

ELEVENTH BIENNIAL REPORT  
OF THE  
SUPERINTENDENT  
OF  
PUBLIC INSTRUCTION

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State of Montana  
1910

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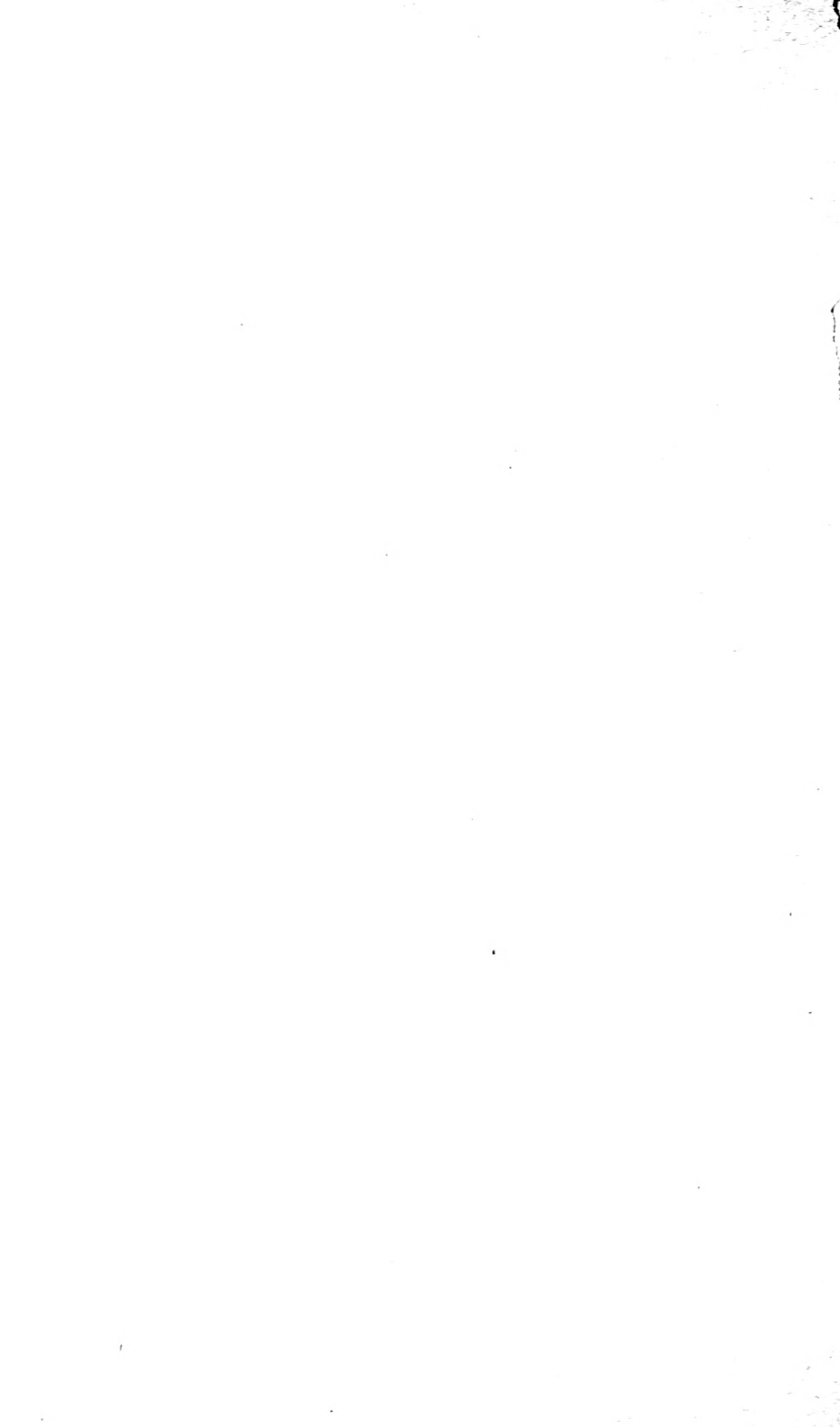
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ELEVENTH  
BIENNIAL REPORT

Of the

Superintendent of Public  
Instruction

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STATE OF MONTANA

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1910

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Helena, Montana



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State of Montana,  
Department of Public Instruction,  
Helena, Montana, December 1, 1910.

Your Excellency, E. L. Norris, Governor of Montana.

Sir: I have the honor of submitting to you the eleventh  
biennial report of this department for the biennium ending  
August 31, 1910.

W. E. Harmon.

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## THE GENERAL TREND AND SCOPE OF EDUCATION IN MONTANA.

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Helena, Montana, Dec. 1, 1910.

The general trend and scope of education in this state has always been marked by progress in every county. The condition of our common schools today is far ahead, in all essential respects, of their condition ten or fifteen years ago. Their present condition is due to the constant tendency of our people everywhere to demand the best in education, and to be satisfied and to rest content with nothing less than the best. Onward, upward, progress in every line and phase of education in every county and school district throughout our commonwealth, is now and ever has been characteristic of our public school system. Our schools are rapidly emerging, and have in fact already emerged from their former pioneer condition to one of equality and fair comparison with those of the older states.

The scope and trend of education in Montana varies with the needs and demands of the people. It embraces the useful and the practical in education rather than the ornamental and beautiful. The bread and butter side of education and the future needs of our girls and boys have long taken possession of our people. This is noticed in their demand for the teaching in our schools of manual training, domestic science, drawing, business education, and in short for the teaching of the various arts and crafts that will enable our young people after leaving school to become as nearly as possible self dependent, and able to make their own way in life.

Our educational institutions have become deeply rooted in the hearts of our people. We doubt whether any of our older states can show greater progress in education during the first twenty-one years of their existence, than Montana. In 1863 our territory first became known and advertised to the world as fabulously rich in gold. The one thought then haunting all classes of people, was gold, gold, gold, and its acquisition was their chief and principal occupation. The advantages of Montana as a grazing state began to be realized in 1873, the argument then used in its favor being that any country which



could fatten countless thousands of buffalo roaming at will over its grassy plains, might also fatten thousands of sheep and cattle on the same pasture lands. It was in 1883 when Montana's agricultural wealth began to attract attention. Since that year we find that her agricultural wealth has many times multiplied by the various systems of irrigation devised and set in motion by private enterprise, and by our state and national governments. In 1863, Montana was found to be a land producing untold wealth in gold and precious metals. In 1873, she was found to be a grazing state fully equal to any state or territory in the Union. In 1883 her agricultural products of every kind, variety, and quality, were found, acre for acre, equal to those of the older states. These years, 1863, 1873, and 1883, mark epochs in the history of Montana; for with the advent of these years we find her wealth and resources beginning to be developed on their present gigantic scale.

During the years from 1883 to 1893 settlers from all parts of the East had been slowly making Montana their home and all were adding to the intelligence, wealth, thrift, and stability of the state. During these years also our state institutions, not yet established, were a matter of constant consideration and great anxiety in all parts of Montana, and thus it was that the legislation necessary to establish our state institutions was more than half accomplished before the legislature of 1893 assembled, the only questions for that legislature to settle in regard to them being the bills for their establishment and location.

These years furnished a most fortunate preparation for the founding of our state institutions. The time to establish them was then ripe. The people with one accord demanded them. The money needed for them was ready at hand. The grants of public land to the state by the national government to aid in their support and maintenance have ever been princely in amount, are yearly advancing in value, and are yielding large and constantly increasing incomes.

For seventeen years these institutions have been in the eye of the public, growing constantly in strength, importance, and influence. The quality of instruction therein given bears favorable comparison with that given in similar institutions in the older states. Their students come from all sections, and have constantly increased in numbers, and are still increasing.

Their graduates are found in all parts of Montana always exerting a strong, healthy educational influence. The feeling of the public at large toward these institutions assures us that their future is guaranteed. In fact we everywhere find a strong sentiment to the effect that in educational matters Montana must take no backward steps. Her place is in the van, and ever in the front rank of educational progress.

The scope of education in Montana embraces the branches and sciences now studied and taught in the older states and in their educational institutions. Are any of our citizens anxious for their sons and daughters to secure a liberal education, liberal in the largest and best sense of the term? The doors of the State University are always open to them. The only requirements expected of them are proper and thorough preparation, constant and devoted work after entrance, patience, and determination to continue their work unto graduation. The quality of instruction therein given is equal to that of similar institutions in the older states.

Do any of our farmers wish their children to learn more about soils and soil culture, stock-raising, milk cows and dairy farming, the growing of hay and poultry raising, the reclamation of our arid lands, irrigation, road-making, and civil engineering? The College of Agriculture and Mechanic Arts will instruct them in detail in all the latest up-to-date methods relating to these subjects. Visit this college at Bozeman, give it a critical inspection, in all its departments and the truth of these remarks will at once be apparent.

Should, however, they desire to sharpen their knowledge relating to our underground wealth, the School of Mines will give them an accurate and scientific knowledge of the mineral resources of the state and country and instruct them how to make the best use of their knowledge.

Do our young ladies and gentlemen desire to impart their knowledge to others, in short to make teaching a profession? The State Normal College has for years been doing a work in pedagogy fully appreciated by the hundreds of students yearly resorting for instruction in that institution. "Train up a child in the way he should go and when he is old he will not depart from it." This old scripture text is the basic principle upon which all normal teaching rests. Its constant application in the class rooms of the State Normal College gives that institution

and its instructors a reputation for devotion and loyalty to the needs of our teachers and pupils wide, far-reaching, extending to, and felt in, the remotest school districts of Montana.

Do our thoughts ever extend to that unfortunate class of children known as God's poor, who are deprived of some one of their natural faculties, thus rendering them objects of our sympathy, care and dependence? Go to Boulder and there visit every department of the Montana School for the Deaf, Blind and Feeble Minded. The impression there wrought upon you by these children will be deep and lasting. You will, in our opinion, return home from that visit, loud and emphatic in advocating that the state continue to take the best and all necessary measures toward improving and cultivating the abilities of the unfortunates found in this school, and you will also be equally emphatic in commending the zeal, patience, and loyalty of its instructors in their work.

In our hearts the waifs of society, the poor and unfortunate, claim a share of our charity and interest. Those children who in early life are often deprived of their parents or other natural protectors, too often in the past have become waifs and sometimes outcasts from home, too young and frail to be of service they become objects of charity, unwelcome guests in fact to those having temporary charge of them, and they are too often kicked out into the night, like calves on the range, to find such food, shelter, and association as chance may give them. To this class of boys and girls Montana has long turned its attention and now holds out to them every possible protection and encouragement. To rescue these children from the slums and filth of bad surroundings, evil companions, and low society, and to give them a chance in life, to place them on the right track, toward noble citizenship, and to provide them with good and proper homes, has long been the definite end and aim of the State Orphans' Home at Twin Bridges. The state has thus become the self-appointed guardian of all such children. The work of this institution has been of a high character. Its instructors have ever had the best interest of the children at heart. In caring for them, in providing homes and teachers for them, Montana seems to be acting the part of an affectionate parent actively engaged in the work of rescuing these poor, friendless children, and of providing for their future welfare, and of giving them a chance in life.

The State Reform School is doing a work for the younger and waywardly inclined class of our youth that should be noticed and commended. The girls and boys enrolled therein are not wholly bad by nature, vicious, given to evil and beyond reform. Often these children are the victims of circumstances, of irresponsible parents, of bad associates, and worse surroundings, often finding themselves lodged in the reform school before realizing why they were sent there. Over them the state is constantly exercising a guardian care and the instances are numerous in which complete and successful reform has been accomplished. To develop the noblest and best traits in this class of our youth and to make good and useful citizens of them is the task which the state has set about to accomplish. Industry supplemented by a few hours each day of school instruction is regarded as one of the sovereign remedies for these children. They are accordingly taught the various arts, crafts, and trades and are constantly encouraged to do their best in all of them. Their school education is not neglected. Close attention is paid to their morals and manners, the main object being to develop in them citizenship of a worthy order. Before entering the school these children are always on the dividing line, separating the criminal on the one side from the responsible citizen on the other. The task then of teaching and of influencing them is herculean. The patience, care, vigilance, and painstaking exercised by our teachers in this institution with these children cannot be too highly commended.

The present trend of our educational system is in large part along the line of the useful and the industrial arts particularly in our rural school districts. The people of these districts often ask why agriculture cannot be taught their children, why more attention cannot be given to drawing, cooking, and sewing, "In any event," they say, "let the three R's be better and more thoroughly taught." "What care we," they are often heard to remark, "for your literature, your classics, and your higher mathematics?" "Our children will never go to college, nor become teachers, doctors, nor lawyers." They will work on the farm all their lives just as we are now working. Give us a teacher who can show our girls how to cut out and make a dress, how to prepare and cook a meal of victuals, and how to be generally useful about the house, not merely ornamental in the home. Give us teachers who can show our boys how to

plant and raise crops, how to harvest them and care for them, how to repair the farming tools, how to repair and build our houses and our barns, and how to make themselves generally useful, handy, and worth something on the farm. Give us a teacher in all cases who can instruct our girls and boys how to use their brains as well as their hands in all the practical work of the farm." Here in plain uncultured language is a demand for manual training, domestic science and agriculture, to be taught to the children of our rural districts. This demand on the part of these practical, long experienced, common sense farmers, expresses their ideas of our school system, and the needs of their own children and those of their neighbors, bluntly and forcibly, yet intelligently and plainly, and these are the kind of sentiments and demands that collectively bring about and even force changes in our public school system.

In conclusion we find that the scope of our educational system embraces all branches from the simplest rudiments taught in our kindergarten and first primary grades, to those of a liberal education acquired in our higher state institutions. We find also that the trend of our educational system to be largely along the line of the practical and industrial arts, and that our people are now demanding this kind of instruction as the best and safest for the present, and as the safest and wisest heritage that they can bequeath to their children and hand down to posterity.

