworth
	At Home and Abroad	Pausey
5.	Boy Travelers, Part VI	Knox
	Wild Flowers and Where They Grow	Humphrey
6.	Views Afoot through Europe	Taylor
	A Naturalist Rambles Around Home	Abbot
7.	Old Times in the Colonies	Coffin
	Pilgrims Progress	Bunyan
8.	Politics for Young Americans	Nordoff
	Sketch Book	Irving
9.	Poems	Longfellow
	Last of the Mohicans	Cooper
10.	Under My Window	Lowell
	The Scarlet Letter	Hawthorne
11.	Poems	Whittier
	Representative men	Emerson

following resolution:⁷ "The application of married women as teachers in the public schools of this district will not be considered." The rule was alternately rescinded and invoked during the ensuing years.

The policy with regard to sick leave for many, many years followed a pattern of no payment to the teacher if absent from her classroom for any reason. Furthermore, when a teacher was ill or absent due to other causes, the teacher was required to pay a substitute at the rate of three dollars per day.⁸ In many instances the three dollars amounted to more than the regular teachers' salary when figured on a daily basis.

Salary schedules also varied from year to year as did the basis for determination of salary. The earliest salary schedule noted for Missoula schools showed salaries paid on the basis of the grade level taught and the years of experience up to four years. Definite maximums were set. This is illustrated by table four which shows salaries paid in 1903.⁹ In contrast the salary schedule for 1910 is illustrated in table five.¹⁰ (See page 46). The salaries for 1910 were based entirely upon experience

7. Minutes of the Board of Trustees, Vol. III, 1902-1906; March 21, 1904; p. 73.

8. Ibid; Vol. I, 1894-1898; March 6, 1896.

9. Minutes of the Board of Trustees, Vol. III, 1902-1906; March 23, 1903; p. 26.

10. Ibid; Vol, 1906-1911; May 16, 1910; p. 235

TABLE IV
TEACHER SALARY SCHEDULE
MISSOULA, MONTANA, 1893

Years Exp.	Grade Taught											
	1.	2	3	4	5	6	7	8	9	10	11	
0	\$	\$60	\$60	\$60	\$60	\$60	\$60	\$				
1	75	65	65	65	65	65	65	85	\$90	\$90	\$90	
2	80	70	70	70	70	70	70	85	90	90	90	
3	85	75	75	75	75	75	75	85	90	90	90	
4		80	80	80	80	80	80	85	90	90	90	

TABLE V
TEACHER SALARY SCHEDULE
MISSOULA, MONTANA, 1910

Yrs. Exp.	Salary per month	Salary per year
1	\$65	\$780
2	70	840
3	75	900
4	80	960
5	85	1020
6	90	1080

as far as additional payments were concerned. The monthly salary did not vary much in the two years compared. However, the 1903 salaries were paid on a nine month basis, whereas the salaries in 1910 were paid for a full twelve months. The superintendent was paid on a yearly basis, and the salary ranged from a low of eighteen hundred dollars to a high of twenty-two hundred dollars. Principals were paid for ten months of the year with a salary ranging from one thousand to twelve hundred dollars per year.

CHAPTER VI

Summary and Conclusion

Schools of Missoula were started during the early territorial history of Montana. The first was established in 1869, and had sixteen pupils. The first school building constructed with the aid of public funds was completed during the year of 1872. This building is still in use today although not for school purposes. During the late 1880's, the Central school was completed, followed by the Whitter and Willard in 1891, and the Prescott in 1893. For several years only temporary frame buildings were built. Then in 1905, the Roosevelt was finished for use as a high school. The Lowell and Hawthorne schools, which were constructed in 1909 and 1910, respectively were the last buildings constructed during the years covered by this study.

The personnel of School District Number One were of high caliber. The Board of Trustees had many professional men as members. Superintendents, of which there were four, were well trained and experienced men. High standards for teachers resulted in a well qualified teaching staff.

When considered in the light of present day standards, the curriculum was somewhat rigid and intensive. There were, however, definite features which developed and

have carried over into present day curriculum.

Missoula schools were divided into four departments, primary, intermediate, grammar, and the high school. The high school was separated from School District Number One in 1906, when a free County High School was formed.

Teacher salaries were low and teacher welfare of a minimum nature when compared with present day standards. Salaries varied little over the years ranging from a minimum of sixty dollars to a maximum of eighty-five dollars per month during the years from 1893-1910 in the grades. High School teachers were paid five dollars per month more than the grade school maximum. There was no sick leave policy for many years, and teachers were required to pay for their substitutes when the need arose.

In general, School District Number One Officials used every means at their disposal to provide adequate buildings, qualified teachers, supervisors, and abundant school supplies. Due to a rapid increase in population and school enrollment, the problem was difficult to overcome. However, the Board of Trustees and people of the community faced the issue squarely and provided the needed support which contributed to the rapid and successful development of the school district.

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