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A comprehensive study of the Belchertown, Massachusetts school system, 1929-1949.

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A COMPREHENSIVE STUDY OF THE
BELCHERTOWN, MASSACHUSETTS
SCHOOL SYSTEM

1929-1949

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A COMPREHENSIVE STUDY OF THE
BELCHERTOWN, MASSACHUSETTS
SCHOOL SYSTEM
1929 - 1949

BY

WARREN MAXWELL BOCK

A problem submitted in partial fulfillment
of the requirements for the Master of
Science Degree

University of Massachusetts

1950

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CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

Belchertown, Massachusetts is a community of approximately 3,503 people (1940 census) located in Hampshire County in the western part of Massachusetts. It is bounded by the towns of Pelham on the north, Ware and the Quabbin Area on the east, Ludlow and Palmer on the south, and Amherst and Granby on the west. It was first settled in 1737 and incorporated in 1761. In area, it is the ninth largest town in Massachusetts and occupies an area of 53.38 square miles. It has one hundred and ten miles of road. Access to Belchertown is easily obtainable since it is linked by good roads and highways to the rest of the state.

Livelihood of its inhabitants is derived from many sources and, although it is in the rural area of the State of Massachusetts, agriculture provides support for only part of its occupants. Belchertown's close proximity to such large industrial areas as Springfield, Holyoke, Chicopee, and to many smaller areas as Ludlow, Ware, and South Hadley, makes it a suitable and desirable residential area. A unit of the Massachusetts Mental Health system is also located there, providing employment for many of the Belchertown residents.

Along with these three large employers, agriculture, out of town industry, and state employment, go the businesses

and occupations essential to the support of any community.

Like many growing communities today, Belchertown is faced with many of the problems of modern day life. Many of these problems are the result of changing technological and social concepts. Others are the result of a lack in what should have been a normally progressive function of any community. Such things as adequate sewerage disposal, extension of the central water supply, development of good roads, building codes, zoning laws, and the providing of an adequate educational program are some of the needs now pressing the town. Meeting these problems will take time and concentrated effort on the part of all the inhabitants of the community.

One common problem in community life today, whether the town is Belchertown, Massachusetts, Sandusky, Ohio, or Edmonds, Washington, is the providing of an adequate educational system. The preparation of the young people of today for an active, healthy, happy, and successful life, whether on a community, state, national, or world basis, is a challenge to all -- both educators and citizens. Setting up an educational program to achieve the above objectives is not simple or easy. It requires the grouping of many aspects of community and world life, educational theory and practice, economic principles, and social conduct. It can only be done by sincere and conscientious work involving study, research, and the expenditure of time and money.

As mentioned above, to help in establishing an adequate educational program some research work is necessary. One of the forms of research which can be called upon to aid tremendously in the development of an educational program is the survey.

A survey usually goes back a number of years along specified lines and traces the development of these lines up to present day conditions. The advantage to this research method is to give a long range picture of the situation. From this long range picture trends and changes many times become quite apparent and furnish a good solid base upon which to build an educational program. Since these trends and changes vary in every community, each community must conduct its own survey to determine its own individual status. This then is one of the purposes of this survey, to provide some material which may be of use in helping set up an adequate educational program in Belchertown. Another purpose is to gain experience in conducting such a survey, compiling material and information, and combining this material and information into useable form.

This survey will include many phases of research connected with school systems. It will include material under such general headings as finance, teachers, pupils, curriculum, buildings, and library. The survey will cover a twenty-year period from 1929 to 1949. This period should give a representative picture since it includes many fluctuations in the economic and social cycle.

CHAPTER II

FINANCIAL ASPECT OF THE SURVEY

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FINANCIAL ASPECT OF THE SURVEY

The financing of the school system in Belchertown includes many areas. To cover these areas more fully, the financial expenditures will be divided into groups and each group treated individually.

Group I -- Group I will include such items as expenditures for general control, salaries of the teaching staff, textbooks, other expenses of instruction, janitor service, fuel and miscellaneous expenses, repairs replacement and upkeep, libraries, promotion of health, transportation, miscellaneous and total for support. The yearly expenditures for these items over the twenty-year period are included in Table I on page seven.

Graph I -- Graph I on page eight indicates a comparison between the average of these respective items for the ten-year period 1929 to 1939 and the ten-year period from 1939 to 1949.

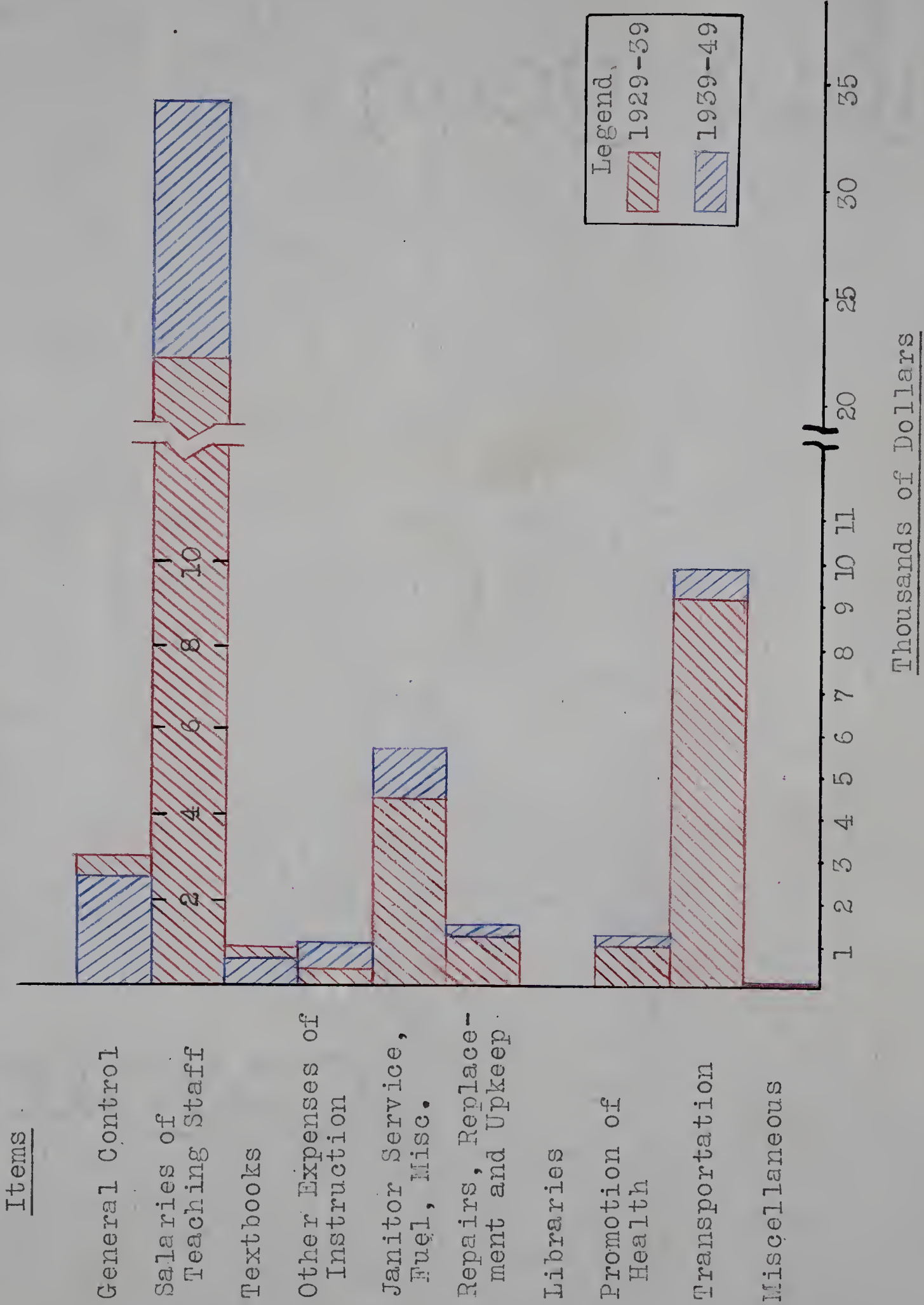
Upon closer examination of Graph I on page eight, decreases and increases between the two ten-year periods in the amount of money spent for many of the items are definitely noticeable. However, the amount of increase greatly overshadows the amount of decrease and the trend toward higher costs of maintaining a school system is quite evident. The