## STATISTICS.

	1905.	1906.	1907.	1908.	1909.	1910.
Census (6-21) .....	70,811	72,498	75,269	77,269	81,545	88,805
Private schools .....	5,000	5,000	4,375	5,291	6,126	6,998
No. enrolled .....	48,386	48,714	50,516	51,316	61,627	66,141
Daily attendance .....	35,022	34,758	34,699	34,422	37,764	41,314
No. male teachers .....	229	228	222	221	260	270
No. female teachers .....	1,431	1,512	1,565	1,686	1,780	1,980
Average salary male teachers .....	\$83.00	81.30	88.00	83.00	92.14	112.24
Average salary female teachers .....	\$54.00	56.07	57.00	60.00	62.10	67.05
No. of teachers normal graduates .....	537	560	501	527	537	597
No. of teachers college graduates .....	.....	.....	154	197	255	258
No. school houses .....	997	973	1,000	1,006	1,140	1,188
No. districts .....	817	823	853	897	944	994
Average No. months' school .....	6.1	6.1	6.2	6.2	7.3	7.9
Amount expended for libraries .....	\$12,236.00	20,281.00	14,371.85	18,664.70	18,032.00	18,109.00
Amount expended for apparatus .....	\$37,939.00	38,988.00	25,349.24	57,505.22	50,738.00	64,780.00
Total for all school purposes .....	\$1,564,542.00	1,745,516.00	1,702,425.64	2,178,322.00	2,570,600.00	2,824,015.00
Visits county superintendents .....	1,517	1,975	1,699	1,958	1,758	2,171
For teachers' wages .....	\$908,874.46	966,299.52	1,033,560.05	1,132,232.63	1,290,026.00	1,452,039.00
No. new school houses .....	66	49	29	69	95	99
Paid for sites, furniture and repairs .....	\$72,291.26	371,501.95	250,563.24	517,860.35	581,084.00	695,955.00
Value of buildings and sites .....	\$3,217,439.00	3,488,613.00	3,645,343.00	4,137,530.00	4,577,577.18	4,446,781.02

### Rural Schools.

The rural school problem is one of the hardest to solve in any state. This problem has been before superintendents, teachers, patrons, and legislators for the past fifty years.

First there was sentiment that anybody could teach a country school. It was not a matter of training for teaching on the part of the teacher. Trained teachers were needed in the city graded schools only. Educators have persistently and constantly combatted the idea that no training was needed for the rural teacher. The result has been that now fully one half of those teaching in country schools have had some training. In Montana, a state of magnificent distances, many districts are very large. Some families live five or more miles from the school house. Trustees often live ten miles apart. It is therefore difficult in a great many districts to have a meeting of the board even once a month. For such districts it is difficult to get a teacher. The solution will be easier when the state becomes more densely populated. The dry land areas are being settled and ultimately there will be a larger number of children to attend school and the districts will be divided. Better school houses will be built and better equipment will be furnished. The appended statistics, showing the number of districts having an enrollment of four, five, six, etc. and the number of districts in which school was held four, five, six, etc. months is herewith appended.

Under consolidation of rural schools and transportation of pupils the solution for some communities is attempted.

TABLE SHOWING NUMBER OF DISTRICTS OF EACH COUNTY HAVING 4, 5, 6, ETC., CHILDREN ATTENDING SCHOOL.

	4 or less	5	6	7	8	9	10	11	12	13	14	15 and over	
Beaverhead	.....	2	1	2	1	.....	2	1	2	1	3	16	
Broadwater	.....	1	.....	.....	1	1	1	1	1	2	.....	9	
Carbon	.....	.....	.....	1	.....	.....	1	1	2	1	.....	45	
Cascade	.....	1	.....	.....	1	2	1	2	3	2	2	36	
Chouteau	.....	1	1	4	1	3	4	4	4	2	5	18	
Custer	.....	1	1	1	.....	.....	1	1	.....	1	2	19	
Dawson	.....	.....	.....	1	2	1	.....	2	2	3	3	22	
Deer Lodge	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	12	
Fergus	.....	2	3	1	1	1	2	4	2	3	3	38	
Flathead	.....	1	1	1	1	.....	2	.....	.....	.....	1	52	
Gallatin	.....	2	2	1	.....	1	.....	2	5	4	.....	43	
Granite	.....	1	.....	.....	.....	2	2	3	1	.....	.....	6	
Jefferson	.....	.....	.....	.....	2	.....	2	1	1	1	1	13	
Lewis and Clark	.....	1	1	2	1	1	2	1	1	1	1	3	
Lincoln	.....	.....	1	.....	1	.....	1	1	.....	.....	1	12	
Madison	.....	2	1	1	.....	3	1	2	.....	2	1	36	
Meagher	.....	3	.....	2	.....	2	1	3	2	.....	.....	56	
Missoula	.....	.....	1	1	1	1	2	1	2	1	2	32	
Park	.....	1	1	.....	2	2	2	1	3	4	4	23	
Powell	.....	1	1	.....	2	1	.....	1	2	1	1	17	
Ravalli	.....	.....	.....	.....	.....	1	.....	1	.....	.....	.....	30	
Rosebud	.....	2	.....	.....	.....	1	.....	1	.....	1	2	13	
Sanders	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1	8	
Silver Bow	.....	.....	.....	.....	1	.....	1	.....	.....	.....	.....	7	
Sweet Grass	.....	3	3	1	1	2	2	4	2	2	.....	16	
Teton	.....	1	.....	.....	.....	.....	1	.....	.....	.....	1	13	
Valley	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	18	
Yellowstone	.....	.....	.....	.....	.....	.....	1	1	.....	1	.....	21	
	.....	22	16	18	21	20	23	32	38	34	34	37	652



NUMBER DISTRICTS IN EACH COUNTY AND NUMBER DISTRICTS HAVING 4, 5, 6, 7, 8, and 9 MONTHS SCHOOL ACCORDING TO THE STATISTICAL REPORT OF EACH COUNTY FOR THE YEAR 1909—1910.

	No. Dist.	4 Mo.	5 Mo.	6 Mo.	7 Mo.	8 Mo.	9 Mo.	10 Mo.	11 Mo.	12 Mo.
Beaverhead	32	3	6	3	3	5	9	2	.....	...
Broadwater	22	1	1	7	2	1	3	1	.....	...
Carbon	53	9	2	2	10	8	14	.....	.....	.....
Cascade	56	2	7	9	7	12	12	1	.....	.....
Chouteau	48	5	1	2	10	10	9	2	.....	.....
Custer	28	1	1	2	5	4	13	.....	.....	.....
Dawson	38	2	4	6	6	4	6	1	2	.....
Deer Lodge	14	2	.....	2	.....	6	4	.....	.....	.....
Fergus	68	8	8	10	8	12	7	3	1	.....
Flathead	63	2	2	2	1	10	40	1	.....	.....
Gallatin	61	3	2	3	6	15	25	1	.....	.....
Granite	17	1	4	1	2	2	4	1	.....	.....
Jefferson	23	.....	1	2	1	6	9	1	.....	.....
Lewis and Clark	38	3	7	2	7	8	9	.....	.....	.....
Lincoln	15	1	.....	.....	1	2	11	.....	.....	.....
Madison	54	8	4	4	9	18	5	1	.....	.....
Meagher	22	1	1	2	3	1	5	2	.....	.....
Missoula	44	3	2	3	4	14	14	.....	.....	.....
Park	51	13	6	6	8	6	5	.....	.....	.....
Powell	26	1	3	3	2	6	8	1	.....	.....
Ravalli	32	2	2	.....	5	7	15	.....	.....	.....
Rosebud	22	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sanders	11	.....	.....	1	.....	1	7	1	.....	.....
Silver Bow	9	.....	.....	3	.....	.....	6	3	.....	.....
Sweet Grass	38	7	3	4	2	10	6	.....	.....	.....
Teton	16	.....	.....	.....	.....	4	11	.....	.....	.....
Valley	19	2	.....	2	1	2	10	1	.....	.....
Yellowstone	24	.....	.....	.....	.....	2	19	.....	.....	.....
	945	81	67	81	103	176	286	23	3	.....

### **Graded Schools.**

Montana has a good system of graded schools. The complete system comprises eight years of elementary work and four years of secondary work. Those in the elementary schools follow mainly the state course of study. This course of study follows well founded principles of education and if carefully followed gives pupils a good foundation for high school work or for doing elementary practical work.

For the most part, well trained teachers are employed in all grades. The day of experimenting is passing in Montana graded schools. Several cities have a rule that only normal or college graduates will be employed. The grade work today is the best in the history of the state.

During the last two years buildings have been remodeled to suit present day needs or new ones have been built. Libraries have been enlarged and new equipment added. Eastern teachers have been surprised to find the schools generally so well equipped for doing good work. The immigrant need not fear for school advantages in the graded schools of Montana.

### **The State Course of Study.**

Section 810 of the school law makes it the duty of the state superintendent "to prepare and prescribe a course of study for use in all the public schools of the state." Under this authority four courses of study have been prepared.

The first was written in 1899. The second was written in 1905, the third in 1908, and the fourth in 1910. The last three courses are based on the uniform text-books and are written with the idea of giving definiteness to the instruction in the school room. It is doubtful if there is anything that teachers have to work with that gives more universal help and satisfaction than a good course of study. It is a guide, counsellor, and ever present help in time of need. It standardizes the educational work of a state.

Probably about one half of the states have a course of study. The Illinois course is used in several states. As Montana has a uniform text-book law a course based on these texts is of more value than one written from a general standpoint of subjects.

### **Some of the Duties of Trustees.**

1. To employ good teachers.
2. To know that the teacher has a valid Montana certificate

before she begins teaching.

3. To make written contracts with teachers.
4. To pay a teacher a salary commensurate with the dignity of the profession.
5. To aid in beautifying the school grounds.
6. To provide a good school building.
7. To provide good seats, good blackboards, good geography maps, a globe, and a good working library, etc.
8. To provide for the janitor work.
9. To aid the teacher in getting a boarding place if she asks aid (in rural districts).
10. To see that all children of school age attend school in accordance with law.
11. To aid the teacher in her efforts to teach a good school.
12. To visit the school to observe its workings.
13. To require of teacher a written report at close of term before paying her her last month's salary.
14. To enforce rules and regulations of State Superintendent for government of schools and teachers, and enforce course of study.
15. To require teacher to send report of progress of pupils to parents.

#### **Some of the Duties of Parents.**

1. To keep children of school age in school regularly and punctually the entire time school is in session.
2. To send a written excuse for each tardiness and absence giving reasons for such tardiness and absence.
3. To supply children with needed books, pencils, tablets, etc.
4. To arrange to give children in the higher grammar grades time for study at home outside of school hours.
5. To refrain from criticism of teacher in presence of children.
6. To send children to school tidy in appearance.
7. To aid the teacher in her efforts to build up the school morally and educationally.

#### **Requirements of Pupils.**

1. To attend school regularly and punctually for the entire time school is in session.
2. To conform cheerfully to rules of the school.
3. To prepare lessons with care.

4. To abstain from bad language.
5. To abstain from the use of tobacco on the school premises or on the way to and from school.
6. To be clean and tidy in appearance.
7. To present to teacher for each tardiness or absence a written excuse from parent or guardian stating reason for such tardiness or absence.

#### **Requirements of Teachers.**

1. To hold a valid Montana certificate before beginning the term.
2. To sign a written contract.
3. To dress as becomes her position.
4. To know the course of study.
5. To make out a program.
6. To "teach" school, not "keep" school.
7. To prepare afresh each day's lessons before attempting to teach them.
8. To study carefully a lesson before assigning it.
9. To take one or more good school journals.
10. To govern impartially.
11. To keep daily records neatly.
12. To report progress of students to parents.
13. To report to county superintendent.
14. To see that school room and grounds are kept neat and tidy.
15. To comply with law as to fire drills.
16. To make good use of library.
17. To leave report in record book to successor.
18. To leave course of study and school register in hands of clerk at close of term.
19. To require of pupils written excuses for tardiness or absence, stating reason for the same.

## PROGRAM FOR SCHOOL OF FOUR GRADES.

Recitations	Time	STUDY			
		Second Grade	Third Grade	Fourth Grade	Fifth Grade
Opening Ex.	9:00-10				
Reading, 5th gr.	9:10-15	Reading	Reading	Reading	
Reading, 2d gr.	9:25-15		Reading	Reading	Arithmetic
Reading, 3d gr.	9:40-15	Written wk.		Reading	Arithmetic
Reading, 4th gr.	9:55-15	Written wk.	Written wk.		Arithmetic
Arithmetic, 5th gr.	10:15-20	Hand wk.	Written wk.	Written wk.	
Recess	10:30-15				
Arithmetic, 2d gr.	10:45-10		Arithmetic	Arithmetic	Arithmetic
Arithmetic, 3d gr.	10:55-15	Arithmetic		Arithmetic	Geography
Arithmetic, 4th gr.	11:10-20	Reading	Arithmetic		Language
Geography, 5th gr.	11:30-15	Hand wk.	Arithmetic	Arithmetic	
Music	11:45-15				
Noon					
Reading, 2d gr.	1:00-10		Language	Language	Language
Language, 5th gr.	1:10-15	Language	Language	Language	
Lang. 3d & 4th gr.	1:25-15	Language			Spelling
Spelling, 5th gr.	1:40-10	Language	Reading	Geography	
Writing	1:50-15				
Gen. Les. 2d gr.	2:05-10		Reading	Geography	History
Reading, 3d gr.	2:15-15	Spelling		Geography	History
Recess	2:30-20				
Geography, 4th gr.	2:50-15	Spelling	Spelling		History
History	3:05-15	Spelling	Spelling	Spelling	
Spelling, 2 & 3 gr.	3:20-10			Spelling	Reading
Spelling, 4th gr.	3:30-10	Hand wk.	Hand wk.		Reading
Gen. Les. 3 & 4 gr.	3:40-15	Hand wk.			Spelling

## THE DAILY PROGRAM FOR TWO CLASSES.

Period	Le'gth	8 "A" Class	8 "B" Class
9:00- 9:10	10	Opening	Opening
9:10- 9:20	10	R. Spelling (H. P.)	R. Spelling (H. P.)
9:20- 9:50	30	R. Arithmetic (H. P.)	S. Arithmetic
9:50-10:20	30	S. Grammar	R. Arithmetic
10:20-10:30	10	Writing	Writing
10:30-10:45	15	Recess	Recess
10:45-11:15	30	R. Grammar	S. Grammar
11:15-11:40	25	A. Physiology or Civics	R. Grammar
11:40-12:00	20	Drawing or nature study or agriculture	Drawing or nature study or agriculture
1:15- 1:45	30	S. History	R. History (H. P.)
1:45- 2:15	30	R. History	S. Physiology or Civics
2:15- 2:30	15	Music	Music
2:30- 2:45	15	Recess	Recess
2:45- 3:10	25	R. Physiology or Civics	S. Literature
3:10- 3:35	25	S. Literature	R. Physiology or Civics
3:35- 4:00	25	R. Literature	R. Literature

H. P. Indicates Home Preparation; R. Recitation, and S. Study.

This Program is taken from "Classroom Management" by William Chandler Bagley, Macmillan Company, Chicago, Illinois.

It has been proved conclusively that the higher grammar grades cannot learn all their lessons in school. Some "home study" is absolutely necessary for good scholarship. Those schools that have not required any home study have found their students wanting in power to do when put to a fair test of their knowledge.

### MUSIC, DRAWING, AND MANUAL TRAINING.

As every school that provides for Music, Drawing, or Manual Training has special supervisors for these branches, no outline of work is provided in the course.

#### OUTLINE OF COURSE OF STUDY.

##### Grade 1 B.

Reading—Blackboard work. Use Script. Wheeler's Primer pages 1-60. Graded Lit., Book 1, pages 1-42. Arnold's Primer, first half.

Spelling—Words copied from reading lesson.

Writing—Written work on slate or paper and blackboard.

Language conversational exercises. Short Script sentences copied.

Numbers—Counting and grouping objects. Count to 10. Arrange objects in 2's, 3's, 4's, 5's.

Hygiene—Elementary lessons in health.

Nature Study—Observation exercises.

General Lessons—Morals and manners. Physical exercises.

**Grade 1 A.**

Reading—Wheeler's Primer completed; Graded Lit. Book 1 completed.  
 Arnold's Primer completed.  
 Spelling—Reading lesson copied. Words from reading lessons spelled orally.  
 Writing—Same as 1 B.  
 Language—Same as 1 B.  
 Numbers—Combination work to 10. Count to 100. Teach combination 2 1's,  
 2 2's, 2 3's, 2 4's, 2 5's.  
 Hygiene—Elementary lessons in health.  
 Nature Study—Same as 1 B.  
 General Lessons—Morals and Manners. Physical Exercise.

**Grade 2 B.**

Reading—Graded Lit., Book 2, pages 1-90. Stepping Stones First Reader.  
 Spelling—Graded Lessons, pages 3-16. Lessons 1-80.  
 Writing—Copy Book No. 1, first half.  
 Language—Conversational exercises.  
 Numbers—Teach combinations to 15. Write numbers to 500.  
 Geography—Observational exercises.  
 Hygiene—Pure air and breathing.  
 Nature Study—Animals, plants, vegetables, fruits, weather.  
 Morals and Manners—See Outline.

**Grade 2 A.**

Reading—Graded Lit. Book 2, pages 90-184. Stepping Stones Second Reader.  
 Spelling—Graded Lessons, pages 16-29. Lessons 81-160.  
 Writing—Copy Book No. 1, second half.  
 Language—Short reproduction stories, oral and written.  
 Numbers—Write numbers to 1,000. Teach combinations to 20.  
 Geography—Review 2 B work.  
 Hygiene—Drinks; water needed by tissues.  
 Nature Study—Note work in 2 B.  
 Morals and Manners—See Outline.

**Grade 3 B.**

Reading—Graded Lit., Book 3, pages 9-112. Stepping Stones Third Reader,  
 first half.  
 Spelling—Graded Lessons, pages 33-49. Lessons 1-80.  
 Writing—Copy Book No. 2, first half.  
 Language—Pencil and Pen, pages 5-64.  
 Numbers—Southworth-Stone, Book I or Book One, pages 1-58.  
 Geography—Review 2 A. Home Geography, 11-16.  
 Hygiene—Discuss framework of body, muscles, exercise, etc.  
 Nature Study—Discuss animals, plants, vegetables, birds, trees, etc.  
 Morals and Manners—See Outline.

**Grade 3 A.**

Reading—Graded Lit., book 3, pages 112-226. Stepping Stones Third Reader,  
 second half.  
 Spelling—Graded Lessons, pages 49-65. Lessons 81-160.  
 Writing—Copy Book No. 2, second half.  
 Language—Pencil and Pen. Pages 64-127.  
 Numbers—Southworth Stone, Book 1, or Book One, pages 58-108.  
 Geography—Home Geography, 116-236. Develop the idea of a map.  
 Hygiene—The brain and nerves.  
 Nature Study—See 3 B.  
 Morals and Manners—See Outline.

**Grade 4 B.**

Reading—Graded Lit., Book 4, pages 9-124. Stepping Stones Fourth Reader, first half.

Spelling—Graded Lessons, pages 67-87. Lessons 1-80.

Writing—Copy Book No. 3, first half.

Language—Language Lessons from Literature, pages 1-60.

Numbers—Southworth-Stone, Book I. or One, pages 109-146.

Geography—First Steps, pages 1-42.

Hygiene—Food; milk and eggs most complete food.

Nature Study—Observational exercises and work of previous grades.

Morals and Manners—See Outline.

**Grade 4 A.**

Reading—Graded Lit., Book 4, pages 124-251. Stepping Stones Fourth Reader, second half.

Spelling—Graded Lessons, pages 87-107. Lessons 81-160.

Writing—Copy Book No. 3, second half.

Language—Language Lessons from Literature, pages 62-135.

Numbers—Southworth-Stone, Book I, or Book One, pages 146-184.

Geography—First Steps, pages 42-85.

Hygiene—Excretion. Skin protection. Cause of corns.

Nature Study—Review and enlarge on work of previous grades.

Morals and Manners—Familiar talks.

**Grade 5 B.**

Reading—Graded Lit., Book 5, pages 9-129. Stepping Stones Fifth Reader, first half.

Spelling—Graded Lessons, pages 109-129. Lessons 1-80.

Writing—Copy Book No. 4, first half.

Language—Language Lessons from Literature, pages 139-201.

Arithmetic—Southworth-Stone, Book II, pages 1-59, or Book One pages 185-243.

Geography—First Steps, pages 85-127. Review.

History—Fifty Famous Stories Retold. Baldwin. Three Lessons a week. Montana the Land of Shining Mountains. Judson.

Physiology—Good Health, pages 1-90. Two lesson a week.

Agriculture—See course. One lesson a week in place of reading.

Morals and Manners—See Outline.

**Grade 5 A.**

Reading—Graded Lit., Book 5, pages 129-251. Stepping Stones Fifth Reader, second half.

Spelling—Graded Lessons, pages 129-148. Lessons 81-160.

Writing—Copy Book No. 4, second half.

Language—Language Lessons from Literature, pages 202-263.

Arithmetic—Southworth-Stone, Book II, pages 59-118, or Book One pages 243-302.

Geography—First Steps, pages 127-170. Special study of Montana.

History—American Hero Series—Tappan. Three lessons a week.

Physiology—Good Health, pages 90-170. Two lessons a week.

Agriculture. See Course. One lesson a week in place of reading.

Morals and Manners—See Outline.

**Grade 6 B.**

Reading—Graded Lit., Book 6, pages 9-129. Stepping Stones Sixth Reader, first half.

Spelling—Graded Lessons, pages 151-171. Lessons 1-80.

Writing—Copy Book No. 5, first half.

Language—Language Lessons from Literature, pages 267-325.

Arithmetic—Southworth-Stone, Book II, pages 119-172, or Book Two, pages 1-54.



Geography—Montana Higher, pages 1a-60.  
 History—American Leaders and Heroes, 1-103. Three lessons a week.  
 Principles of Public Health—Tuttle, pages 1-71.  
 Agriculture—See Course. One lesson a week.  
 Morals and Manners—See Outline.

**Grade 6 A.**

Reading—Graded Lit., Book 6, pages 129-246. Stepping Stones Sixth Reader, second half.

Spelling—Graded Lessons, pages 171-190. Lessons 81-160.

Writing—Copy Book No. 5, second half.

Language—Language Lessons from Literature, pages 325-387.

Arithmetic—Southworth-Stone, Book II, pages 172-234, or Book Two, pages 54-117.

Geography—Montana Higher, pages 60-92, and Special Montana. From twelve to fifteen lessons should be given to Montana.

History—American Leaders and Heroes, pages 103-211. Three lessons a week.

Principles of Public Health—Tuttle, pages 73-142.

Agriculture—See Course. One lesson a week.

Morals and Manners—See Outline.

**Grade 7 B.**

Reading—Literary Readings, pages 1-121.

Spelling—Graded Lessons, pages 193-209. Lessons 1-80.

Writing—Copy Book No. 6, first half.

Grammar—Modern English, pages 1-89.

Arithmetic—Southworth-Stone, Book III, pages 1-70, or Book Two, pages 117-187.

Geography—Montana Higher, pages 92-135.

History—American Leaders and Heroes, pages 211-326. Three lessons a week.

Principles of Public Health—Tuttle, pages 142-181 and review.

Agriculture—See Course. One lesson a week.

Morals and Manners—See Outline.

**Grade 7 A.**

Reading—Literary Readings, pages 121-241.

Spelling—Graded Lessons, pages 209-224. Lessons 81-160.

Writing—Copy Book No. 6, second half.

Grammar—Modern English, pages 89-172.

Arithmetic—Southworth-Stone, Book III, pages 70-146, Book Two, pages 187-262.

Geography—Montana Higher, pages 135-161, and general review.

History—Gordy's United States, pages 1-125.

Health Lessons—

Agriculture—See Course. One lesson a week.

Morals and Manners—See Outline.

**Grade 8 B.**

Reading—Literary Readings, pages 241-370.

Spelling—Graded Lessons, pages 227-242. Lessons 1-80.

Writing—Exercises.

Grammar—Modern English, pages 172-250.

Arithmetic—Southworth-Stone, Book III, pages 146-206, Book Two, pages 262-322.

History—Gordy's United States, pages 125-297.

Physiology—New Century Elementary, complete. Five lessons a week.

Agriculture—See Course. One lesson a week.

**Grade 8 A.**

Reading—Literary Readings, pages 370-434. Reviews.

Spelling—Graded Lessons, pages 242-263. Lessons 81-160.

Grammar—Modern English, pages 250-313. Reviews.

Arithmetic—Southworth—Stone. Book III, pages 206-279. or Book Two, pages 322-395.

History—Gordy's United States, pages 297-433.

Civics—Swain's Civics for Montana Students, State and Federal. Five lessons a week.

Agriculture—See Course.

### High Schools.

Montana has twenty-nine high schools accredited by the State Board of Education. Of this number fourteen are district high schools and fifteen are county high schools.

Each one of these schools has been inspected by the State High School Inspectors and found to be doing pretty generally good work. Whenever the Inspectors have suggested changes, they have been willingly made. Some high schools have splendid libraries while all have fairly good working libraries. The laboratories are also fairly well equipped for science work. The county high school has been a blessing in those counties where it has been established. Previous to their establishment there were weak struggling district high schools with poor equipment in library and laboratory and poorly paid principals and teachers. There was but one of the principals in these district high schools that received \$1,000 a year and the assistants received \$765. Now the average salary for principals is \$1,996.66, and for male assistants \$1,125.54 and female assistants \$1,030.46. And, too, where two teachers were employed now there are from three to eight, according to the size of the school and number of courses provided. By consulting the appended tables it will be seen that the district high school principals receive an average of \$1,643.50 a year, male assistants \$1,264.50, and female \$1,219.93.

It is but natural that the principals should receive less than the principals of the county high school as the superintendent is in charge of the entire system. It is not plain however that the county high school assistants should get less than the assistants in district high schools. As most high school boards demand high qualifications (and they should) good salaries should be paid.

Pupils that graduate from any of the Montana high schools "make good" in their college work.

Montana high schools are represented at Wellesley, Mt. Holyoke, Smith, Oberlin, Stanford, Berkeley, Madison, Princeton, Cornell, Columbia, Ann Arbor, and many other colleges.

universities, and also in normal schools. These representatives have been a credit and an honor to their respective schools and to the state.

The course of study for the high schools is prescribed by the State Board of Education. By referring to the report of President Duniway of the State University, the provisions of the high school course will be ascertained.



STATISTICS.  
 Relating to District Accredited High Schools, September 1, 1910.

CITY.	Year of Organization.....	NAME OF PRINCIPAL.	Enrollment Oct. 1, 1910.	Rate of Taxation in Mills	Annual Cost of Maintenance .....	Value of Laboratory Equipment .....	No. Volumes in Library.....	No. Minutes of Each Recitation .....	No. Daily Recitations of Each Teacher .....	Average Daily Attendance	No. Ass't Normal Graduates..	No. of Assistant College Graduates .....	Average Salary Female Assistants.....	Average Salary Male Assistants. ....	No. Female Assistants ....	No. Male Assistants .....	Salary of Principal.....
Anacosta	1889	Stanford L. Stoner	168	6	\$3,500	\$3,000	12,000	15	3	166	1	8	\$1,150	\$1,150	3	3	\$2,000
Billings	1895	W. H. McCall	171	10	11,866	1,250	1,800	15	1	171	1	8	1,031	1,250	1	1	1,800
Boyle	.....	J. H. Richards	174	10	1,000	1,000	2,700	15	1	174	1	8	1,211	1,250	1	1	1,800
Columbus	1903	Elesworth Sherman	605	10	1,000	1,000	1,350	15	1	580	1	21	800	1,250	15	15	2,700
Clinton	1905	G. H. Williams	176	10	1,000	1,000	1,410	15	1	176	1	13	780	.....	3	3	1,350
Coos Bay	1901	E. E. Baltzell	142	11	1,780	1,000	1,050	15	1	159	1	13	880	.....	3	3	1,350
Coquille	1901	C. M. Lacey	112	.....	500	500	1,200	10	1	112	1	13	900	1,300	1	1	1,200
Forest Grove	1901	D. S. Williams	112	.....	500	500	1,200	10	1	112	1	13	900	1,300	1	1	1,200
Glasgow	1901	D. S. Williams	112	.....	500	500	1,200	10	1	112	1	13	900	1,300	1	1	1,200
Great Falls	1892	Arthur D. Wiegman	112	.....	500	500	1,200	10	1	112	1	13	900	1,300	1	1	1,200
Helen	1879	Albert J. Roberts	219	.....	5,000	4,000	2,000	15	1	219	1	13	1,050	1,500	11	11	2,000
Hesperia	1892	Grace M. Eastler	130	.....	1,000	1,000	1,500	15	1	130	1	13	900	1,300	1	1	1,500
Hillsboro	1902	Henry Schwarm	301	.....	500	500	1,500	15	1	295	1	13	900	1,300	1	1	1,500
Hamilton	1895	O. W. Wilkins	70	.....	1,000	1,000	1,200	15	1	67	1	8	765	1,000	1	1	1,200
Pony	1910	O. W. Wilkins	70	.....	1,000	1,000	1,200	15	1	67	1	8	765	1,000	1	1	1,200
Virginia City	1896	D. S. Chinger	112	.....	1,188	1,188	1,350	10	1	112	1	8	750	1,000	1	1	1,350

### Village Schools.

There are many villages in Montana that are doing some high school work. The only work at the present time accredited by the State Board of Education is that done by a regular four year high school that has adequate library and laboratory facilities and sufficient teaching force.

Most of the towns are deficient in some one of these lines. Several are building up their equipment and trying in every way to meet the demands of the board. Ultimately the work will doubtless be accredited.