Table I

Financial Expenditures

Year	General Control	Salaries of Teaching Staff	Textbooks	Other Expenses of Instruction	Janitor Service, Fuel, Miscellaneous Expenses	Repairs, Replacement and Upkeep	Libraries	Promotion of Health	Transportation	Miscellaneous	Total for Support
1929-30	2,911	21,222	805	578	4,892	706	-	926	8,745	96	40,808
1930-31	3,058	21,280	596	243	5,792	300	-	1,039	9,292	597	43,818
1931-32	3,042	22,710	532	505	3,479	257	-	1,033	9,756	224	41,617
1932-33	3,086	22,932	453	484	3,907	335	-	879	10,270	67	42,749
1933-34	2,959	22,840	540	876	4,255	1,064	-	975	9,402	98	43,013
1934-35	3,024	22,503	1,049	282	4,440	2,217	-	974	9,058	89	43,620
1935-36	3,101	22,414	826	881	3,957	1,939	7.00	1,040	8,903	99	43,171
1936-37	3,174	21,947	1,415	705	5,138	2,284	5.18	980	8,611	106	44,370
1937-38	3,044	22,637	845	688	4,477	1,270	9.26	1,116	9,105	143	43,484
1938-39	3,203	21,683	814	617	4,681	1,645	25.56	1,234	9,712	138	44,621
1939-40	3,165	22,288	617	700	5,042	1,888	-	1,302	9,468	158	44,631
1940-41	3,169	22,455	641	823	4,815	1,074	-	1,071	9,310	86	45,458
1941-42	2,511	21,299	522	1,242	4,671	1,324	-	1,008	9,360	56	42,427
1942-43	2,630	28,623	559	428	5,527	606	-	1,134	9,827	127	49,664
1943-44	2,795	20,552	542	577	5,272	923	-	1,214	8,940	137	40,955
1944-45	2,908	33,279	460	794	5,270	613	-	1,217	9,040	54	53,618
1945-46	2,825	34,436	513	662	5,762	1,333	-	1,233	9,620	160	56,549
1946-47	2,352	42,826	742	944	6,213	1,026	-	1,321	10,090	147	65,666
1947-48	1,763	55,030	807	1,429	6,710	1,949	-	1,553	10,446	289	79,981
1948-49	1,935	61,799	1,388	1,701	7,215	3,185	-	1,768	13,000	284	92,279

TEN YEAR AVERAGE FINANCIAL EXPENDITURES



average cost of maintaining the school system for the 1939 to 1949 period is thirty-two per cent greater than that for the 1929 to 1939 period. During this same period of time the population of the town increased by eleven per cent over the 1929 to 1939 period. This means more dollars for the support of education must be furnished by the relatively same group of taxpayers.

Examining even more closely each item in Table I on page seven, making up the total cost of maintaining schools over this period, gives one an indication of the areas which are responsible for such an increased cost. Many of these items will show definite trends either toward an increase or a decrease. In many cases, the last three years 1947 to 1949 show marked increases which might be mistaken for trends. These should not be considered as trends since they do not cover a long enough period and the increase in expenditures in many cases is due to continually mounting labor and materials costs, plus an inflated dollar.

General Control -- The first item, general control, shows no marked changes for the first twelve years with the cost for this item fluctuating between \$2,900 and \$3,174. The average for this twelve-year period being \$3,079. However, in the last eight years a definite decline in the cost of this item is noticeable. The cost varies between a high of \$2,908 and a low of \$1,763, the average for this

eight-year period being \$2,338. This indicates a definite trend toward a decrease in the expenditures for general control.

Salaries of the Teaching Staff -- The next item, salaries of the teaching staff, shows no appreciable change for the first thirteen years of this study. The cost of this item for the first thirteen years varied between the levels of \$21,299 to \$22,932. In the next seven years, however, a definite increase is noticeable since the cost for salaries rose from \$21,299 in 1942 to \$61,799 in 1949.

Textbooks -- The expenditure for textbooks over the twenty years shows no marked trend toward either an increase or decrease in this cost. Costs varied from year to year with no trend noticeable. The average for the first ten-year period was \$787 and the average for the second ten-year period was \$681.

Other Expenses of Instruction -- The next item in Group I, other expenses of instruction, also fluctuated considerably over the twenty-year period. However, in breaking this item down into two ten-year periods, a rise in the amount expended for this item is distinctly noticeable. The average expenditure for the ten-year period 1929 to 1939 was \$585, while the average expenditure for the period 1939 to 1949 was \$932.

Janitor Service, Fuel and Miscellaneous Expenses -- The cost for janitor service, fuel and miscellaneous

expenses during this twenty-year period shows a definite trend toward an increase; although there were fluctuations during this period, these fluctuations do not mask the trend toward higher costs for this item. In 1929 the cost for this item was \$4,892 while the cost for this same item in 1949 was \$7,215.

Repairs, Replacement and Upkeep -- Repairs, replacement and upkeep costs for this twenty-year period do not indicate any clear cut trend toward an increase or decrease. However, the cost for the ten-year period 1939 to 1949 exceeds the cost for the 1929 to 1939 period by \$241. On the basis of this small increase it would be difficult to ascertain that costs for these items are on the increase, since yearly expenditures vary with need and immediate conditions.

Libraries -- The expenditure for libraries shows a definite trend toward a decrease in the amount expended for this item. During the twenty-year period only forty-seven dollars were spent for this item and in the last ten years no money has been spent at all.

Promotion of Health -- The promotion of health expenditure shows no marked trend. The average cost per year for this service during the ten-year period 1929 to 1939 was \$1,019 compared to \$1,282 per year for the period 1939 to 1949.

Transportation -- Transportation costs in Belchertown have fluctuated considerably in the past twenty years. Although the cost in 1929 was \$8,745 and the cost for 1949 was \$13,000, there is no discernable trend toward higher costs. It is only during the four-year period 1945 to 1949 that costs have progressively increased without fluctuation. As stated earlier, these increases must be evaluated in the light of increased labor and material costs and inflated currency.

Miscellaneous -- The expenditure for miscellaneous items shows no definite trend. This is due to the tremendous fluctuation from year to year. For the ten-year period 1929 to 1939 the average cost was \$111 while the average for the 1939 to 1949 period was \$151. Again, as in the previous items studied, the greatest amount expended was in the last two, three, or four-year period.

Total for Support -- The total yearly expenditure for support of the Belchertown school system varied little for the first fifteen years of the study. However, in the past five years a definite increase is noticeable. The average yearly expenditure for the fifteen-year period was \$43,627, while the average expenditure for the five-year period of 1945 to 1949 was \$69,826.

Summary -- Of the ten items included in Group I, four of the items showed a definite trend toward an increase

during the twenty-year period, two items showed a definite trend toward decrease, and four items remained much the same, increasing slightly but nothing which could be classified as a trend.

In spite of only four items showing a definite increase and four others increasing slightly, these increases were enough to cause the total cost of maintaining the school system for the second ten-year period to cost thirty-two per cent more than did the first ten-year period.

The items which show a definite trend toward increase are:

- Salaries of the teaching staff
- Janitor service, fuel and miscellaneous
- Transportation
- Other expenses of instruction

The items which remained much the same with no discernable increase are:

- Textbooks
- Repairs, replacement and upkeep
- Promotion of health
- Miscellaneous

The items which show a definite decrease during the twenty-year period are:

- General control
- Libraries

Group II -- Group II includes such items as valuation per pupil in net average membership, rank in group, expenditure for school support from local taxation per one thousand valuation, rate of total tax per one thousand dollar valuation, and rank in the group. The rank in the group item shows how Belchertown compares in each of these items with the one hundred and eight towns in the group. Belchertown is in a group of one hundred and eight towns which have a population of five thousand or less and maintain a high school. Table II on the following page includes the information in Group II.

Before examining Table II some explanation should be given to help understand what each item in Group II represents and how it is computed.

Valuation Per Pupil in Net Average Membership -- Item number one, valuation per pupil in net average membership, is found by dividing the valuation of the town by the net average membership for that year. (Net Average membership is found by taking the average membership in the school system and adding to it the number of pupils for whom the town paid tuition for not less than half the school year, and subtracting from this sum the non-residents who attended not less than half a school year.)

In spite of the many fluctuations, this item has shown a definite trend toward an increase over the twenty-

Table II

Breakdown of Financial Expenditures

Year	Valuation Per Pupil in Net Average Membership	Rank in Group	Expenditure for School Support from Local Taxa- tion Per \$1000 Valuation	Rank in Group	Rate of Total Tax Per \$1000 Valuation	Rank in Group
1929-30	\$3,434	108	\$14.62	11	\$32.00	22
1930-31	\$3,364	108	\$15.19	11	\$35.70	10
1931-32	\$3,104	108	\$16.08	7	\$37.20	12
1932-33	\$3,233	107	\$14.23	6	\$40.00	11
1933-34	\$3,128	108	\$13.61	7	\$40.00	4
1934-35	\$3,230	108	\$14.70	5	\$42.00	7
1935-36	\$3,183	108	\$15.75	3	\$39.00	20
1936-37	\$3,363	108	\$16.41	3	\$46.00	7
1937-38	\$3,339	107	\$16.35	7	\$44.00	9
1938-39	\$3,311	108	\$18.50	3	\$48.00	4
1939-40	\$3,398	106	\$17.76	4	\$35.00	43
1940-41	\$3,511	104	\$18.13	2	\$40.00	14
1941-42	\$3,595	106	\$17.81	5	\$42.40	8
1942-43	\$3,721	106	\$18.65	4	\$38.00	22
1943-44	\$3,589	107	\$17.34	9	\$39.00	16
1944-45	\$3,963	107	\$18.22	13	\$39.00	15
1945-46	\$4,038	103	\$23.90	2	\$39.00	16
1946-47	\$3,973	105	\$24.58	4	\$40.00	23
1947-48	\$3,882	106	\$23.89	10	\$45.00	24
1948-49	\$3,983	106	\$26.02	9	\$47.00	26

year period. This trend is particularly noticeable in the period from 1939 to 1949. A comparison between the two periods may be helpful here. During the 1929 to 1939 period the average valuation per pupil in net average membership was \$3,268 as compared to \$3,765 for the 1939 to 1949 period. The cause of this increase is due to two factors, increased valuations and a decreased enrollment during these periods.

A comparison of more interest is represented by the rank in group column next to Item number one. This column gives a comparison between Belchertown and the other one hundred and eight communities in the same classification. During the first ten-year period there were only two years during which Belchertown did not rank last in its classification, and then during these two years Belchertown was one hundred and seventh in the group.

Conditions did not improve much during the second ten-year period. The best Belchertown could do was to rank one hundred and third in its group in 1946 and the rest of the years found Belchertown varying between one hundred and seventh and one hundred and fourth.

Expenditure for School Support from Local Taxation Per \$1000 Valuation -- Item number two, the expenditure for school support from local taxation per \$1000 valuation, is the amount of the total tax spent for education. For instance, in 1930 the tax rate per \$1000 valuation was \$35.70,

\$15.19 of which was spent for school support. In Belchertown over this twenty-year period anywhere from thirty-five per cent up to fifty-five per cent of the tax dollars went to school support. These percentages varied from year to year but a comparison between the two ten-year periods may be more informative.

In the 1929 to 1939 period the average expenditure for this period was \$15.54 and the average tax rate was \$40.39. During this period then, an average of thirty-eight per cent of the funds raised by taxation were spent for support of the schools.

In the 1939 to 1949 period the average expenditure for the period was \$20.63 while the average tax rate was \$40.44. During this ten-year period an average of fifty per cent of the funds from taxation was spent for school support.

From these figures it can be seen that although the tax rate has averaged the same for the past twenty years, a greater percentage of the funds raised by taxation is being spent for the support of schools. It was pointed out earlier that costs for maintaining the schools have been progressively higher and this is shown in Graph I on page eight.

Comparing Belchertown with respect to expenditure for support of schools with the other communities in its group, shows that Belchertown ranks close to the top in this item.

Over the twenty-year period the lowest Belchertown dropped to was thirteenth, while the highest it achieved was second. The towns average position for the twenty-year period was sixth.

Rate of Total Tax Per \$1000 Valuation -- Item number three, the rate of total tax per \$1000 valuation, shows the tax rate per \$1000 valuation for each year. This item, better known as the tax rate, varied widely from year to year over the twenty-year period. In 1929 the tax rate was \$32.00 while in 1949 the tax rate was \$47.00 with a twenty year average of \$40.41.

Examining the rank in group column for this item will give a picture as to how Belchertown's tax rate compared to the other communities in its group. Belchertown's position varied from fourth to forty-third over the twenty-year period, with the average position being sixteenth.

Summary -- From Table II it can be seen that Belchertown ranks very low in its classification according to valuation per pupil. This can only be remedied by increased valuation.

The amount of tax dollars spent for the support of schools has increased during the past ten years and Belchertown ranks favorably with regard to other communities in this respect.

Group III -- Group III includes the expenditure for support of all public schools and indicates its source.

Here again, in Table III on page twenty there are given some comparisons between Belchertown and the other towns in its group.

Expenditure for Support of All Public Schools -- The expenditure for support of all public schools is broken into two sections -- local taxation and state reimbursement. These two sections are then broken into several items. In the section labelled, from local taxation, there are three items -- amount, per pupil in net average membership, and rank in group. In the section labelled, from state reimbursement including general fund, there are five items -- amount, per pupil in net average membership, rank in group, receipts for tuition and transportation of state wards, and amount from other sources.

Table III -- Table III on page twenty includes the above items along with three items indicating the total expenditures. These additional items include amount, per pupil in net average membership, and rank in group. All of these items plus the items listed above under expenditure for support of all public schools will be taken up in detail.

Expenditure for Support of All Public Schools from All Sources -- The amount expended for the support of schools has been progressively increasing during the period studied. There were minor fluctuations, however, but these are not often or serious enough to offset the definite trend toward higher costs for school support.

Table III

Expenditure for Support of All Public Schools

Year : From All Sources ; From Local Taxation ; From State Reimbursement ; Including General School Fund

Year	Amount	Per Pupil in Net Average Membership	Rank in Group	Amount	Per Pupil in Net Average Membership	Rank in Group	Amount	Per Pupil in Net Average Membership	Rank in Group	Receipts for Tuition and Transportation of State Wards	Amount from Other Sources
1929-30	40,434	95.12	63	21,336	50.20	104	13,358	51.20	14	855	4,983
1930-31	41,246	94.81	61	22,232	51.11	103	13,948	52.06	13	855	4,209
1931-32	42,263	89.92	71	23,460	49.91	100	14,034	29.85	15	891	3,879
1932-33	42,592	89.46	55	21,901	46.01	96	15,479	32.52	13	1,319	3,892
1933-34	42,333	90.07	45	20,006	42.57	94	17,036	26.25	16	1,380	3,909
1934-35	43,453	96.13	41	21,463	47.48	89	17,246	38.15	12	1,455	3,288
1935-36	42,495	95.59	43	22,811	50.13	95	16,760	36.83	10	1,454	2,468
1936-37	44,895	100.21	38	24,727	55.19	86	16,554	29.95	12	1,621	1,992
1937-38	43,691	99.52	49	23,965	54.59	89	15,488	35.38	14	2,108	2,127
1938-39	45,307	102.15	44	27,067	61.24	80	15,167	54.31	14	1,964	1,508
1939-40	45,482	106.77	38	25,706	60.34	82	14,774	54.68	15	2,908	2,092
1940-41	45,997	102.56	49	27,303	63.64	76	14,105	32.88	21	2,303	284
1941-42	45,357	107.23	50	27,079	64.02	86	16,098	38.06	10	1,976	202
1942-43	46,256	112.55	53	28,528	69.41	83	14,647	36.12	14	2,879	---
1943-44	46,212	116.23	78	27,043	62.17	100	16,286	37.44	13	2,803	80
1944-45	48,360	120.90	63	28,879	72.20	97	15,154	37.89	12	3,635	690
1945-46	56,549	142.16	47	38,094	96.44	73	14,451	36.58	13	3,529	474
1946-47	58,878	144.60	52	39,749	97.66	85	13,068	32.11	17	5,140	919
1947-48	69,355	159.07	60	40,434	92.74	97	22,462	51.52	15	6,088	370
1948-49	79,077	174.95	51	46,837	103.62	98	34,120	53.36	15	8,103	17

During the twenty years covered by this study the amount spent in school support has almost doubled. In 1929 the amount spent was \$40,434, while in 1949 the amount spent was \$79,077.

Dividing each yearly expenditure by the net average membership for that year gives the amount spent per pupil in net average membership. This amount has also progressively increased over the twenty-year period. In 1929, the amount spent per pupil was \$95.12 whereas the amount in 1949 was \$174.95. However, the rate of increase in the past five years greatly overshadows the rate of increase for the first fifteen years.

The rank in group column gives some information as to how Belchertown compares with other communities in its group with respect to the amount expended per pupil in net average membership. During the period of this study Belchertown's rank varied between thirty-eighth place and seventy-eighth place. This gives an average position for the period of fifty-third.

Expenditure for Support of All Public Schools from Local Taxation -- The amount spent from local taxation to support the schools has increased considerably during the twenty years of this study. In 1929 the amount was \$21,336, while in 1949 the amount was \$46,837, over twice the 1929 amount. The rate of increase was not uniform, however. The

first sixteen years showed a gradual change, but the last four years showed a rapid rate of change.

To find the amount spent per pupil in net average membership the amount spent from local taxation is divided by the net average membership. These amounts have also increased considerably. In 1929 the amount spent per pupil in net average membership was \$50.20, while in 1949 the figure for the same purpose was \$103.62. Again the change was not uniform but fluctuating from year to year with the greatest rate of increase in the past four years.

The rank in group column shows how Belchertown compares with other communities in the amount spent per pupil in net average membership. Out of the one hundred and eight communities Belchertown ranked between seventy-third and one hundred and fourth during this twenty-year period. Comparing the 1929 to 1939 period to the 1939 to 1949 period, a slight increase for the better is noted. The average rank of the first ten-year period was ninety-fourth, while the average rank for the second ten-year period was eighty-eighth.