There are those that do not expect for some time to meet the requirements of the board and yet they are doing good work. The appended table will give some statistics that are interesting:

TOWN	When Established	COURSE.	Name of Principal	Salary	No. of Teachers College Graduates	No. of Teachers Normal Graduates	Value of Library	Value of Laboratory Equipment	No. Daily Recitations of Each Teacher	Average Length of Recitation	Rate of Special Taxes of District	Annual Cost of Main- tenance of High School	No. Pupils Enrolled Oct. 1, 1910.
Belgrade	1906	English.	W. L. Stuckey	\$1,200	1	1	\$		4	40	8	\$1,500	6
Belt	1909	Classical and Commercial	S. A. Remington	1,620	1	1	770.29		6	47	7	5,000	40
Bonner	1909	9th Grade.	J. A. McIntosh	1,400	1	1	300		1	40	10	1,300	3
Bridge	1909	Classical	D. D. MacIndale	1,125	1	1			9	10	10	1,300	11
Columbia Falls	1908	English.	V. E. Misener	1,000	1	1			8	40	6.34	1,200	10
Culbertson	1905	Scientific.	J. W. Dale	1,500	1	1	400.00		8	40	4	2,500	32
Cascade	1909	Latin.	Henry Lewis	900	1	1	200.00		12	25	3	500	5
Eureka	1909	English.	Joseph Carroll	1,650	1	1	25		6	30	4	500	5
Harlowton	1909	Classical, Scientific, English	Walter G. See	1,125	1	1	300		8	30	4	2,000	10
Hinsdale	1908	Classical and Scientific	H. L. Rowley	1,250	1	1	50.00		16	25	5	1,500	10
Laurel		Classical	A. O. Nelson	1,350	1	1			7	40	10	3,000	26
Libby		Classical	A. J. Smith	1,125	1	1	300		8	30		1,000	9
Malta		9th Grade.	Fred Bellinger	1,200	1	1	375		11	25	1/2	1,000	10
Roundup	1910	Classical, Scientific, Latin, Commercial	Fred W. Dralle	1,250	1	1			3	40	10	1,955	11
Sheridan	1909	English.	Fredrick Tassly	990	1	1	100.00		8	35	3	1,955	24
Stevensville	1908	Classical.	Mark D. Fitzgerald	1,125	1	1	150.00		6	40	11	3,200	33
Thompson Falls	1908	English.	A. R. Ford	1,200	1	1	300.00		5	35	2	2,000	12
Twin Bridges		Scientific.	Temple A. Bruner	900	1	1	10.00		7	25		1,000	7
Victor	1909	Classical	J. H. Holst	1,215	1	1	250.00		6	30	6	1,000	36
Whitchell	1892	Classical	F. A. Clothier	1,350	1	2	250.00		10	30	7	3,000	12
Wibaux	1903	Classical and Scientific	F. P. Baird	1,300	1	1	100.00		10	25	10	1,500	8
White Sul. Spgs.	1909	Scientific.	W. L. Iverson	1,300	1	1	350.00		7	30	30	1,500	17

## Text-Books.

Montana has state uniformity of text-books. These text-books are chosen by a commission appointed by the governor. The law allows a good supplemental list that may be purchased by the district and another provision gives the boards of trustees of any district the right to purchase other supplemental books and reference books.

The price that shall be paid for any regular book chosen by the commission shall not be more F. O. B. Chicago, than is paid by any other state in the Union, for the same book. It will be seen that the commission can choose the best books published on any subject and not have to pay too high prices for them. The Text-Book Commission chooses books for a period of five years. The next adoption will take place in June 1912. The Commission is composed of State Superintendent, W. E. Harmon, Chairman; Principal L. R. Foote, Dillon; Principal Lewis Terwilliger, Livingston; Supt. Ward H. Nye, Billings; Supt. H. A. Davee, Lewistown; Supt. S. D. Largent, Great Falls, and W. E. Chambers, Butte.

The following lists were adopted and have been in use since September 1, 1907:

## ARITHMETIC.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
B. H. SANBORN & CO., Chicago, Ill.			
Southworth-Stone—			
Book 1 .....	.15	.21½	.30
Three Book Series, Book 2 .....	.18	.26	.36
Book 3 .....	.18	.26	.36
Two Book Series, Book 1 .....	.21	.32	.42
Book 2 .....	.25	.38	.50

## LANGUAGE AND GRAMMAR.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
GINN & CO., Chicago, Ill.			
With Pen and Pencil (grades 2 and 3).....	.18	.26	.35
HOUGHTON, MIFFLIN & CO., Boston, Mass.			
Webster Cooley Language			
Three Book Course, Book 1 (grade 4)...	.23	.34	.45
Book 2, Part 1 (grade 5).....	.23	.34	.45
Book 2, Part 2 (grade 6).....	.23	.34	.45
One Book Course, Book 1 (grades 4, 5, 6) (Basis of State Course)	.30	.45	.60
MACMILLAN & CO., New York N. Y.			
Modern English Grammar, Book 2 (grades 7,8)	.36	.45	.60



## GEOGRAPHY.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
EDUCATIONAL PUB. CO., Chicago, Ill. Home Geography for Primary Grade, (grades 2 and 3).....		.42	.60
Ginn & Co., Chicago, Ill. First Steps in Geography.....	.30	.49	.65
Montana Higher Geography.....		.75	1.00

## SPELLING.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
DOUB & CO., San Francisco, Cal. Graded Lessons in Spelling, Combined.....	.25	.29	.35
Graded Lessons in Spelling, Part 2.....	.20	.25	.30
Part 1.....	.20	.25	.30

## WRITING.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
B. D. BERRY & CO., Chicago, Ill. Berry's Writing Books, 1, 2, 3, and 4, each.....		.064	.10
Berry's Writing Books, 5 and 6, each.....		.08	.10

## CIVICS.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
SCOTT, FORESMAN & CO., Chicago, Ill. Civics for Montana Students.....	.45	.57	.75

## PHYSIOLOGY.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
GINN & CO., Chicago, Ill. Good Health.....	.20	.30	.40
AMERICAN BOOK CO., Chicago, Ill. New Century Elementary Physiology....	.35	.60	.75
WORLD BOOK CO., Yonkers on the Hudson, N.Y. Tuttle's Principles of Public Health .....		20%	.50

## BIENNIAL REPORT.

## HISTORY.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
CHAS SCRIBNER'S SONS, New York, N. Y.			
American Leaders and Heroes, Gordy .....		.45	.60
History of the United States, Gordy .....		.75	1.00

## READING.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
W. H. WHEELER & CO., Chicago, Ill.			
Wheeler's Graded Primer.....	.10	.20	.25
CHAS E. MERRILL CO., New York, N. Y.			
Graded Literature—			
Book 1.....	.14	.20	.25
Book 2.....	.20	.32	.40
Book 3.....	.23	.36	.45
Book 4.....	.25	.40	.50
Book 5.....	.25	.40	.50
Book 6.....	.25	.40	.50
Books 5 and 6 combined.....	.35	.56	.70
Rand, McNALLY & Co., Chicago, Ill.			
Literary Readings.....	.38	.50	.67

## SUPPLEMENTARY ARITHMETIC.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
D. APPLETON & CO., New York, N. Y.			
Young & Jackson's—			
Book 1.....		.26	.35
Book 2.....		.30	.35
Book 3.....		.30	.40

## SUPPLEMENTARY LANGUAGE AND GRAMMAR.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
D. C. HEATH & CO., Chicago, Ill.			
Two Book Course in English—			
Book 1.....	.20	.26	.35
Book 2.....	.39	.45	.60

## SUPPLEMENTARY GEOGRAPHY....

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
CHAS. SCRIBNER'S SONS, New York, N. Y. King's Elementary.....	.33	.49	.65
RAND, McNALLY & CO., Chicago, Ill. Dodge's Elementary.....		.45	.60
Dodge's Advanced.....		.90	1.20
AMERICAN BOOK CO., Chicago, Ill. Carpenter's North America.....		.48	.60
Carpenter's South America.....		.48	.60
Carpenter's Asia.....		.48	.60
Carpenter's Australia.....		.48	.60
Carpenter's Africa.....		.48	.60
Carpenter's Europe.....		.56	.70

## SUPPLEMENTARY PHYSIOLOGY.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
JINN & CO., Chicago, Ill. Gulick's Series, Book 3.....	.25	.38	.50
D. C. HEATH & CO., Chicago, Ill. Stoneroad's Gymnastic Stories and Plays..		.50	.75
School of Gymnastics Free-Hand.....		1.00	1.50
School Gymnastics with Light Apparatus..		1.25	1.75

## SUPPLEMENTARY HISTORY

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
DOUB & CO., San Francisco, Cal History of the United States.....	.70	.92	1.10
RAND, McNALLY & CO., Chicago, Ill. Mace's School History of U. S.....		.75	1.00
CHAS. E. MERRILL CO., New York, N. Y. The Young American.....		.45	.60
Heroes of History.....		.45	.60
Stories from American History.....		.30	.40
EDUCATIONAL PUB. CO., Chicago, Ill. Stories of Colonial Children.....		.48	.60
American History Stories, Vol. 1-4 .....		.40	.50
Stories of Old Rome.....		.48	.60
World History in Myth and Legend.....		.32	.40
HOUGHTON, MIFFLIN & CO., Boston Mass. American Hero Stories .....	.28	.41	.55
Our Country's Story.....	.33	.48	.60
England's Story.....		.65	.85
CHAS. SCRIBNER'S SONS, New York, N. Y. American Explorers.....		.38	.50
SCOTT, FORESMAN & CO., Chicago, Ill. Davidson's History of U. S.....	.40	.50	.65
AMERICAN BOOK CO., Chicago, Ill. Stories of Great Americans for Little Americans .....		.32	.40
Stories of American Life and Adventure.....		.40	.50
Story of the Greeks.....		.48	.60
Story of the Romans.....		.48	.60
Story of the English.....		.52	.65
Story of the Great Republic.....		.52	.65
Story of the Thirteen Colonies.....		.52	.65
A. C. McCLURG & CO., Chicago, Ill. Montana: The Land of Shining Mountains— Judson .....			.75

## SUPPLEMENTARY READING.

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
HOUGHTON, MIFFLIN & CO., Boston, Mass. Riverside Literature Series— Single Numbers.....		.18 $\frac{3}{4}$	.25
Double Numbers.....		.30	.40
Triple Numbers.....		.37 $\frac{1}{2}$	.50
Quadruple Numbers.....		.45	.60
Quintuple Numbers.....		.56 $\frac{1}{2}$	.75
Special Number 5.....		.33 $\frac{3}{4}$	.45
The Story Hour.....	.60	.75	1.00
How to Tell Stories .....	.60	.75	1.00
Hiawatha Primer.....		.30	.40
SILVER, BURDETT & CO., Chicago, Ill. Rational Method in Reading— Manual .....		.27	.36
Primer .....		.27	.36
First Reader.....		.27	.36
Second Reader .....		.33	.44
Third Reader .....		.36	.48
Stepping Stones to Literature— Arnold Primer.....		.23	.30
Book 1.....		.23	.30
Book 2.....		.30	.40

## SUPPLEMENTARY READING—(Continued.)

PUBLISHER AND NAME OF TEXT-BOOK.	Exchange Price	F. O. B. Chicago Price.	Retail Price
Book 3.....		.38	.50
Book 4.....		.45	.60
Book 5.....		.45	.60
Book 6.....		.45	.60
Book 7.....		.45	.60
Book 8.....		.45	.60
LITTLE, BROWN & CO., Boston, Mass.			
Wide Awake Primer.....		.22	.30
Boy Blue and His Friends.....		.30	.40
GLOBE SCHOOL BOOK CO., New York, N. Y.			
Practical Primary Reading Chart.....		10.00	15.00
EDUCATIONAL PUB. CO., Chicago, Ill.			
Story of King Arthur.....		.32	.40
Cricket on the Hearth.....		.20	.25
Christmas Carols.....		.20	.25
Stories of the Red Children.....		.32	.40
D. C. HEATH & CO., Chicago, Ill.			
Gordon's Readers—			
Book 1.....		.22	.30
Book 2.....		.22	.30
HINDS, NOBLE & ELDRIDGE, New York, N. Y.			
Approved Selections for Reading and Memorizing.....		.20	.25
CHAS. E. MERRILL CO., New York, N. Y.			
Maynard's English Classics—			
Single Numbers, Paper.....		.09	.12
Single Numbers, Board.....		.15	.20
Double Numbers, Cloth.....		.19	.25
Special Numbers.....	.22	.37	.50
Grimm's Fairy Tales.....		.30	.40
Graded Poetry.....		.16	.20
CHAS SCRIBNER'S SONS, New York, N. Y.			
Robert Louis Stevenson's Reader.....		.30	.40
Eugene Field's Reader.....		.30	.40
Scribner's Series of School Reading.....		.38	.50
RAND, McNALLY & CO., Chicago, Ill.			
The Tree Dwellers.....		.34	.45
Mother Goose Village.....		.34	.45
Eskimo Stories.....		.30	.40
The Early Cave Men.....		.34	.45
Later Cave Men.....		.34	.45
Child's Garden of Verses.....		.38	.50
Japanese Fairy Tales.....		.38	.50
Classic Myths.....		.26	.35
Viking Tales.....		.26	.35
Norse Stories.....		.35	.40
Four Old Greeks.....		.26	.35
Achilles and Hector.....		.34	.45
AMERICAN BOOK CO., Chicago, Ill.			
Fifty Famous Stories Retold.....		.28	.35
Thirty More Famous Stories.....		.40	.50
Fairy Stories and Fables.....		.26	.35
The Golden Fleece.....		.40	.50
Nature's Stories on the Farm.....		.32	.40
NEWSON & CO., New York, N. Y.			
Spaulding & Brice, First Reader.....		.24	.32

### The State Board of Education.

The State Board of Education, composed of the Governor, Attorney General, and Superintendent of Public Instruction ex-officio members, and eight members appointed by the Governor, has charge of the state educational institutions.

Educational Institutions: University at Missoula, Agricultural College at Bozeman, Normal School at Dillon, School of Mines at Butte, School for Deaf, Blind and Feeble Minded Boulder, Orphans' Home at Twin Bridges, and Reform School at Miles City.

The Board holds two regular sessions yearly—the first Monday of June and December. The Board usually has a two-day session. At the meetings of the Board the presidents of the above named institutions make a report of the progress of their institutions and submit a report of the financial needs of them.

By referring to the reports of the institutions found herein, some idea of the scope of the work undertaken by each may be obtained.

Each institution has a committee of three members of the State Board of Education, appointed by the Governor. The reports of the presidents after they have been read in full board, are referred to the committees of the respective institutions. The reports are examined by the committee and a report made to the Board of such needs as the committee thinks proper.

One of the duties of this Board is to issue state certificates and life diplomas to successful applicants for them. Candidates who are not graduates from any standard educational institution must have taught successfully thirty-five months and must pass a satisfactory examination in theory and art, reading, writing, spelling, arithmetic, grammar, geography, history, physiology, civics (state and federal), physical geography, algebra through quadratics, physics, geometry, American literature, English literature, and psychology.

To obtain a life diploma a candidate must have taught successfully seventy months and must pass an examination in all the subjects required for a state certificate and in addition must write on the following: Rudiments of botany, geology, political economy, zoology and general history.

Graduates of standard colleges and advanced courses of

normal schools after they have taught successfully eighteen months, on becoming residents of the state, may be granted a state certificate on presenting two local testimonials that they are successful teachers.