Expenditure for Support of All Public Schools from State Reimbursement -- The amount received from state reimbursement has fluctuated considerably over the twenty-year period and no definite increase or decrease is noticeable. However, the averages of the ten-year periods are more informative. The average for the first period was

\$15,506, while that of the second period was \$16,537. This shows a slight increase in the second period.

To find the amount of state reimbursement per pupil in net average membership the amount of reimbursement must be divided by the net average membership. Examination of this item shows no definite trend since fluctuations are numerous and large in size. The rank in group column for this item will be better to use as an indication of how Belchertown stands in relation to other communities with respect to state reimbursement per pupil in net average membership. During the twenty years of this study Belchertown ranked between the tenth and twenty-first in the group of one hundred and eight communities. It had an average rank of fourteenth for the twenty-year period.

State Reimbursement from Receipts for Tuition and Transportation of State Wards -- The amount of reimbursement received from the state for this purpose shows a definite increase over the twenty years of this study. There were minor fluctuations, however, but these were not enough to mask the definite trend toward an increase in the amount of state reimbursement for tuition and transportation of state wards. This trend had been gradual until 1947 when the amount of reimbursement increased by sizeable sums. During this three-year period the amount of reimbursement received increased by \$4,574. Over the twenty-year period the amount

of reimbursement has increased almost ten times what it was in 1929.

Amount of State Reimbursement from Other Sources --

The amount of money received as state reimbursement from other sources has shown a definite decrease since 1929. This decrease has been gradual and irregular but the irregularities have not hidden the evidences of a definite decrease. In 1929 the amount received from the state was \$4,983 while the amount received in 1949 was \$17.10.

Summary -- Belchertown ranks in the upper half of the communities in its group with respect to the amount of money spent to support all of the public schools.

From the standpoint of local taxation, however, Belchertown ranks in the bottom quarter of its group with respect to the amount of money spent from local taxation for support of the schools.

Belchertown ranks in the upper one-fourth of its group with respect to the amount of state reimbursement it receives, and a definite trend toward an increase in the amount received is noticeable.

CHAPTER III

TEACHERS

CHAPTER III

TEACHERS

Teaching Personnel - Increase -- Over the past twenty years the number of full time teachers employed in Belcher-town has fluctuated from a low of eighteen to the present high of twenty-two. In 1929 and 1930 there was a total of eighteen full time teachers employed. In 1948 and 1949 there were twenty-two teachers in service. However, this new high has taken place in the past three years as shown in Table IV on page twenty-seven.

Teaching Personnel - Qualifications -- The qualifications of the teaching personnel have varied through all extremes of professional preparation. In 1929, five of the teachers had no training of any type, four teachers had only summer school preparation, three teachers had two years of college, one teacher had three years of college and four teachers had four years of college. This contrasts quite noticeably with the qualifications of the teachers employed for the years 1939 and 1949.

In 1939 five of the teachers had only summer school courses, one teacher only had extension courses, three teachers had two years of college and eleven teachers had four years of college.

In 1949 five of the teachers had only summer school courses, one teacher only had extension courses, two teachers

Table IV
Teaching Personnel

Year	Number of Teachers			Qualifications							Average Salary	Teachers Left
	Male	Female	Total Male and Female	No Training	Summer School	Extension Courses	2 Years College	3 Years College	4 Years College (with degree)			
1929-30	2	16	18	5	4		3	1	4	1,163	3	
1930-31	2	17	19	5	4	1	4	1	4	1,172	1	
1931-32	2	18	20	4	4	1	6	1	4	1,195	-	
1932-33	2	18	20	4	4	1	6	1	4	1,180	1	
1933-34	2	18	20	4	4	1	5	1	4	1,185	2	
1934-35	3	16	19	2	5	1	5	1	5	1,151	3	
1935-36	3	17	20	2	6	1	4	1	6	1,107	3	
1936-37	4	16	20		5	1	4	1	9	1,125	2	
1937-38	5	14	19		5	1	4	1	8	1,185	1	
1938-39	5	15	20		5	1	3		11	1,164	2	
1939-40	5	13	18		5	1	2		10	1,204	-	
1940-41	5	13	18		5	1	2		10	1,228	2	
1941-42	4	15	19		5	1	3		10	1,268	6	
1942-43	4	14	18		5	1	3		9	1,355	3	
1943-44	4	14	18		5	1	3		9	1,279	5	
1944-45	4	16	20		5	1	4		10	1,680	2	
1945-46	4	16	20		5	1	5		9	1,749	6	
1946-47	4	17	21		5	1	5	1	9	2,113	-	
1947-48	4	17	21		5	1	5	1	9	2,160	4	
1948-49	4	18	22		5	1	2		14	2,405	-	

had two years of college, and fourteen teachers had four years of college.

The trend toward better qualifications for teachers in the school system is quite noticeable. However, it must be pointed out that these qualifications in no way indicate whether or not the training received was along educational lines or in the fields in which the teachers are now teaching. These qualifications merely indicate some type of formal education beyond the secondary level.

Qualification requirements have now been established for all new teachers coming into the system. These requirements include:

1. Bachelors Degree or its equivalent.
2. Adequate preparation in the teaching field.
3. Evidence of interest in the professional study of education.

Teaching Personnel - Salaries -- The average salary of the teaching staff in the Belchertown school system had no marked change during the first fifteen years covered by this study. In 1929 the average salary of the teaching staff was \$1,163. In 1944 the average salary had only risen to \$1,279. During this time interval of fifteen years the average salary fluctuated between the low of \$1,107 and the high of \$1,355.

Since 1944, however, the average salary has risen from \$1,279 to \$2,405. Although this is an increase of \$1,126,

the average salary of \$2,405 for teachers and principals, when compared to salaries paid to employees with similar training in other fields, offers little to induce well qualified personnel into the profession. Prior to 1948, the single salary schedule was in effect and salaries were based on a salary schedule set up in 1939. This schedule is shown in Table V below.

Table V

Belchertown Salary Schedule - 1939¹

Position	Minimum	Maximum
<u>Elementary Level</u>		
Principals of building less than four rooms	\$1,050	\$1,250
Principals of building more than four rooms	\$1,100	\$1,400
Other teachers	\$900	\$1,200
<u>Secondary Level</u>		
Principal	\$1,500	\$2,250
Assistant Principal	\$1,500	\$1,800
All Others	\$1,100	\$1,450

(1) Annual Reports of the Town Officers of Belchertown for the Year Ending December 31, 1939, pp. 102-103.

Increments for all, both elementary and secondary, may be \$100 in case of principal and \$50 in case of other teachers. All increments may be granted by vote of school committee on recommendation of the superintendent.

A new salary schedule has recently been introduced and is now in operation. This salary schedule is also the single type applying to both male and female alike. It is divided into three classifications. Table VI on page thirty-one shows the salary schedule now in effect.

Turnover of Teachers -- Examination of Table IV on page twenty-seven shows the rate of turnover for the period from 1929 to 1949. This turnover of full time teachers varied from year to year over the twenty-year period. There were only three years out of the twenty in which there were no changes in the teaching staff. The highest turnover in any one year took place in 1942 when thirty-five per cent of the teaching staff had to be replaced. This large turnover was due to the poor salary conditions in Belchertown. Many experienced and well qualified teachers have been lost to the school system over the years with the main cause attributed to salary inadequacies. This fact is substantiated by the superintendents report during any of these years when teacher turnover has been unusually high. On the whole teacher turnover for the last ten years has greatly exceeded that for the first ten-year period. The new salary schedule

adopted in 1949 is a step in the right direction to help induce well qualified personnel into the school system and at the same time retain experienced well qualified teachers already in the system.

Table VI

Salary Schedule - 1949¹

Increment Steps	Classification A No Degree	Classification B Bachelor's Degree	Classification C Master's Degree
0	2000	2200	2300
1	2050	2300	2400
2	2100	2400	2500
3	2150	2450	2600
4	2200	2500	2700
5	2250	2550	2800
6	2300	2600	2900
7	2350	2700	3000
8	2400	2800	3100
9	2450	2900	3200
10	2500	3000	3300
11	2550	3000	3300
12	2600	3000	3300

(1) Belchertown School Department Salary Schedule
Special Bulletin, September 1, 1949

Professional Improvement -- The teachers of Belcher-town have improved professionally during the period of this study. This was shown in the section on qualifications and can also be seen by examining Table IV on page twenty-seven. Professional improvement has been stimulated by the granting of salary increases when evidence of professional improvement was presented. No set standards or increments were established for this work until 1949. However, some salary adjustments were made before this time. These were indicated in the report of the Superintendent of Schools.

In the past year a new program to stimulate professional improvement has been instigated. This program is based on the payment of a fifty dollar increment for each two units of credit earned, with a maximum of four earnable credits each year.

The requirements for certifying for the additional increments include:

1. The Superintendent of Schools must approve of the institution to be attended and the courses to be studied.
2. Evidence must be presented showing that the courses have been completed with satisfactory and passing grades.
3. The official certificate or transcript of marks must be submitted to the office of the Superintendent of Schools upon the completion of the courses.

However, no increment will be granted for summer travel.

Professional Affiliation -- The teachers of Belcher-town have one hundred per cent membership in the Massachusetts Teachers Federation and in the National Educational Association. This one hundred per cent membership in both organizations has been true since 1940. The teachers also are active in the local Parent-Teachers Association, church, civic, and other community associations.

Teachers Sick Leave -- The teachers sick leave schedule which has recently been set up, along with the salary schedule, does much to induce and hold personnel to the school system. This sick leave schedule is set up as follows:

"To allow five days with full pay during a teacher's first year of service; ten days the second year; and one additional day for each year thereafter. Thus:

First Year	5 days
Second Year	10 days
Third Year	13 days
Fourth Year	14 days
Fifth Year	15 days
Sixth Year	16 days
Seventh Year	17 days
Eighth Year	18 days
Ninth Year	19 days
Tenth Year	20 days

An additional allowance in any case beyond the above limits is to be left to the discretion of the School Department."¹

This system is not a cumulative one, but the specified days may be used in any one year.

Length of Service -- In the Belchertown school system teacher turnover has varied as we pointed out. However, many of the teachers now in service have had many years of experience both in the Belchertown system and other school systems. Unfortunately no figures are available on the years of experience in other systems, and the length of service will have to be computed for the time spent in the Belchertown system alone. Table VII on page thirty-five shows the length of service of the teachers employed in the Belchertown school system during the year 1949.

(1) Belchertown School Department Salary Schedule,
Special Bulletin, September 1, 1949

Table VII

Length of Teacher Service in Belchertown Schools

Number of Years in System	Number of Teachers
48	1
32	1
27	1
25	1
23	1
18	1
8	1
7	1
6	2
5	1
3	2
2	2
1	4
0	3

CHAPTER IV

PUPILS

CHAPTER IV

PUPILS

The main function of any school system is to provide the best possible educational program for its pupils. The areas of the survey which have been discussed so far deal indirectly with the pupil aspect of the school system; therefore some aspects pertaining directly to the pupils will be taken up next.

Table VIII on page thirty-eight contains a diversified amount of information pertaining to pupils and to the school system in general. This table includes such items as population, valuation, pupils enrolled, average daily attendance, average number of days in session, net average membership, non-residents who attend school, birth rate, and size of first grade.

Pupils Enrolled -- In examining Table VIII on page thirty-eight it is quite evident that the number of pupils enrolled over the past twenty years has varied from year to year. However, a comparison of the average number of pupils enrolled in the two ten-year periods 1929 to 1939 and 1939 to 1949 may be of more value.

In the period 1929 to 1939 the average enrollment was five hundred thirty-three and in 1939 to 1949 the average was four hundred eighty-three. This drop in enrollment is

Table VIII

Information on Pupils and the School System in General

Year	Population	Valuation	Pupils Enrolled	Average Daily Attendance	Average Number of Days in Session	Net Average Membership	Non-residents Who Attend School	Births	Deaths	First Grade Size
1929-30	2,905	1,459,660	504	446	186	425	49	36	41	74
1930-31	3,139	1,463,330	505	457	186	435	46	39	31	53
1931-32	3,139	1,459,020	558	483	181	470	46	26	39	48
1932-33	3,139	1,538,905	560	502	183	476	51	40	50	53
1933-34	3,139	1,470,105	537	486	181	470	42	30	51	54
1934-35	3,139	1,459,910	542	468	180	452	47	30	48	37
1935-36	3,139	1,448,125	556	474	183	455	54	37	48	43
1936-37	3,139	1,506,560	522	463	179	448	45	28	41	58
1937-38	3,139	1,465,645	525	460	180	439	42	26	38	52
1938-39	3,139	1,463,245	521	455	173	442	42	28	54	51
1939-40	3,139	1,447,570	485	439	180	426	32	25	50	50
1940-41	3,503	1,506,005	469	437	182	429	25	28	46	43
1941-42	3,503	1,520,745	486	438	174	423	33	48	44	49
1942-43	3,503	1,529,325	478	402	163	411	30	55	62	49
1943-44	3,503	1,561,045	475	434	174	435	33	36	37	51
1944-45	3,503	1,585,062	473	416	168	400	47	38	50	34
1945-46	3,503	1,593,575	466	408	172	395	46	42	52	45
1946-47	3,503	1,617,040	474	435	174	407	48	49	34	54
1947-48	3,503	1,692,745	506	459	175	436	57	67	48	57
1948-49	3,503	1,800,216	523	464	180	452	66	65	64	67

due to many factors, including a declining birth rate and the liquidation of the towns of Enfield, Prescott, and Greenwich, which until 1938 sent pupils to Belchertown for their high school education. This latter reason, the liquidation of the towns of Enfield, Prescott, and Greenwich came about as a result of the building of the Quabbin Reservoir. This Quabbin Reservoir is the source of water for Metropolitan Boston.

In the 1929 to 1939 period there was an average of forty-six non-residents attending school, while in the 1939 to 1949 period there was an average of forty-two non-residents attending school in Belchertown. However, closer examination of this item, particularly in the 1939 to 1949 period, shows that in the year 1948 to 1949 the non-resident enrollment increased by an average of seventeen per cent over the figures for the previous year. The non-resident students in the 1929 to 1939 period included state wards and students from Enfield and Greenwich, but the non-resident students in the 1939 to 1949 period consisted entirely of state wards.

Average Number of Days in Session -- The average number of days school is in session varies from year to year throughout the twenty years. In the 1929 to 1939 period the schools were in session an average of one hundred eighty-two days. However, in the 1939 to 1949 period the schools were in session only an average of one hundred

seventy-four days. The tendency toward a shorter school year is quite evident and although state law requires a minimum number of days in session (160 at the elementary level and 180 at the high school level), there were only three years during the 1939 to 1949 period when school was in session one hundred eighty days or more. Many of these years of less than one hundred eighty days were during the period of World War II when the schools closed and sent the pupils out to aid in the harvesting of crops. Then too, anywhere from sixty to eighty per cent of the pupils in the schools of Belchertown must be transported to their respective schools. Periods of bad weather do much to interfere with their transportation and necessitate many "no school days," particularly during the winter months.

Length of the School Day -- The length of the school day in Belchertown has not varied too greatly during the past twenty-year period. The main factor keeping the length of the school day somewhat uniform is the transportation problem. Many of the pupils must be transported long distances, necessitating a ride in some cases of more than thirty minutes duration. Then too, many buses make two trips and ample time must be allotted them to bring both groups to their respective schools.

The length of the school day at present is from 9:00 a.m. to 3:00 p.m. In the high school this time is

broken up into seven forty-three-minute periods with a half hour for lunch and the remainder of the time as a home room period.

In the elementary schools the length of the day is broken up into two sessions -- 9:00 to 12:00 a.m. and 1:00 to 3:00 p.m. -- with one hour for lunch. Each session also has a fifteen minute recess period.

Daily Attendance -- The average daily attendance for the first ten-year period 1929 to 1939 was four hundred sixty-nine, while the average enrollment was five hundred thirty-three. This gives an eighty-eight per cent attendance for this period.