About three-fourths of those that apply to the Board are granted certificates without examination. Those who fail to receive certificates are graduates of schools not accredited or are not able to submit satisfactory testimonials. More than one-fourth of teachers of the state hold state certificates. The state is dependent on outside teachers in a large measure as the state schools are not able to supply the large demand for normal and college trained teachers.

The average salaries of the state is high as shown by the statistical table. The boards of education and school trustees in all districts feel justified in asking that all non-resident teachers whom they employ shall be able to secure a state certificate as a qualification for employment.

It can be said without fear of successful contradiction that many of the schools in both city and country have as well trained teachers as can be found anywhere.

The results of their efforts must ultimately put the Montana schools on a footing with the best schools found anywhere.

The following table will show the number of certificates issued by the board in the past five years:

	Life Certificates.	State Certificates.
June, 1905 .....	11	33
December, 1905 .....	7	69
June, 1906 .....	14	22
December, 1906 .....	13	96
June, 1907 .....	17	23
December, 1907 .....	9	103
June, 1908 .....	11	111
December, 1908 .....	11	111
June, 1909 .....	31	49
December, 1909 .....	17	139
June, 1910 .....	28	70
	<hr style="width: 50%; margin: 0 auto;"/> 169	<hr style="width: 50%; margin: 0 auto;"/> 826

### State Supervision.

Constant, careful, and wise supervision of our schools will always result in an efficient school system. We believe and hope that the time is not far distant when our people will so amend the constitution as to require high educational qualifi-

cations for both our county and state superintendents. At the present time no educational qualifications whatever are required by our constitution to hold either of these offices.

It ought not be possible for any one to be elected state or county superintendent, who is not known and recognized as a highly educated, successful, practical, experienced teacher. Too many lives are reached and influenced by the state department of education to entrust its duties to any save active, practical, successful, experienced and highly educated teachers. Unfortunately, the exigencies of politics in our state might place this office in the hands of a schemer, an unfit, incompetent character; hence we advocate taking this office out of politics all together.

This office, like that of judge of the supreme court, or of the various district courts, should be non-partisan and non-political in character.

The education of our children is of such transcendent importance as to be above all partisan and political influence. Upon the State Superintendent in a large measure depends the success or failure of our county institutes. To the State Board of Education, of which he is an ex-officio member, he is the chief authority and adviser in all matters relating to the conditions, the advancement, progress and welfare of the public schools and state educational institutions. As a member of this Board, his influence in advancing educational standards and in recognizing only properly qualified teachers for state certificates, is wide, far reaching, and extends to the remotest school districts of the state. He thus becomes a leading factor in the educational policy of the state. In addition thereto, he prepares and prescribes the course of study for all of the common schools, and also prepares the 8th grade examination questions for those pupils desiring to complete the studies of the elementary grades. In the matter of rules and regulations of our county teachers' examinations, and the questions prepared for these examinations, he becomes directly instrumental in improving the efficiency of the teaching force of the state, and in not allowing it to retrograde, drift, nor deteriorate.

In conclusion, we repeat the idea occurring in our last biennial report under this title:

"No mercantile firms, corporations, nor railway companies ever employ men as foremen or superintendents, who have not



had any previous experience in conducting their special kinds of work, and who are not thoroughly familiar with the business at hand. Neither should any state elect as Superintendent of Public Instruction a man who is not thoroughly tried, and known to be competent by age, training and experience for superintendent, and the constitution of the state ought to be so amended that a competent man only could be eligible."

### County Supervision.

In my report two years ago, I called attention to the importance of efficient county supervision. The last two years have emphasized the soundness of the position then taken. At the last election, fifteen changes were made in the office of county superintendent.

Several superintendents who had served the county acceptably in every way declined to try for another term, as they had already had two terms. When will politics cease to have a voice in choosing a county superintendent? It is true that Montana is not hide bound in this respect. Ten counties had only one candidate for the office of county superintendent at the last election. At the last session of the legislature the judiciary was taken out of politics. It is hoped that the coming legislature will take the office of superintendent out of politics. The short term for which a county superintendent is elected does not give opportunity for the best work. The first year is spent largely in learning the routine of the office and the second year in planning for re-election.

The term should be for a period of four years. Strong educational qualifications should be prescribed and the salary in all counties made high enough so that no teacher, if elected to the office, would feel that she would be making a pecuniary sacrifice to fill it.

The sentiment in the cities generally is toward getting good strong men for city superintendents and paying them a good salary. As the rural schools are under no other supervision than that of the county superintendent, the greatest care should be exercised in choosing a superintendent. Those should be chosen who will give their best thought to the work. Much depends on the county superintendent whether the schools of the county shall have good strong teachers or whether any one that can get the lowest grade of certificate shall have the recommendation of the county superintendent to the boards

of trustees or whether teachers shall be recommended that have good qualifications and have had successful experience.

There is much clerical work in the office. It cannot be expected that a superintendent in the larger counties can do much supervisory work in the schools and keep up the work of the office. For this reason office help should be allowed as much as in other county offices. Many schools are not visited more than once in an entire year. What kind of supervision would be expected from a city superintendent if he visited a teacher but once in a year? Very little would be accomplished. The county superintendent can accomplish but little by way of visitation if she has to do all the routine work of the office.

The past year several boards of county commissioners have allowed help in the office thus enabling the county superintendent to look more efficiently after the work of the schools.

Montana is forging ahead. New settlers are coming to develop the agricultural resources of the state. New school districts must be formed, new school houses built, and more teachers must be employed.

If all interests are to be subserved then the greatest care must be exercised in the choice of county superintendents.

### **The County Superintendents' Convention.**

One of the most helpful meetings of the year is the county superintendents' convention which meets in Helena at the call of the state superintendent.

Two conventions of this kind have been held in the last two years: So much good has come from this meeting that the superintendents desire to hold one each year. Nearly every superintendent was present at the two conventions held. The next convention will be held early in the year 1911.

Owing to the fact that there are more than half of the counties that will make a change in the office of county superintendent the coming meeting will be one of unusual interest and profit. Under the law the county superintendent has her expenses paid and it is doubtful if any county expense is productive of more good. Problems of general interest are discussed and certain lines of procedure are agreed upon and carried out.

The county superintendents come to know each other and uniformity of purpose and effort are the result. The experience of the county superintendent of one county is made the working

basis for all counties. Successes and failures in carrying out certain policies are pointed out and the discussion redounds to the benefit of all.

The program for the convention held April 7-8, 1910, is herewith submitted.

#### PROGRAM.

April 7, 1910.

- 9:30—Invocation .....
- 9:40—Address of Welcome .....State Supt. W. E. Harmon
- 10:00—Advisable changes in the manner of holding institutes—Supt. Mary Lee Wilson. Discussion—Supt. Phebe Williams, Supt. Maggie V. Smith.
- 10:40—The granting of permits; its advantages; its disadvantages—Supt. Clara M. Kremer. Discussion—Supt. Daisy Blackstone, Supt. Ruby Simpson.
- 11:20—How much supplementary work should be done in different branches—Supt. Mary Trumper. Discussion—Supt. Belle Francisco, Supt. Helena Feeny.

#### Intermission.

- 2:00—Some desirable changes in the school law—Supt. Sara E. Morse. Discussion—Supt. Pearl Marshall, Supt. Sallie McMahon.
- 2:40—Teachers' examination; faults and remedies—Supt. Ella M. North. Discussion—Supt. Alice Herr, Supt. Echo Templeton.
- 3:20—Round Table—Reports and topics of interest. Insuring School Buildings, etc..... General Discussion  
Leader, Supt. Forrest D. Head.

April 8, 1910.

- 9:40—How may industrial studies be introduced in the country schools
- 9:40—How may industrial studies be introduced in the country schools—Supt. Nora Smithey. Discussion—Supt. May B. Kendrick, Supt. Orpha Noble.
- 10:20—Adjustment and application of Course of Study—Supt. Lucy A. Major. Discussion—Supt. Maggie Jensen, Supt. Margaret Hogan.
- 11:00—How the J. J. Hill offer for growing corn may be emphasized—Supt. Forrest D. Head. Discussion—Supt. Lillian D. Harris, Supt. Tena B. Hackney.

#### Intermission.

- 2:00—Method of determining the ability of pupils for promotion—Supt. Lottie T. Irvine. Discussion—Supt. Frances M. Anderson, Supt. Minerva Powell.
- 2:40—Round Table—The Rural School problem.....General Discussion  
Leader, Supt. Maggie V. Smith
- Closing Remarks .....State, Supt. W. E. Harmon  
All papers limited to twenty minutes.  
Discussion limited to ten minutes.

At the conclusion of the convention the following resolutions were unanimously adopted:

“Resolved, That our sincerest feeling of appreciation be expressed to State Superintendent W. E. Harmon for his interesting meeting of county superintendents, for his helpful suggestions, and for the spirit and enthusiasm with which he is sending us back to our fields of labor.”

“Resolved, That we believe the state examinations for the eighth grade have been one of the greatest powers for educa-

tional advancement of the state; that they have raised the standard of the work in the elementary schools, thereby making more thorough work in our high schools possible. Therefore we most heartily endorse the state examinations, and it is the unanimous desire of all present that they be continued.

"Be it further resolved, That it is the sentiment of the county superintendents that the manner of holding county institutes should be so altered as to procure more definite results by the division of the work into sections for the giving of special instruction in different departments of work and by lectures of general professional interest to all.

"Resolved, That we recommend to the State Board of Education the establishment of at least six summer schools for teachers, holding a session of at least four months, tuition free, for the further instruction and professional training of teachers lacking preparation for their work.

"Resolved, That we most heartily endorse the movement (felt throughout the country) toward industrial education of children.

"Resolved, That we express to Dr. W. F. Book, of the state university, our appreciation of his words of excellent suggestion and interest along the lines of the improvement of the professional training of teachers.

"Resolved, That we recommend the appointment of an educational commission composed of representatives of schools of higher education, secondary schools, elementary schools, the state department, and the county superintendent's department, by the next legislature, for the complete revision of the school laws.

"Resolved, That it is the sentiment of the convention that the educational world has lost one of its ablest women in the death of Miss Maud Summers, whose enthusiastic work in our country has given us great inspiration.

"Resolved, That we express our deepest regret at the loss of our co-worker, Mrs. E. M. Haywood of Rosebud county.

"Resolved, That the thanks of the convention be extended to Mr. C. W. Tenny of the Montana Wesleyan University for his generous hospitality.

"Resolved, That we most heartily thank Mr. Leon Shaw for his substantial recognition of our labors in preparing district maps for his work.

(Signed) "MAY TRUMPER.

"PHEBE COMFORT WILLIAMS.

"PEARL T. MARSHALL.

"ORPHA NOBLE.

"ELLA M. NORTH."

### **The County Board of Educational Examiners.**

No school law enacted in recent years has produced more genuine satisfaction, or more careful and better results, or a greater and more healthful stimulus for the school children, than the law providing for County Boards of Educational Examiners.

The duty of this board is to hold and to conduct the examinations of all applicants for county certificates to teach, and also to hold and to conduct the examinations of all pupils who have completed the eighth grade work and desire to enter an accredited high school, provided the State Board of Education should request these county boards to conduct such examinations. These county boards consist of three members, the county superintendent of schools, and two legally competent persons appointed by the commissioners. The practical results of this law have thus far met the most sanguine expectations of all our educators. Nowhere has its practical working advantages been more noticeable and beneficial than among the eighth grade children themselves.

At the beginning of every term these pupils in our various graded schools become anxious to acquaint themselves with the quantity and extent of work which they must accomplish to entitle them to try these examinations. Once informed in regard to the quantity of work required of them, we find the more thoughtful and anxious of them, as a rule, constantly working, striving and struggling to accomplish it. The earnestness, hardwork, endurance, and constancy characteristic of these children, speaks well for their native ability, home influence, school training and the future of our schools. Every week during the past year this office has received several letters from these children in various parts of the state, asking for old sets of 8th grade examination questions, copies of

the course of study, and other helps and information that will materially aid them in their work. This activity and inquiry on their part becomes contagious and spreads to the younger children in the schools, who also become infected with the spirit and contagion of hard and thorough work.

The beneficial effects of the eighth grade examination extends to and influences all grades of pupils from the lowest to the highest. Pupils in every grade always having these examinations in view, are taught how to study, how to prepare their work in a thoroughly systematic manner, to understand the worth and value of reviews, and how to get ready for the next-higher grade. In practical effect, this examination, though directly affecting the 8th grade only, is always looked forward to by the pupils as the culminating point of their elementary school career.

This examination everywhere shows the value and necessity of hard, constant, thorough systematic work in every grade. Such work pays in the end, it pays at the beginning, it pays everywhere and all along.

When the law first went into effect only about 46% of the pupils taking the examination were successful in passing. In 1909 and 1910, fully 70% of those taking the examination passed successfully. A majority of those failing at the May and June examinations, failed in one branch only, and successfully passed the examination in that branch in the following August examination and received the certificate of entrance to the high school. Of the 2900 pupils taking this examination in 1908, fully 65% passed successfully. We find that the 8th grade examinations are growing in favor among teachers, pupils and parents. The schools everywhere are stronger in consequence of them and are doing better work. Less haphazard teaching prevails now than formerly. The pupils have something to look forward to, the teachers have definite results to secure.

County superintendents have found this law much more satisfactory than formerly in the matter of the examination of teachers also. The papers of all applicants at examination time receive full credit for their worth and merit, and it very rarely happens that any papers are appealed from the decision of the County Board of Educational Examiners to this office, and when such papers are appealed to this office for final decision,

the board of examiners are almost always found to be correct in their decision relating to its merits.

The following list of eighth grade and teachers' examination questions are fair samples of these questions submitted during the past two years:

### Spelling.

1. Use the following words correctly in sentences:—there, aisle, site, steel, alter, maid.

2. What is a suffix ? A prefix? Exemplify.

3. Write the synonyms of the following:—pretty, great, difficult, lazy.

4. Give four rules for the use of capitals.

5. Mark diacritically:—water, sun, ask, product, program.

6. (50 cr.)

indifference	exceed
delegate	persuade
guilty	venegeance
mystery	pedestal
architect	condition
cherish	paralyze
agency	beacon
perjure	memory
clause	czar
oath	obedience
Manila	mortgage
enumerate	epidemic
eclipse	combination
exhibition	simplicity
traveling	denial
vaccinate	musician
exclusive	irrevocable
municipal	appendix
excellent	discipline
relieved	vertebra
riot	pathetic
substitute	splendid
melancholy	suitable
appreciate	tyrannical
apprehend	pecuniary

**Arithmetic.**

Any ten.

I. A tank holds 114 gal. and is three-fifths full. Two-thirds of the quantity is drawn off. How many gallons will fill the tank?