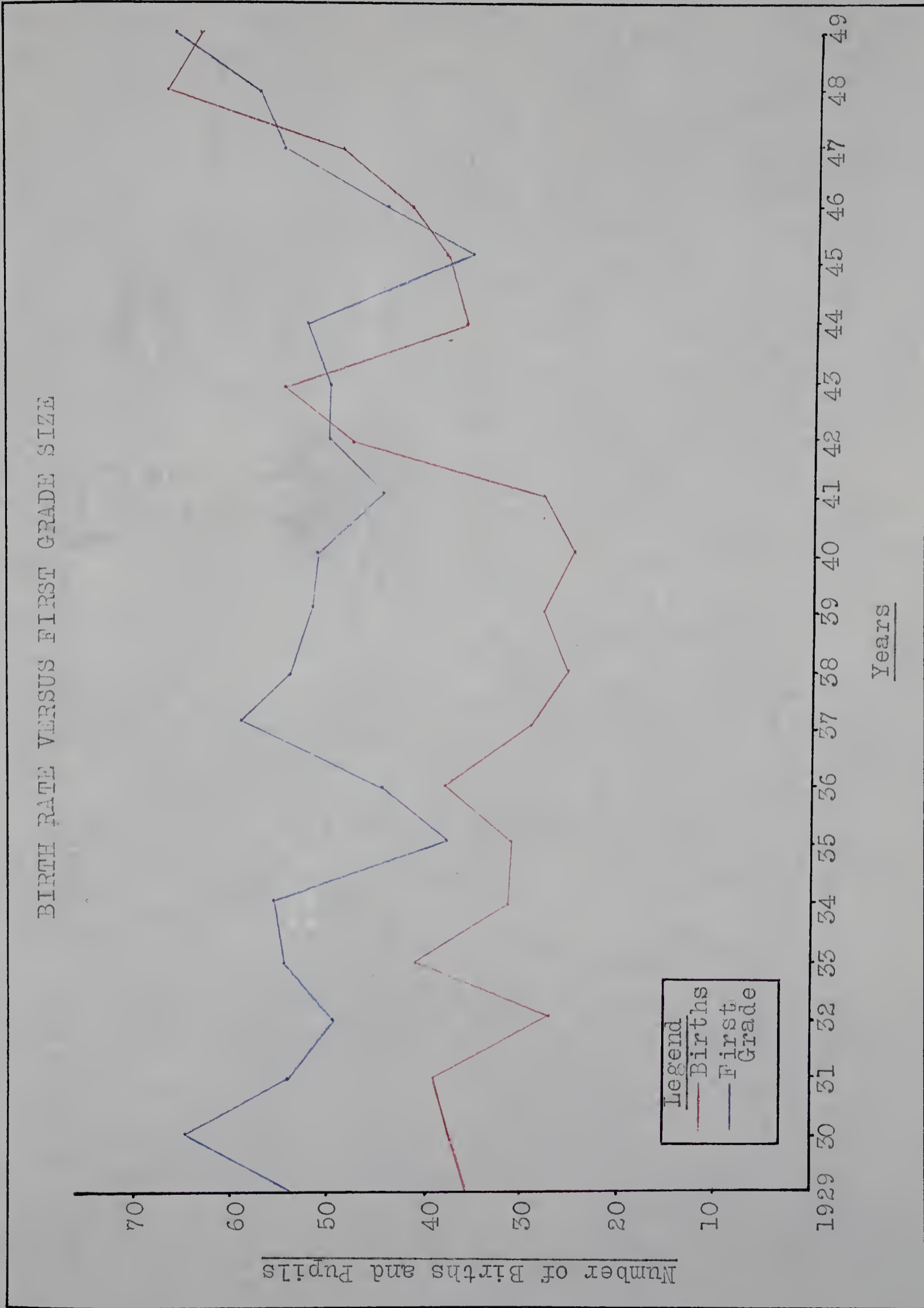
The average daily attendance for the second ten-year period 1939 to 1949 was four hundred thirty-three, while the average enrollment was four hundred eighty-three. This gives an eighty-nine per cent attendance for the second ten-year period.

Net Average Membership -- The net average membership is equal to the average membership plus the pupils for whom the town paid tuition for not less than half a school year. During the ten-year period 1929 to 1939 the net average membership averaged four hundred fifty-one, while the net average membership for the period from 1939 to 1949 was four hundred twenty-two.

Pupil Teacher Ratio -- The pupil teacher ratio varied from year to year but the average pupil teacher ratio for

the two ten-year periods may be more helpful. In the period from 1929 to 1939 the average pupil teacher ratio was twenty-seven pupils per teacher. In the period 1939 to 1949 the average pupil teacher ratio was twenty-five pupils per teacher.

Graph II -- Graph II on page forty-three shows a comparison between the birth rate and the size of the first grade class for the twenty-year period. From the birth rate line it can be seen that an increase in the size of the first grade can be expected up to 1954. Changes beyond this time will depend on the birth rate of the next few years.



CHAPTER V
CURRICULUM

CHAPTER V
CURRICULUM

The curriculum of the Belchertown schools is necessarily limited in scope. These limitations are due to size of the physical plant, college requirements, number of pupils enrolled, and the transportation element, and financial limitations.

At present, on the high school level three courses of study are offered. They include a college, general, and business course. In past years a so-called scientific course was offered. This course, however, did not differ greatly from the college course and it was dropped.

In examining the curriculum each subject field will be considered and the past and present practices brought in. In many instances the material will not pertain to the elementary grades since they do not include some of the subject fields which are taken up on a higher level.

Languages -- The languages taught in the Belchertown schools include English in all grades, and French and Latin in the high school. At present only two years of French and Latin are taught, but up until 1939 four years of Latin and three years of French were offered. These advanced courses were dropped to make the curriculum more flexible and at the

same time to meet college requirements, which in most cases now require only two years of a language.

Science -- The science courses offered in Belchertown are concentrated in grades seven through twelve with science on the elementary level merely associated to other fields of study.

On the seventh and eighth grade level a basic agriculture course is offered embodying scientific principles to agriculture.

On the high school level the courses offered include general science, biology, chemistry, and physics. Chemistry and physics are given in alternate years to allow more flexibility to the program.

Commercial Subjects -- The commercial subjects are taught on the high school level. They include bookkeeping, typewriting, general business, office practice, and shorthand. These courses are concentrated in the junior and senior years.

Social Studies -- Social studies on the elementary level are confined to geography and history of the United States as well as history of local regions.

The social studies courses offered on the high school level include United States history, civics, world history, problems of democracy, economics, and economic geography. These courses are spread over the four years of high school.

Household Arts -- Household arts are taught on the high school level and include such phases as preparation and serving of food, sewing, consumer buying, diatetics, and sanitation in the home. Until 1949 the household arts classes met in a well equipped room in the high school. However, with the advent of increased enrollments on the elementary level and no additional building, the sixth and seventh grades moved to the high school, forcing the household arts equipment to be moved to the Clapp Memorial Library. Household arts classes must now leave the high school and go to the library for classroom space. These household arts courses begin in the eighth grade and continue through the tenth grade. Prior to the removal of the household arts room from the high school hot lunches were prepared and served each noon. This has had to stop with the movement to the library and it leaves the high school without a hot lunch program.

Music -- Music is taught in the Belchertown schools under the direction of the Supervisor of Music. Each school has a specified day during which the music supervisor visits and carries on the musical instruction. The amount of time spent at each school varies depending on the number of pupils. At the present time the music supervisor spends one and one-half days each week with the elementary schools and one-half day with the high school. This instruction is

supplemented by such things as rhythm bands on the elementary level up to group singing in the high school.

Mathematics -- The instruction offered in the field of mathematics covers a wide range of subjects. It includes algebra I, algebra II, geometry, trigonometry, and solid geometry. These subjects have been offered over most of the twenty-year period with consumers mathematics being added in later years.

Physical Education -- Physical education in Belcher-town has no set program. Each school conducts its own activities. The elementary schools use the play areas next to the schools but the activity is mainly of the unsupervised type. Then too, equipment is limited in most cases to a few rubber balls. High school facilities for physical education are not conveniently set up either. The playground is situated about three-tenths of a mile from the school, making use of the playground quite limited with only a forty-three minute period for class time. Consequently the town common, which is across the street from the high school, is used for out-of-door activities. Indoor activities are conducted in the town hall which is located about two hundred yards from the high school. As mentioned before, the length of the class period does not allow enough time to travel to the town hall, undress, have activities, shower, dress, and return to school. Consequently, the pupils do not have any

particular dress for athletics, nor do they shower. This lack of facilities practically nullifies physical education for girls, although they do engage in a limited amount of out-of-door activity.

For the past ten years Springfield College has sent practice teachers to assist in physical education. These teachers come one or two days a week and offer an organized program of activities. However, there are certain periods of the year during which these teachers do not come and physical education suffers.

Mechanical Drawing and Driving -- Two of the newest subjects which are offered on the high school level are mechanical drawing and driving. Mechanical drawing takes the place of shop which was offered during the eighth grade for a few years. However, lack of shop space led to the discontinuation of this course.

Driving has been offered for the past ten years in conjunction with the Massachusetts Department of Motor Vehicles.

Guidance -- No standardized testing program exists at present which covers the entire school system. In 1941 standardized tests were given to the Center Grade School, but since then little has been done on this level.

In the high school standardized testing dates back to approximately 1940 and since then it has developed into a guidance program. This program is conducted by the high

school principal along with his other duties. The testing phase of the program consists of two tests:

1. The Iowa Tests of Educational Development.
2. Boston University Vocational Battery Tests.

Along with these tests go the personal interview and the compilation of data for a permanent record card.

Extra Curricular Activities -- The extra curricular activities vary with each school in the system. Christmas parties and plays seem to be about the only activities the schools have in common.

On the elementary level the list of activities is not too numerous. Over the years covering the period of this study the activities have included parties, plays, rhythm bands, school newspapers, athletics, and for the center school the parking of cars on Belchertown Fair Day. This last activity provides the school with funds for special purposes such as visual aids equipment, shop equipment, or other needs of the school.

On the high school level extra curricular activities have varied in number and type over the period of this study. The activities include clubs of all types, school newspapers, athletics, plays, parties, orchestra, and the parking of cars on Belchertown Fair Day.

Health Education -- There is no course dealing directly with health education and consequently it is taught

along with other subjects. Clinics and pupil examinations are held periodically but there is no formal health education.

Audio-visual Aids -- Visual aids in Belchertown vary with the individual school. The Center Grade School has its own movie projector and each room has a radio. These were purchased out of a fund raised by the pupils. The high school has a large radio-phonograph along with a bioscope for use with slides.

Adequacy of the Curriculum -- The curriculum of the Belchertown schools, particularly on the high school level, is not too adequate. The college course does prepare the students going to college, and the business course gives the student an introduction to business; but the general course, which is the one pursued by most students, trains them for no particular job. Today is the day of specialization and unless a person has training along some special lines, finding a job is difficult. Something should be done along these lines to prepare students for particular fields. One field which has been practically neglected during the period of this study is agriculture. Since agriculture provides a livelihood for many of the residents of this community, an agricultural course should be a prime requisite.

CHAPTER VI

LIBRARY FACILITIES IN BELCHERTOWN

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LIBRARY FACILITIES IN BELCHERTOWN

Library facilities for the pupils of Belchertown exist in varying degrees of adequacy depending upon what school the pupil is attending. Since these variable conditions exist, the library facilities of each school will be examined individually. The Clapp Memorial Library in the center of Belchertown acts as the central library source for the school department. However, it serves the Center Grade and High schools best, since it is not located close enough to the Union and Franklin schools to make the library readily available.

Clapp Memorial Library -- Clapp Memorial Library operates in conjunction with the Division of Public Libraries which is under the State Department of Education. This affiliation allows the library to present to the elementary pupils the chance to participate in the Division's certificate awards. These awards are in the form of certificates which the children may earn by reading and reporting on a specified number of books. There are two awards, the five-book certificate and the twenty-book or honor certificate. Any child reading five books listed for his own grade, the grade below, or the grade above, is eligible for a five-book certificate. The twenty-book certificate is given in place

of the fourth five-book certificate, where at least five of the twenty books read were non-fiction.

Affiliation with the Division of Public Libraries also has other advantages. It offers an added source of reading material to supplement the books which the library owns. Upon request the Division will send a supply of books and visual aids materials to be used by the library or school department.

A bookmobile unit operating from Greenfield, Massachusetts is used in conjunction with the Clapp Memorial Library. This, a comparatively new feature, is proving quite beneficial, especially to the Union and Franklin schools. This bookmobile visits the schools every other month and leaves new books. In the past few months the schools have taken over one hundred books each time the bookmobile has stopped.

In addition to these outside sources for reading materials, the Clapp Memorial Library adds regularly to its collection through its own purchases, gifts, and sample copies. It also maintains subscriptions to over a score of periodicals. Along with these sources of reading materials the library has agreements with other libraries to borrow particular books when the demand arises.

With all of these facilities and affiliations, the Clapp Memorial Library can provide for most of the needs of pupils. However, it is not conveniently situated with respect to the elementary schools as our investigation of these schools will show.

Union School Library -- The Union school has no library of its own and must rely on other sources for obtaining reading matter. These sources include the town library, a bookmobile unit, and contributions by pupils, parents, and teachers.

The town library is not conveniently located in relation to the Union school since they are approximately four miles apart. Therefore this library cannot be used during the day. Pupils must be transported to the library by their parents in order for them to use the library facilities.

In the past few years a bookmobile unit has helped to relieve the lack of library facilities in the Union School. This unit, as was previously mentioned, operates out of Greenfield and brings books to the school every other month. Pupils thus have an opportunity to select their own reading material for the next two-month period.

This source of reading material is also supplemented by books which the pupils or teachers may have. The pupils are active in the certificate award program.

Franklin School Library -- The Franklin school in South Belchertown is also located four or five miles from the center of town, making the use of Clapp Memorial Library quite limited. However, the Franklin school does have a small library which is supplemented by the bookmobile and the Clapp Memorial Library.

Center School Library -- The Center school has a small library of its own but it is not adequate for the needs of the school, and consequently the Clapp Memorial Library is the main source of reading material. However, the town library is not conveniently located with relation to the Center school. To reach the library the pupils must cross a busy intersection. In addition, the town library is only open and available three days a week, and then only for a few hours. Since many pupils come to school by bus, they must use the library during school hours. This also limits the availability of library facilities.

High School Library -- The high school has the most adequate library facilities of all the schools. Part of one classroom is reserved for the library. On two walls, which are approximately twenty feet by eight feet and fifteen feet by eight feet, are shelves and space for approximately fifteen hundred volumes. The library at present contains in the neighborhood of twelve hundred volumes of all descriptions including up-to-date reference books and textbooks. This total has been built up over the past twenty years through various means; with no set plan or program for additions to the library. In fact, examination of the expenditures for libraries in Table I on page seven shows only a total of forty-seven dollars expended over the twenty-year period. This is not the true picture, however, since

textbook funds have been the financial source for adding new books to the library. Another source has been in the form of book publishers samples, gifts from interested parties, and copies of discontinued textbooks. Gifts have been responsible for many of the volumes on the shelves of the high school library. The largest single donation of several hundred books was from the town of Enfield, Massachusetts, which generously gave books from the Enfield Town Library to the high school library and to the Clapp Memorial Library. As mentioned previously, Enfield was one of the towns inundated by the Metropolitan District Commission which developed the Quabbin area to supply the City of Boston with water.

The high school is also favorably located in relation to the Clapp Memorial Library, thus facilitating the use of the library by high school pupils. These two buildings stand almost side by side and are separated by only a few feet of land. The nearness of the town library, plus the library in the high school should provide students with reasonably adequate library facilities. However, these libraries are not always open to the students. The town library is only open three days a week and the high school library, being located in one of the classrooms, does not provide for liberal use of its facilities.

CHAPTER VII

BUILDINGS

CHAPTER VII

BUILDINGS

Belchertown has a building problem which is quite evident after only a slight investigation of the subject. In 1929, there were seven school buildings in use with a total enrollment of five hundred and four. In 1949, there were only four of these same seven buildings in use with a total enrollment of five hundred and twenty-three. Examination of the Superintendent's reports for any of the years from 1929 on indicates a need for a building program. To better understand this need which exists even more acutely today than it did any time during the past twenty years, an examination of existing facilities is in order.

General Aspects of the Building Situation -- Belchertown, at the beginning of this twenty-year period, had seven schools in operation. Four of these schools - Liberty, Union, Washington, and Cold Spring - were one room affairs. The other buildings, Franklin containing three rooms, Center containing four rooms, and the high school having seven rooms, completed the seven schools. Previous to this twenty-year period Belchertown at one time had sixteen separate school buildings in operation, and most of them one room buildings. However, nine of these buildings were closed before 1929 and we shall disregard them and concentrate on the remaining seven.

These seven buildings represent a variety of housing conditions. The one room school houses have had little attention in the line of repairs since they were built; and the larger buildings have had little attention until the past few years. Consequently, the building situation in the past few years has grown more acute. It was cheaper to close the one room schools, with the exception of the Union School, and transport the pupils to the center of town, than it was to repair the old one room buildings and bring them up to standards of safety and sanitation necessary for state approval. The closing of these one room school houses and no expansion of facilities at the center to absorb these new pupils, has led to a grave condition of overcrowding and inadequacy.

In discussing each of these schools individually, the three schools which were closed during the period from 1929 to 1949 will be discussed first.

Cold Spring School -- Cold Spring school is a one story frame structure which had been in continual use since its erection in 1783 until it was closed in 1936. It was located in the south eastern sector of the town approximately three miles from the center on the Old Ware Road. At the time of its closing the building was in a very bad state of disrepair. It contained only one room, twenty-three feet by twenty feet, with an unheated entrance hall

which was used as a combination cloak room and wood shed. The furniture at the time of the schools closing consisted of thirty-two seats of the bench-arm type, a reference table, and a teacher's desk; all very antiquated and in poor condition with the exception of the reference table.

Sanitary conditions were poor. There was no running water and out-of-door toilets were located across the road from the school. Heat was furnished by a wood stove and there were no facilities for artificial light. All the light was furnished by eight windows.

As mentioned previously, Cold Spring school was closed in 1936. At the time of its closing there were twelve pupils in attendance. These pupils were transferred to the Center Grade school along with their teacher.

Liberty School -- Liberty school is located in the southern sector of the town approximately five miles from the center of Belchertown. It was erected sometime after 1853 and used continuously until 1949 when it was closed. The building was a one story frame structure and in need of repair. The lot it was situated on did not provide a very large playground.

The schoolhouse contained only one room, twenty feet by fourteen feet, and a large entrance hall which was used as a combination cloak room and wood shed. There were twenty-three desks and chairs for pupils, plus a teacher's desk and

two other tables. Heat was provided from a wood stove and lighting facilities consisted of the six windows and a single kerosene lamp.

Sanitary conditions were poor. There was no running water in the building and the toilets were of the out-of-door type located in the back of the building.

The school was closed in 1949 and the pupils transferred to Franklin school which was approximately two miles away. The teacher was transferred to Union school.