II. Reduce  $\frac{1}{16}$ ,  $\frac{1}{32}$ ,  $\frac{5}{12}$ ,  $\frac{15}{16}$ ,

to decimals and add the results.

III. A farmer sold the following amounts of hay: 2750 lbs., 3175 lbs., 880 lbs., 2634 lbs., and 1785 lbs. Find the value at \$9½ per ton.

IV. A bridge 8ft., wide and 16 ft., long is built of 4-inch plank. How many feet of lumber in the plank?

V. A contractor in excavating a cellar 24 ft., long and 18 ft., wide removed 120 cu. yds., of earth. How deep was the cellar?

VI. A merchant sold an automobile for \$1200 gaining 33⅓%. What would have been his selling price if he had sold it at a gain of 16⅔%??

VII. A note of \$600 dated Jan. 1, '04, bearing interest at 6% has these endorsements: Dec. 16, '05, \$25; July 4, '06, \$300. How much was due Dec. 3, '06?

VIII. I am offered a piano listed at \$600 by two firms. One offers me a discount of 20 and 10, the other a discount of 30. Is there any difference in the offer? If any, how much?

IX. A commission merchant sold cotton on a com. of 2½%, remitting \$9750 as the net proceeds of the sale. How many pounds at 10c a pound were sold?

X. Find the diameter of a circular field containing  $49\frac{7}{80}$  acres.

XI. A pupil who attends school 68 days during a term was marked 85% for attendance. How many days was he absent?

XII. A person failing in business owes \$12,500 and his property is worth \$6250. How much will a man whom he owes \$720 receive?



**Grammar.**

Any ten including 11 and 12.

- I. Define sentence, subject, predicate, complement.
- II. Classify the following sentences with respect to meaning:
  - Clara, come here.
  - The boy studied diligently.
  - Where is your book?
  - How the wind blows!
- III. Define a clause, preposition, voice, mode, modifier.
- IV. Analyze or diagram: I thought when I saw you last that I would never see you again.  
Write correctly: Henry close the door. Cornelia said of her boys these are my jewels.
- V. Exemplify the following uses of a noun: As subject, as object, as attribute, as basis of a phrase, as independent.
- VI. Write a sentence with an adjective clause. State what the clause modifies in the sentence given.
- VII. Write correctly: The bluebirds song. Working mens wages. Websters dictionary. Two weeks vacation. Ladies bundles.
- VIII. Decline me and who.
- IX. Parse marked words. He was considered a rich man.  
He made the fire fly.
- X. Write a sentence with gerund as subject; as object.
- XI. Write a letter of not less than one hundred words to a friend describing the Christmas vacation.
- XII. Write a composition of not less than 200 words on Montana.

**Geography.**

Any ten including 1 and 2.

- I. Draw an outline of Montana, showing the Yellowstone, Missouri, and Clark's Fork rivers; Bitter Root, Rocky, and Rosebud mountains; the boundaries of Montana; your own county; the part given to grazing.
- II. (2 cr.) Name the wealthiest county of the state.  
(2 cr.) The smallest county.  
(2 cr.) The counties on the western boundary.  
(1 cr.) What industry is coming into prominence in the state?

- I cr.) When was Montana admitted into the Union?
- III. What is a chinook wind?  
What is its effect?  
How many sheep has Montana?  
For what is your county noted?
- IV. (8 cr.) Name four states that produce large quantities of soft coal.  
(2 cr.) What state produces hard coal in large quantities?
- V. What is climate? Latitude? Longitude?
- VI. Name the races of men. Where is each chiefly found?
- VII. On what side of the equator is most of the land? What portion of the earth's surface is land? Which ocean is the warmest?
- VII. (8 cr.) Locate Alaska; Hawaiian Islands; The Philippines; Porto Rico.  
(2 cr.) To whom do these islands belong?
- IX. (8 cr.) Name the states of Central America.  
(2 cr.) Which one of these states is now in trouble politically?
- X. Why are the products of southern France and Italy different from those of the U. S. in the same latitude?
- XI. (6 cr.) Name four exports and two imports of France.  
(4 cr.) Name five countries of Europe that have claims in South Africa.
- XII. Name two products of the Nile; three of South Africa; two of the Philippines; three of Germany.

### History.

Any ten.

- I. What was accomplished by Columbus? John Cabot? Magellan? DeSoto? Sir Walter Raleigh?
- II. State the difference between Puritans and Separatists. To which class did the Pilgrims belong? How many were there of the Pilgrims? What year did they reach Plymouth?
- III. Why did Thomas Hooker and his followers leave Massachusetts and go to Connecticut?
- IV. Give a brief account of William Penn: (a) character, (b) aid of the Quakers, (c) treatment of Indians.
- V. Name the thirteen colonies in the order settled.
- VI. What caused the Revolutionary War? Give result of the war.

VII. Who was the American general of that war? Who gave financial aid to carry on the war?

VIII. Who were the two great political leaders under Washington's administration?

IX. Name five measures regarding slavery in the U. S. Give provisions of one.

X. Give the Union plan of putting down the Civil War.

XI. Name the three presidents that were assassinated while in office. Give a short account of the life of one of them.

XII. Describe the World's Columbian Exposition.

### Civics.

Any ten.

I. Give the preamble to the state constitution or the preamble to the federal constitution.

II. What is an enabling act?

III. Name the departments of government and the function of each.

IV. Name the state offices whose officers are chosen by the people.

V. What is a constitution? A law? A Bill?

VI. Give the divisions of the President's cabinet.

VII. How many members compose the State Supreme Court? Name the judge of your district court.

VIII. How may a bill become a law by the shortest process?

IX. Who examines teachers for county certificates?

X. Name your state representatives and your state senator.

XI. What kinds of cases are tried by the State Supreme Court?

XII. Name five powers of Congress. How may the constitution be amended?

### Reading.

Answer any five of the first seven and the last two.

I. (10 cr.) By whom were the following written: The Barefoot Boy? America? To a Waterfowl? Maud Muller? Crossing the Bar?

II. (10 cr.) Name four short poems of Longfellow. Describe one.

III. (10 cr.) Who is your favorite poet? What has he written that you like? Name three reasons for liking it.

IV. (10 cr.) Write three quotations from the Barefoot Boy.

V. (10 cr.) Write biography of Lincoln.

VI. (10 cr.) Write Gettysburg address. When was it delivered?

VII. (10 cr.) Describe the Gray Champion.

VIII. (10 cr.) Ten credits will be given for language, paragraphing, punctuation, and neatness of paper.

IX. (40 cr.) Forty credits will be given for oral reading of prose and poetry.

### Physiology.

Any ten.

I. Why are the bones of a child so much more easily mended than those of an adult?

II. What are the organs of circulation?

III. What is meant by digestion?

IV. How is the waste of the body repaired?

V. What constitutes the nervous system?

VI. Name the digestive fluids and state by what organ each is secreted.

VII. Describe the skin. Why is its cleanliness so essential to health?

VIII. What are voluntary muscles? What is their use?

IX. What is reflex action?

X. Describe the formation of the ear. Give two cautions concerning the ear.

XI. Of what is the nervous system composed? Does alcohol effect it?

XII. What are the functions of the different parts of the brain?

### Theory and Art.

Any ten and ten only.

I. In what grade should the multiplication table be learned?

II. What method in teaching reading to beginners do you prefer? Why?

III. Why should there be orderly conduct in school?

IV. Some teachers never explain an advance lesson when they assign it. Why is it beneficial to give some hints about an advanced lesson?

V. Why should a teacher insist on sanitary conditions in the school room?

VI. Give your method of teaching language in the fourth grade or in any one grade.

VII. Every child should pay the closest attention to each and every recitation in his class. Why?

VIII. Why should children be required to learn standard gems of literature?

IX. What is your method of conducting a spelling lesson?

X. What do you consider the proper length of time for a recitation in arithmetic, in the fourth grade? In the eighth grade?

XI. What should determine the fitness of a pupil for promotion?

XII. Give your method of keeping account of the standings of different children.

### Reading.

Any ten and ten only.

I. "Next Lesson for Tomorrow, Class Excused." What do you think of this method of assigning a lesson in the third reader?

II. Present fully a better method.

III. At What period of a child's education and in what manner should the study of literature be connected with the study of reading?

IV. How should you combine work in composition with the reading lesson?

V. Write four memory gems from four different authors with not fewer than twenty words in each. Name the author of each.

VI. Who wrote the following: 'The Legend of Sleepy Hollow? Excelsior? Evangeline? Old Ironsides? The American Flag?

VII. Name five authors, some of whose selections have been placed in school readers. Name a selection from each.

VIII. The subject of reading is one of the most important of all subjects. Why is this true?

IX. Do you believe in concert reading? Give reasons for your answer?

X. Why should every child before leaving the elementary school know the Gettysburg Address?

XI. State the difference between learning to read and reading to learn.

XII. Give your method of teaching children to read poetry.

**Spelling.**

(75 cr.)

emigrate	forty-four
annul	optician
niece	mosquitoes
initiative	inveigle
colleague	special
feasible	mucous
deceitful	mustache
coliseum	receding
exonerate	decision
dyspepsia	yacht
trousseau	mortise
cassimere	sirloin
porridge	amateur
mistletoe	irrigate
conscience	asylum
distil	scandal
irreparable	abyss
cannibals	forfeit
sleight	zealous
fuchsia	spinach
parallel	physician
inflammable	porpoise
prairie	corporal
vaccinate	mirror
sovereign	gorgeous

(10 cr.) Mark diacritically the vowels:

imaginary	farmer
childhood	prefix
water	

(15 cr.) Define and exemplify: Prefix, suffix, synonym, primitive word and derivative word.

**Arithmetic.**

Any ten.

What is the actual value of 6 per cent bonds that will yield to their owner an annual income of \$738, provided they will bring on the market a premium of 8 per cent?

II. Which is the greater discount, and how many per cent, 20 and 10 and 5 or 35 off.

III. Explain the difference, if any, between half a square foot and half a foot square?

IV. A man owned  $7\frac{5}{10}$  acres of land and sold  $2\frac{3}{8}$  acres. What fractional part of his land did he sell?

V. If 4 ft. wood is piled 6 ft. high, what must be the length of the pile to contain 100 cords?

VI. Find the entire surface of a cylinder 25 ft. in diameter and 6 ft. high.

VII. How far is it from the center of an 80 ft. square to one of the corners of the square?

VIII. A man walked into the country at the rate of three miles an hour. After spending  $2\frac{1}{2}$  hours there, he returned on the electric railway at the rate of ten miles an hour. His entire trip lasted nine hours. How far did he go?

IX. A dealer bought an article at 10 per cent below the price asked, and sold it for \$2,400, gaining  $33\frac{1}{3}$  per cent. Find price asked.

X. The amount is \$175; the time 6 months 15 days; the rate 8 per cent. Find the principal.

XI. Write one and seven hundred ten thousandths. Express in words 7.0000410.

XII. To make 5 per cent on the investment, how much should be paid for a house that rents for \$30 a month, if repairs taxes and insurance average \$125 per annum?

### Grammar.

I. Give an example, (a) predicate adjective, (b) predicate noun, (c) adverbial objective, (d) a noun vocative.

II. Define, (a) case, (b) transitive verb, (c) relative pronoun, (d) conjunctive adverb.

III. Write a sentence having a noun clause used as attribute; one with noun clause used in apposition.

IV. Give case and syntax of marked words: Who would believe that woman to be her? Who was I thought to be? She did not care a fig.

V. Give the use of the infinitive phrases: (a) No children run to lisp their sire's return. (b) The son of sixty kings is to die on the scaffold. (c) Once to every man and nation comes the moment to decide. (d) They were about to reward him.

VI. Give classification and use of marked words: We found

them strolling in the garden. Stepping aside, I was injured. Sawing wood is hard work. Her task, which was sewing on buttons, was soon finished. A miser grows rich by seeming poor.

VII. Construct a sentence having three kinds of dependent clauses.

XIII. How are sentences classified with respect to form? Exemplify.

IX. Exemplify five ways in which a noun may be in the objective case.

X. Analyze or diagram: Money being what I chiefly wanted, I wrote to a woman of high rank requesting that she loan me five dollars.

### Geography.

Any ten.

I. What are the equinoxes and solstices?

II. What is climate? By what is it affected?

III. By what is N. A. drained?

IV. Name the New England states and the two largest cities of those states.

V. Name the British Isles. What is the difference between the British Isles and the British Empire?

VI. Why should the geography of Europe be of especial interest to Americans?

VII. Name the continents in order of size. The oceans in order of size.

VIII. Name five European seaports. Describe one.

IX. Name and locate two large cities of Australia. Locate New Zealand.

X. Name five European nations that have possessions in Africa.

XI. How does Montana rank in size in the U. S.? Locate five important cities of Montana.

XII. In what part of the state are the following prominent industries: Mining? Lumbering? Farming? Stock-raising?



**United States History.**

Answer any ten questions and ten only.

I. State in brief the discoveries of the Cabots, when they were made and the important claims based upon them by the English people.

II. Mention three inventions which made discovery in the 15th and 16th centuries easier than ever before and state fully the reasons for same.

III. (1) When and by whom was the Pacific ocean discovered?

(1) When and by whom was the Mississippi river discovered?

(8) Write a short account of the first expedition which circumnavigated the world, (a) mention the years occupied by the expedition in the circumnavigation, (b) the leader of the expedition, (c) the course and direction of the expedition, (d) the chief obstacles encountered by the expedition before accomplishing the circumnavigation.

IV. State, (a) how Pennsylvania came to be settled, (b) the year when it was settled, (c) the chief leader and promoter in its settlement, (d) the class of people settling it, (e) why Pennsylvania prospered and flourished.

V. Write a short account of any one of the following subjects: Champlain, LaSalle, Pontiac, The Iroquois Indians, Pequot War, King Phillip's War, John Paul Jones, or instead mention the three compromises in our constitution.

VI. (2) Mention the year when the first Navigation Laws and Acts of Trade were enacted.

(8) Mention their four chief features and state why they caused hardships to the colonies.

VII. (1) State what campaign was the turning point of the Revolutionary War.

(8) Why?

(1) Mention six American leaders in that war, and three English leaders.

VIII. (8) State when and by whom the conquest of the Northwest territory was effected and under whose authority this conquest was effected.

(2) Mention the six states now wholly or in part included in that territory.

IX. (1) Write the date when Congress adopted the "Stars and Stripes" as our national flag.

(9) Write a brief essay showing when, where and under what circumstances the "Stars and Stripes" were first hoisted to the breeze in defiance to the enemy, or instead write the names of all the states now included in the Louisiana Purchase.

X. Write a short essay upon the "cotton gin," giving (a) name of the inventor, (b) date of invention, (c) its effect upon the production of cotton, (d) its effect upon the value of slave labor, (e) its effect upon the demand for slaves, (f) its effect upon the price of cotton.

XI. (2) State the object of the Presidential Act of 1886.

(8) Give the chief features of this act.

XII. Who are often referred to in our history as:

(a) The Father of His Country?

(b) The Father of the American Revolution?

(c) The Father of the Constitution?

(d) The Author of the Declaration of Independence?

(e) The Great Orator of the Revolutionary War?

(f) The Great Diplomat of that War?

(g) The Great Expounder of the Constitution?

(h) The Great Pacificator?

(i) "Old Hickory"?

(j) "Old Rough and Ready"?

(k) "Old Fuss and Feathers"?

(l) The Great Emancipator?

### Physiology.

I. Of what is the nervous system composed?

II. What is a nerve trunk? A nerve fibre?

III. Describe how the blood is changed from impure to pure.

IV. Describe the pulmonary circulatory system.

V. What is the composition of eggs?

VI. Give the uses of the skin.

VII. Give example of voluntary action; of involuntary action.

VIII. Describe the ear.

IX. Give the divisions of the brain and the function of each division.

X. Give effect of alcohol on digestion. On circulation.

**Civics.**

Answer any ten sections and ten only.

I. Mention three constitutional qualifications for U. S. Senator, three for Representative of Congress and two for President.

II. (2) Define a constitution and a preamble to a constitution. (8) Write the 15th amendment to our constitution.

III. (2) Define naturalization. (8) State the course of procedure necessary for a foreigner to take before he can become entitled to vote.

IV. Define the right of "Eminent Domain." State principle upon which it is founded. Give example.

V. State the duties of the county coroner and state how he conducts an inquest.

VI. Mention the different kinds of juries in any county and state and define duties of each.

VII. Give area of Montana in square miles, its number of counties, its county largest in area, greatest in population, greatest in wealth, date of admission to the union.

VIII. State the purpose of a party platform in any state or national election. Mention the sources of income from which the public schools in your county are supported and maintained.

IX. Define indictment. By whom is an indictment found? By whom sustained? Define taxes. State the principle upon which taxation is founded.

X. Mention the number and names of all the departments of the President's cabinet.

XI. Mention all the state elective officers and the length of term of service of each. Mention all the county elective officers and state the length of term of service of each.

XII. Define Ex-Post Facto Law. What is meant by "Enabling Act?" How was Montana thus admitted to the union? What is a Writ of Habeas Corpus?"

**Algebra.**

Any ten.

I. Factor:

$$4(a-b)^2 - (y+z)^2$$

$$x-a+(x-a)^2$$

$$xy-x-y+1$$

$$a^4-b^6$$

$$x^4+x^2y^2+y^4.$$

II. Find the least common multiple of:  
 $x^2-1$ ,  $x^2+x-2$ ,  $x^2+5x+6$

III. Simplify:

$$\frac{y+z}{(y-x)(z-x)} + \frac{z+x}{(y-z)(y-x)} + \frac{x+y}{(z-x)(z-y)}$$

IV.

$$\frac{5}{1-9x^2} + \frac{3x+5}{3x-1} = \frac{8+3x}{1+3x}$$

V. Find the time between four and five o'clock when the hands are directly opposite.

VI.

$$\frac{1}{x} + \frac{1}{y} = 7.$$

$$\frac{1}{x} - \frac{1}{y} = 3.$$

VII. Reduce to simplest form:

$$\sqrt{18} - \sqrt{8} + \sqrt{32}; \sqrt{6} - \sqrt{294} + \sqrt{486} + \sqrt{24}.$$

VIII. A man finds that by increasing his speed 1 mile an hour it takes 6 hours less to walk 36 miles. How fast does he walk?

IX. A tree was broken over by a storm so that the top touched the ground 50 ft. from the foot of the stump. The stump was three-eighths the height of the tree. What was the height of the tree?

X.

$$\sqrt{x} + \sqrt{1+x} = \frac{2}{1+x}$$

XI.

$$\begin{aligned} x^2 - xy + y^2 &= 63. \\ x - y &= -3. \end{aligned}$$

XII. The sum of two numbers is 58; and the sum of their square is 10. Find the numbers.

**Physical Geography.**

Answer any ten sections and ten only.

I. (1) What is the average rate of increase of heat from the surface of the earth downward towards its center? (1) The average rate of decrease of heat from the surface upwards toward the heavens? (8) Explain how the atmosphere receives its heat from the sun.

II. (3) Explain the causes of the rainbow.

(7) Mention the seven prismatic colors of the sunlight from the strongest to the weakest.

III. (2) Name and locate the saltiest lake in the world.

(2) What parts of the ocean are the saltiest?

(6) Give the reasons why these parts are the saltiest.

IV. Explain why there is such an enormous rainfall in South America, east of the Andes, and so little rainfall west of the Andes.

V. Mention the conditions necessary for the production of dew, frost, rain and snow.

VI. Explain the influence of forests on a country and its people, and the probable results if these forests were entirely removed.

VII. Describe the relief forms of the United States.

VIII. (2) What are the Banks of New Foundland?

(2) How were they formed?

(6) Explain the cause of the almost constant fogs off the banks and southeast coast of New Foundland.

IX. Locate the arid region of the United States and explain the cause of its aridity.

X. Mention the countries, islands, seas, gulfs and oceans crossed by the equator.

XI. (1) Define clouds. (8) Mention the names given to each of the four primary forms of clouds. (1) What is the real difference between fogs and clouds?

XII. (2) Define earthquake. (5) Mention the principal earthquake regions of Europe, Asia and America. (3) Mention three of the most violent earthquakes occurring in modern history.

**American Literature.**

Answer any ten and ten only.

I. (4) What is meant by American Literature in its general scope?

(1) Who is often called the Father of American Literature?

(1) Mention the title of the work by which he is best known.

(4) Mention four qualities characterizing his style as a writer.

II. Describe any selections from Irving with which you are most familiar.

III. Describe briefly "Uncle Tom's Cabin," (a) its author, (b) time when produced, (c) object and purpose of the writer, (d) its influence upon the public, (e) and (f) mention and describe any two characters in it.

IV. (4) Quote any four lines from "The American Flag," and give name of its author.

(6) Mention three patriotic poems, tell the authors of each, and quote two or more lines from each.

V. (1) What is "Ben Hur"?

(1) Who wrote it?

(2) Mention three prominent characters in it.

(6) Describe one of them.

VI. Describe in brief the influence of the press in this and in past decades in molding and in shaping public opinion.

VII. (2) Mention any four poems by American authors which you enjoy teaching to your pupils, giving the name of the author of each.

(8) Describe any one of them.

VIII. Write the names of each of the following persons and after each name write briefly what gave each of them distinction:

John Cabot, Balboa, Henry Hudson, Miles Standish, William Penn, Daniel Boone, Lewis and Clark.

IX. (4) Mention the forms in which current literature appears.

(6). Mention the purpose of the editorial, the review, the magazine.

X. Mention ten masterpieces of American literature, stating the name of the author of each.

XI. Write the names of each of the following authors and

after each name write what you regard as the title of their best production: Bryant, Webster, Lincoln, Roosevelt, John Fiske, Prescott, Longfellow, Whittier, Hawthorne, Poe.

XII. (2). Mention the four great state papers signed by Franklin.

(8). Write a short account of Franklin as a diplomat.

### Geometry.

(Any ten.)

I. Define rhomboid rectangle, trapezium, altitude, diagonal.

II. Prove that "the line parallel to the base of a triangle and bisecting one side bisects the other side also."

III. Write the theorem for the area of a trapezoid. Prove the truth of this theorem by figure.

IV. Change any hexagon to an equivalent triangle. Draw figure and demonstrate.

V. Construct a square equivalent to the sum of two given squares. Demonstrate and prove.

VI. Inscribe a regular hexagon in any given circle. Demonstrate and prove.

VII. Prove that the radius of a circle inscribed in an equilateral triangle is equal to one-third of the altitude of the triangle.

VIII. Prove: An angle formed by two chords intersecting within the circumference is measured by half the sum of the intercepted arcs.

IX. Prove: If from a point without a circle a secant and a tangent are drawn, the tangent is a mean proportional between the whole secant and its external segment.

X. Draw figure and prove: Two angles whose sides are parallel each to each are either equal or supplementary.

XI. The bisectors of the angles of a triangle meet in a point which is equidistant from the sides of the triangle.

XII. The perpendicular bisectors of the sides of a triangle meet in a point which is equidistant from the vertices of the triangle.

### Physics.

(Answer Any Ten and Ten Only.)

I. (3). Define molecule, atom, physics.

(3). What are physical properties of matter?

(4). Chemical properties of matter?

- II. (1) Define equilibrium.
- (9) Define stable, unstable and neutral equilibrium and give examples of each.
- III. (3) Describe the magnetic needle.
- (2) Locate approximately the magnetic north pole.
- (2) Explain the cause of the dip of the needle.
- (3) Explain the declination of the needle.
- IV. Mention the three classes of levers; draw figures of each class and give examples of each class.
- V. (2) Define pneumatics.
- (4) Describe an experiment to illustrate the expansibility of air.
- (4) Describe an experiment to show that air has weight.
- VI. (2) Write the law of weight.
- (4) A body weighs 100 pounds at the surface of the earth, how much will it weigh 1,000 miles below the surface?
- (4) How much 1,000 miles above the surface?
- Give formula in each case and solve.
- VII. Define elasticity, ductility, tenacity, malleability, porosity and give examples of each.
- VIII. (2) Define gravitation.
- (6) Mention three most important facts relating to gravitation.
- (2) Give the two laws of gravitation.
- IX. Explain the construction of the double acting cylinder on a steam engine.
- X. Explain the construction of the simplest form of the telescope.
- XI. Mention the names of the six different kinds of lenses. Draw figures of each kind.
- XII. (2) What is the dew point?
- (2) When is the atmosphere said to be saturated with moisture?
- (6) A boat is rowed at 8 miles an hour across a river four miles wide, which is flowing six miles an hour. How far below the point of starting will it reach the opposite shore? Draw figure and illustrate.



STATISTICS REGARDING COUNTY CERTIFICATES.

	Yellowstone.....	29		
	Valley.....	24		
	Teton.....	26	75	77 158
	Sweet Grass.....	40	51	5
	Silver Bow.....	9	236	4 6 3 3
	Sanders.....	12	333	10 81 5 13 12 49
	Rosebud.....	...	...	1 43 4 6 3 3
	Ravalli.....	36	79	...
	Powell.....	28	40	...
	Park.....	52	91	...
	Missoula.....	44	130	...
	Meagher.....	28	11	...
	Madison.....	55	16	...
	Lincoln.....	16	34	...
	Lewis and Clark...	38	6	...
	Jefferson.....	23	36	...
	Granite.....	18	25	...
	Gallatin.....	64	106	...
	Flathead.....	55	115	...
	Fergus.....	54	129	...
	Deer Lodge.....	18	62	...
	Dawson.....	57	26	...
	Custer.....	40	11	...
	Chouteau.....	60	106	...
	Cascade.....	56	192	...
	Carbon.....	54	100	...
	Broadwater.....	24	17	...
	Beaverhead.....	33	29	...
1.	Number of school districts in county.....	44	29	...
2.	Number of teachers including superintendents and principals required if all schools were opened at the same time.....	115	98	...
3.	Number of teachers in county holding Montana state or life diplomas.....	20	39	...
4.	Number of teachers holding professional county certificates.....	4	2	...
5.	Number of teachers holding first grade county certificates.....	15	9	...
6.	Number of teachers holding second grade county certificates.....	5	20	...
7.	Number of teachers holding third grade county certificates.....	3	27	...
8.	Number of district schools closed for want of teacher.....	1	4	...

**Public School Income Fund.**

This fund is derived from the following sources:

Interest on deferred payment from sale of lands.

Money derived from leases.

Interest on investments.

Five per cent of sales of government lands.

The general government under the terms of the enabling act gave nearly 5,000,000 acres of land for school purposes. Funds received from the sale of these lands constitute a permanent fund. These funds are invested by the State Board of Land Commissioners. The permanent fund December 1, 1910 was \$1,904,542.11 with \$116,000 available for investment. Thus there will soon be \$2,000,000 in the permanent fund. The average rate on the permanent fund investment is  $4\frac{1}{2}$  per cent.

The apportionment of school moneys for February 9, 1909 was as follows:

Helena, Montana, Feb. 5, 1909.

The following table shows the number of school children in each county of Montana entitled to apportionment money and the amount due to each county at the rate of \$3.25 per capita based upon the census taken in September, 1908.

Counties.	No. Children.	Amount at \$3.25 Per Capita.
1. Beaverhead .....	1,504	\$ 4,888.00
2. Broadwater .....	726	2,359.50
3. Carbon .....	3,384	10,998.00
4. Cascade .....	6,646	7,540.00
5. Custer .....	2,320	21,599.50
6. Chouteau .....	2,780	9,035.00
7. Dawson .....	1,881	6,113.25
8. Deer Lodge .....	3,158	10,263.50
9. Fergus .....	3,209	10,429.25
10. Flathead .....	4,565	14,836.25
11. Gallatin .....	3,875	12,593.75
12. Granite .....	835	2,713.75
13. Jefferson .....	1,353	4,397.25
14. Lewis and Clark .....	5,033	16,357.25
15. Lincoln .....		
16. Madison .....	1,927	6,262.75
17. Missoula .....	3,783	12,294.75
18. Meagher .....	540	1,755.00
19. Park .....	2,769	8,999.25
20. Powell .....	1,204	3,913.00
21. Ravalli .....	2,922	9,496.50
22. Rosebud .....	890	2,892.50
23. Sanders .....	720	2,340.00
24. Silver Bow .....	13,353	43,397.25
25. Sweet Grass .....	1,074	3,490.50
26. Teton .....	1,003	3,259.75
27. Valley .....	1,919	6,236.75
28. Yellowstone .....	3,667	11,917.75
	<u>77,040</u>	<u>\$250,380.00</u>

## APPORTIONMENT FOR FEB. 8, 1910.

Counties.	No. Children.	Amount at \$3.75 Per Capita.
1. Beaverhead .....	1,489	\$ 5,583.75
2. Broadwater .....	738	2,767.50
3. Carbon .....	3,655	13,706.25
4. Custer .....	2,895	10,856.25
5. Cascade .....	6,753	25,323.75
6. Chouteau .....	2,863	10,736.25
7. Dawson .....	2,054	7,702.50
8. Deer Lodge .....	3,240	12,150.00
9. Fergus .....	3,518	13,192.50
10. Flathead .....	4,956	18,585.00
11. Gallatin .....	4,146	15,547.50
12. Granite .....	816	3,060.00
13. Jefferson .....	1,266	4,747.50
14. Lewis and Clark .....	5,000	18,750.00
15. Lincoln .....	756	2,835.00
16. Madison .....	1,965	7,368.75
17. Missoula .....	3,780	14,175.00
18. Meagher .....	540	2,025.00
19. Park .....	2,682	10,057.50
20. Powell .....	1,282	4,807.50
21. Ravalli .....	2,949	11,058.75
22. Rosebud .....	1,050	3,937.50
23. Sanders .....	791	2,966.25
24. Silver Bow .....	13,448	50,430.00
25. Sweet Grass .....	1,013	3,798.75
26. Teton .....	1,197	4,488.75
27. Valley .....	2,484	9,315.00
28. Yellowstone .....	4,219	15,821.25
	<u>\$1,545</u>	<u>\$305,793.75</u>

**The Lincoln and Salt Lake Conferences of the Chief State  
School Officials of the North Central and the West  
Central States.**

Owing to the fact that so many teachers apply to the state departments to have their credentials recognized and that there are so many standards for recognition, a meeting of the chief school officers of the North Central and West Central States was called by Hon. E. C. Bishop, State Superintendent of Nebraska, to meet in Lincoln, May 31 and June 1, 1910. The following states were represented:

Ohio, South Dakota, Minnesota, Iowa, Kansas, Utah, Nebraska and Montana.