Washington School -- The Washington school was located in the southern section of the town about five miles from the center and two and a half miles from the Liberty school. It was erected shortly after 1853 and used continuously until it was closed in 1938.

The building was a one story frame structure and located on a lot large enough to allow playground facilities. The building contained a single room, twenty-five feet by eighteen feet, with an entrance hall serving as a combination cloak room and wood shed. There were desks for eighteen pupils as well as a teacher's desk. The building was in great need of repair and the desks were old and in poor condition. Heat was provided by a wood stove and lighting facilities consisted of six windows and a single kerosene lamp.

Sanitary conditions were poor for there was no running water in the building and toilets were of the out-of-door type.

This school was finally closed in 1938 and the pupils transferred to the Franklin and Liberty schools.

Union School -- Union School is located in the north western sector of the town about four and a half miles from the center of Belchertown. The building was erected in 1902 and is still being used today.

The building is a one story frame structure and has been repaired recently. It contains a single room, thirty feet by twenty-five feet, with a combination entrance way, cloak room, and wood shed. At present it contains thirty-eight pupils in grades one through four and two teachers. Along with the pupil's furniture there are teacher's desks and a piano. Playground facilities are good since the school is located on a large lot providing ample space.

Heating accommodations consist of a wood stove, while lighting accommodations include twelve windows and electric lights.

Sanitary conditions are poor since there is no running water in the building, and although toilets are included in the entrance hall, they are of the out-of-door type.

Franklin School -- Franklin school is located in the southern sector of Belchertown approximately five and a half miles from the center. This school is a one story concrete block affair which, although poorly constructed, has since been repaired and put into good condition. It was quite recently painted both inside and out and a new entrance

made into the cellar. The building is located on a lot large enough to allow for a grass covered front and a small size playground area in the rear of the building.

The building is sixty feet by forty-two feet and consists of three classrooms and a large hall, forty-two feet by ten feet. This hall gives entrances to the rooms and also acts as a cloak room. There are two exits from the building, one at either end of the large hall.

The smallest room is thirty-two feet by twenty feet and contains thirty-five feet of blackboard space. The next largest room is thirty-two feet by twenty-two feet and also contains thirty-five feet of blackboard space. The largest room is forty-two by eighteen feet and contains forty feet of blackboard space.

The furniture in these rooms consists of pupil desks and chairs, reference tables, and teacher's desks. The condition of this furniture varies from poor to good.

Heating facilities consist of steam heat which is generated by a thermostatically controlled oil burner. Lighting facilities include electric lights to supplement the natural light from the windows.

Sanitary conditions are good. The building contains running water and modern toilet fixtures.

At present there are eighty-five pupils in the school in grades one through six, two grades to a room.

Center School -- Center school is located in the center of Belchertown. It is a one story red brick building with a slate roof. The overall size of the building is one hundred fifteen feet by forty-two feet. The building contains four rooms, a large auditorium, boys and girls basements, cloak rooms, and a small office. In the past few years, however, the auditorium has been partitioned off to make two rooms. The auditorium was sixty-five feet long and twenty-two and one-half feet wide before its partitioning. The size of the four original rooms varies. Two of the rooms are twenty-seven feet by twenty-one feet and the other two are twenty-eight feet by twenty-two and one-half feet.

Heating facilities consist of steam heat operated by a thermostatically controlled oil burner. Lighting facilities consist of electric lights to supplement the windows. Sanitary conditions include running water and modern toilet fixtures.

The large size of the lot on which the school is located (four hundred feet by three hundred feet) leaves ample room for playground facilities. These include swings, teeter, ocean wave, and balls of various descriptions.

At present there are over two hundred pupils in this school. These pupils are divided into five grades in six rooms. One room has grade one, another room has grades one and two, a third room has grade two; while the fourth, fifth,

and sixth rooms contain grades three, four, and five. Originally the center school held grades one through seven, but with increased enrollment on the elementary level it has been necessary to shift grades six and seven to the high school building.

High School -- Belchertown High School is located in the center of Belchertown. It is a two story brick building which was erected in 1921. The building contains eight rooms, plus a large auditorium with a stage and balcony, a recreation room, offices for the superintendent of schools, the town clerk, and the high school principal; a teacher's room, and boys and girls locker rooms, and basements.

The building has undergone minor changes since its erection in 1921. In 1935 the recreation room was built by excavating under the auditorium. In 1937 a glass partition was built in the commercial room to separate the typing area from the regular classroom area. In 1948 the household arts equipment was removed from the high school and transferred to a room in the Clapp Memorial Library, thus making the room available for full time classroom use.

Up until 1947 the high school contained grades eight through twelve, but in 1947, due to crowded conditions in the center school, it was necessary to move grade seven to the high school where it was placed in the auditorium. As conditions on the elementary level grew worse, grade six was

also transferred to the high school. Grade six at present occupies the former household arts room.

The basement of this building contains the recreation room, girls and boys basement and locker rooms, and the boiler room.

The first floor contains the auditorium, offices of the superintendent of schools and town clerk, a laboratory, the commercial room, and the sixth grade room.

On the second floor are found five classrooms, the principals office and the teacher's room.

Heating facilities consist of steam heat generated by an oil burner, while ventilation is controlled by air shafts in the building. Lighting facilities consist of electric lights to supplement the windows.

Sanitary conditions are good since the building has running water and modern toilet accommodations.

Playground facilities are poor since the size of the lot the building is located on is too small to allow for a play area of any consequence.

Building Statistics -- Table IX on page sixty-eight contains a comparison of the school buildings in Belchertown. This comparison covers many phases of school building construction and use.

Table IX

Building Statistics

Building	Exterior	Roof	No. of Class-rooms	Type of Heat	Sanitary Condi-tions	Lighting Facili-ties	Grades 1949	No. of Pupils	No. of Teachers
High School	Brick	Tar, gravel	8	Oil	Running water, flush toilets	Electric	6-12	235	11
Center School	Brick	Slate	6	Oil	"	Electric	1-5	246	6
Franklin School	Cement block	Shingles	3	Oil	"	Electric	1-6	62	3
Union School	Wood	Shingles	1	Wood	No water, out-of-door toilets	Electric	1-4	29	1
*Liberty School	Wood	Shingles	1	Wood	"	Oil lamp	1-6	23	1
*Washington School	Wood	Shingles	1	Wood	"	Oil lamp	---	---	-
*Cold Spring School	Wood	Shingles	1	Wood	"	Oil lamp	---	---	-

*Now closed --- January 1, 1950

CHAPTER VIII

CONCLUSIONS

CHAPTER VIII

CONCLUSIONS

The conclusions will be divided into items covering the particular phases of this study and will be based on general areas included in these items.

Finances -- The cost of financing the Belchertown school system has increased considerably during the past twenty years. This increase is more pronounced, however, in the last five-year period. In the future costs should continue to increase. This will be due to some form of building program which should come in the near future. It has been delayed too long already, and finding places for the pupils is becoming increasingly difficult, almost impossible with the facilities which now exist.

Another reason for increased costs is the adoption of a salary schedule which will call for increased salaries every year. Still another reason for increased costs of supporting the school system is the high cost of labor and materials plus an inflated currency, which shows no indication of changing to a downward trend. Costs for repairs and purchases of new equipment will continue to increase.

In all, costs of supporting education will increase in the future and will cost the community of Belchertown more money to support its school system, unless State or Federal aid is provided to help offset these mounting costs.

Teachers -- Belchertown has better qualified teachers, from the standpoint of training, than it has had at any time in the past. This trend should continue when such factors as good pay, sick leave, reimbursement for professional improvement, better working conditions, and many other incentives attract and retain well qualified teachers.

Pupils -- From the birth rate of the past few years, an increased enrollment on the elementary level can be expected for the next five years. This increased enrollment will cause overcrowding in the existing facilities even more than they are at the present time.

Curriculum -- The curriculum of the high schools is not adequate to provide for the needs of the greater number of pupils. Little is done along agricultural lines and industrial trades. College preparation is good but this only accounts for a few of the pupils. Various subject fields are omitted entirely and others mentioned as merely being associated with subjects now in the curriculum.

Libraries -- Library accommodations for the pupils in the Belchertown school system are not good. Although the town library has good facilities for library purposes, the school system is so decentralized that it makes the work of the town library much less effective than it could be. The high school library has the facilities to do a good job also, but the inaccessability of the library at certain times cuts down its usability.

The bookmobile is a step in the right direction to provide library accommodations to all. However, its work should be expanded.

Buildings -- The locations of the buildings of the Belchertown school system are too scattered to provide for the advantages of consolidation. Conditions have improved since the early years of this study with only four buildings remaining in the system, and only one of these being a one room school. The closing of these one room schools is a step in the right direction.

A building program is a definite must if the pupils of Belchertown are to receive the best possible education. Overcrowded conditions present a hazard to both pupils and teachers from the viewpoint of mental and physical health. This building program should be started immediately.

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