The United States Bureau of Education was represented by Dr. Harlan Updegraff.

The conference took up the question of standardizing state certificates and life diplomas. Considerable difference in standards was shown to exist in the several states represented. A tentative plan was outlined and a meeting was agreed upon to be held in Salt Lake.

The conference at Salt Lake was held November 17-18-19. At this meeting the following states were represented:

North Dakota, Minnesota, Iowa, New Mexico, Oregon, Washington, Nebraska, Oklahoma, Louisiana, and Montana.

The Bureau of Education at Washington was again represented by Dr. Updegraff. Dr. Updegraff presented a printed report of the laws and rules and regulations for the licensing of teachers of every state and territory of the Union.

This report proved one of great interest to the conference as the status of issuing certificates of each state was shown.

Committees were appointed to determine what should be considered a standard college or university, a standard normal school, and standard credits for state certificates issued upon examination. The following resolutions were unanimously adopted by the conference:

**Resolutions Adopted by the Conference of the Chief State  
School Officials of the North Central and West Central  
States, at Salt Lake City, November 17, 18, 19, 1910.**

Recognition of diplomas from standard colleges and universities.

- (a) Any diploma from a standard college or university

granted upon the completion of a 120-hour course including 15 hours in education shall be recognized.

### **Definition of a Standard College or University.**

To be considered a standard college all of the following conditions must be fully met:

1. The completion of a four-year secondard course above the eighth grade shall be required for college entrance.

2. The completion of 120 semester hours shall be required for graduation

3. The number of class hours for the heads of departments or for students shall not exceed 20 a week.

4. A faculty properly qualified shall consist entirely of graduates of standard colleges and each head of a department shall hold at least a master's degree from a standard college or have attained eminent success as a teacher, which success shall be determined by the chief state school officer of the state in which the institution is located.

5. The library shall consist of at least 5,000 volumes, selected with reference to college subjects and exclusive of public documents.

6. The laboratory equipment shall be sufficient to establish efficient laboratories in all laboratory courses offered.

7. The means of support is defined as requiring a permanent endowment of not less than \$200,000, or an assured fixed annual income exclusive of tuition of at least \$10,000; provided, that this requirement shall not be mandatory until five years after the institution has been recognized. The college must maintain at least seven separate departments or chairs in the arts and sciences. In case the pedagogical work of the institution is to be accepted for certification, the college must maintain at least eight chairs, one of which shall be devoted exclusively to education or at least to philosophy, including psychology and education. The head of each department shall, in no case, devote less than three-fourths of his time to college work.

### **Recognition of Diplomas or Certificates from Standard Normal Schools.**

(b) By a standard normal school is meant a school meeting the following requirements:

1. For entrance four years above the eighth grade in a secondary school.

2. For graduation therefrom, two years additional work, including a thorough review of the common branches and training in a practice school.

3. The maintenance of a well equipped training school for observation and practice, such school to cover work in the eight elementary grades.

4. The total attendance in the secondary school and in the normal school shall be 216 weeks above the eighth grade, provided, that any normal school may accept satisfactory credits covering twenty weeks work above the eighth grade.

#### **Recognition of Credits Secured Upon Examination By State Authorities.**

(C) Credits shall be accepted when secured in accordance with the following requirements:

1. Credits obtained by examination for the corresponding grade of certificate, provided the examination questions are prepared and answer papers graded by the state department of education, shall be accepted subject for subject. Provided, that the passing standing shall not be less than eighty per cent in any subject; provided further, that in determining the corresponding grade of certificate this recognition of credits shall apply to any certificate regardless of territorial restrictions in the state wherein such certificate was issued.

2. Equivalent credits for any subject or subjects may be accepted at the discretion of the proper authority of the state wherein recognition is sought.

3. Credits for successful experience may be allowed in accordance with the regulations in force in the state where recognition is sought.

(d) Recognition of diplomas and certificates.

1. Diplomas or certificates subject to interstate recognition shall enjoy the same privileges as similar certificates or diplomas in the state where recognition is sought.

The next conference will be held in San Francisco in July, in connection with the National Educational Association, at which time these resolutions will be further considered.

#### **The Compulsory School Law.**

Our compulsory school law has thus far done a good work for the state, but it has not yet reached its most efficient working capacity.

This law effects all children living within two and one-half miles from the school house and affects no children living beyond this distance from the school house. This law should be so amended as to reach all children living in any school district in any county of the state.

Under the law in village and township districts the trustees, shall appoint, if they deem it advisable, a constable, or other person as a truant officer to enforce the law. Right here that unfortunate clause, "if they deem it advisable," crept into the law with the unlooked for result that in a majority of cases village, township, and rural district trustees, taking advantage of this clause in the law, do not always employ constables or truant officers to enforce the law, while the children, as a result can go to school, or absent themselves from school, as they or their parents please, while many never attend school at all.

We find too that in some localities the provisions of the law relating to the age and schooling certificate are often loosely defined and not well understood. Some children are allowed to leave school in the sixth grade, some in the seventh, while others contend that the age and schooling certificate can not be given until the child has fully completed the eighth grade, or has become sixteen years of age.

In order to render this law more effective, it should be so amended that in all school districts there should be an officer whose duty it is to enforce attendance at school. The two and a half mile limit, now a part of the law, should be repealed. The age and schooling certificate should not be issued until the children have completed the work prescribed for them, or until they have become sixteen years of age.

Let it be the duty of all school trustees in every district to enforce the provisions of the compulsory school law. If the trustees fail to enforce the provisions of this law, it should be the duty of the Bureau of Child and Animal Protection on proper notification to proceed against the parents or guardians of such delinquent children. By amending the law to comply with these conditions, Montana would have a compulsory school law equally as effective and beneficial as that of any other state.

### Industrial Education.

"An education which cultivates the individual spirit is the best education the school can give."—W. S. Mack.

The trades, the arts and crafts, domestic science and agriculture, and all of the occupations and pursuits in practical life, together with the necessity of having a knowledge of them, and the preparation of our children to follow them, never before stirred public opinion nor claimed public attention as widely as at the present time.

The toilers, the artisans, spinners and weavers, mechanics, machinists, railroad men, mining men, shipwrights and carpenters, "hewers of wood and drawers of water," men of every trade, occupation and pursuit, the breadwinners in fact of the entire land, are all rapidly waking up to a realizing sense of their worth and importance to the country, and are now claiming and demanding for their children and themselves, as their lawful right and heritage, an education suited to their needs and occupations and the life they are leading.

Bread, work, a trade, and an education for the multitudes, bread, work, an occupation for the masses,—are the constant demands now made upon the country. This is the slogan and the rallying cry of the people everywhere. Thus it is that the bread and butter problems of existence everywhere involve serious questions influencing the daily life and school work of our children.

"Industrial education," says the 1908 Massachusetts Educational Report, "has become a popular theme. Inquiry, discussion, and experiment are rife among all nations, and the problems presented are not local, nor national; they are universal." \* \* \* \*

Education always and everywhere has two ultimate purposes. It is to get children ready to go alone. This is the parents' view point. When a child comes into a home, the parents at once begin to forecast its future. Going alone means a great many things, but most important of all it means self support,—the ability to get a living." \* \* \* \* \*

"The other purpose of education is to prepare children to do the world's work. This is the view point of the merchant, who wants qualified salesmen and bookkeepers, of the manufacturer who wants spinners and weavers, of the builder who wants carpenters and masons, and painters, of the farmer who



wants milkers, mowers, and plowmen, or corporations who want foremen and superintendents." \* \* \* \* This is the broader and more unselfish viewpoint of the statesmen who see in education the preparation for citizenship and the safeguard of civil rights."

The great object of industrial education is to enable all classes of people to bring systematic intelligence to their work. "Education, makes a man a more intelligent shoemaker, if that be his occupation, a better farmer, blacksmith, carpenter, or it makes a woman a better milliner, if that be her occupation, stenographer, bookkeeper, cook, or housekeeper." Horace Mann once said, "Intelligence is the great money maker, not by extortion, but by production."

In his Minnesota biennial report for 1907-1908, Superintendent J. W. Olson, says, "Forty years ago, Denmark was one of the poorest countries in Europe; today, in proportion to her population and territory, she is one of the richest. This progress has been traced directly by political economists, and educators, to her highly developed system of agricultural high schools. The great headway made by Germany in lines of manufacture is attributable to her system of industrial and trade schools. As our own natural resources diminish, we cannot expect to maintain our present supremacy in manufacturing and in agriculture, unless such loss is made up by a corresponding increase in the skill, industry and intelligence of our workers. Hitherto the popular idea regarding education has been that it was needed only, or mainly, for non-industrial vocations. At recent commencements at St. Anthony's Park, there was a refutation of this theory: A salutarian at graduation time cut out a shirt waist explaining the process meanwhile; another graduate prepared a baking of bread in the presence of the audience; one boy welded steel rods, while another had a small herd of sheep on the platform, the different characteristics of which he pointed out. We need not two but two hundred rural high schools to lay emphasis upon the dignity of labor and give to the young men and women who will see in true perspective the relation of work and culture,—who will understand both how to make a living and how to live."

The interest of the public in general, of the educators, and the legislatures in particular, makes it manifestly, not now a question of opening the minds of the people to the imperative

needs of the times in this regard, but of outlining a practical plan of campaign that can be put into immediate operation and serve as a basis for future progress.

How to make conquest of the soil and cause the fields to rejoice in bloom and golden harvest; how to enjoy a flower garden, a pleasant orchard, and the beauties of nature all about, has been hitherto no part of the training of the boys and girls of our rural schools."

"Every community," says Superintendent F. A. Cotton, "has a dominant industry which may become the specific work of the schools. For the rural community, agriculture is the logical industry, in other communities other industries will determine the leading kinds of occupation. The aim of our industrial schools is not to make all farmers' boys farmers, or all carpenters' sons carpenters; but the aim is to make all girls and boys efficient and skillful in some direction. The question is a vital one. The girls and boys must be taught to work, to work skillfully, and to want to work. Herein lies the salvation of the future salvation of society. The great majority of the children in school today will shortly need to become bread winners and they will have to work with their hands. They will take up every form of industry, and farm, factory, mine and shop, will demand skilled labor. No impractical thing, nothing that raises impossible ideas, and false hopes, nothing that belittles honest work and lessens efficiency should have time and place in the school. The nature and needs of the particular child must determine what shall be done.

The problem of education is industrial as well as academic. It must exalt the dignity of labor; it must teach habits of industry; it must give ability to apply one's self to the problem in hand; it must meet the demand for accurate, skillful work. The school work must be more practical for the great army of children in the grades, four-fifths of whom never reach the high school.

Education has been and is for the head and not for the head and hand. It has prepared for college instead of for living. It has been too bookish,—that is, has been adapted only to those who can follow along educational careers. It has looked toward the careers of lawyers, doctors, preachers, teachers, and leaders. It seems to have overlooked and ignored the

needs of that vast army of laborers, the common people of the land. It has prepared the bosses and the overseers and has not thought of skilled labor in the ranks. In this sense school work has been practical but it has not met the needs of the common people, the overwhelming majority of whom must continue to work with their hands."

"Some of the best modern high schools have, in addition to the usual academic subjects, courses which lead to trades and industries. They are called industrial schools. Pupils take both courses in the same time that pupils in our schools complete the academic courses. Every child that graduates from this class of school is not only thoroughly trained in the academic subjects but has a trade which enables him to earn a living if necessary. "The high school must not only help to find the vocation but it should also offer some training that gives the preparation for the life pursuit, so that when a child leaves school he may enter that pursuit at once, or if he has the means, make further preparation for it in a technical school."

Throughout all this work there should be such special provision for the education of girls as will help them to be willing capable and tasteful managers of household affairs. Sewing, cooking, household hygiene and domestic economy must be taught in the modern high schools. The girls of this land need to be taught that the women "who attend in person to the affairs of their own households are the women who are doing the best work in the world. They are toilers, but they are toilers in the highest cause the world can offer—the work of the home."

The district, the grades and the high schools, should have constantly in view those things that make life worth living. The children should be so trained as to enable them to go out into life and get the most joy, happiness and prosperity from their work. It is believed that the school that closely relates itself to the industries,—the school that keeps the children doing things in the most natural way—the school that unites the brain, the hand and the heart in the work which the child is to do will come nearest fitting the child for the most useful life."

The grand results of industrial education thus far observed, are that it makes our boys and girls more contented as honest

toilers, more active and successful as breadwinners, more intelligent home makers, better and wiser citizens.

### **The County Teachers' Institutes.**

The County Teachers' Institute is the one notable event prized and welcomed by all teachers as the one yearly opportunity when they can meet, become acquainted, exchange views, discuss vexatious and troublesome matters, discover their own weaknesses and shortcomings, find out wherein they are strong, inferior, or superior, to their associates, learn how to improve their methods, how to co-operate, to aid and advance the interests of the school children and public and to gather fresh zeal and courage and energy for their next year's work.

"The inspiration derived from association with veteran instructors and the satisfaction resulting from hearing and conversing with educational leaders, always makes the institute a means of improving our schools."

The primary object of these institutes is to enable teachers to feel that they are, or should be, masters of the educational situations in their own districts, to give them confidence in their own strength and ability to enable them to do their work better and more satisfactory, and then to become stronger and better educators, so that the school children will secure the full benefit of their fresh inspiration, new methods, knowledge, and experience. Life, energy, activity, system, and hard work characterize these institutes, and the success of the schools thereafter largely depends upon the quantity of life, energy, system and hard work which the teachers absorb at the institute and then develop and exercise in their school.

We add hereto the teachers' creed with the definition of teaching as quoted from the 1910 North Carolina Manual for teachers' institutes:—"I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boys sow the men shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book, in lessons taught, not so much by precept as by example, in ability to work with the hands as well as to think with the head, in everything that makes life large and lovely. I believe in beauty in the school room, in the home, in daily life, and in out of doors. I believe in laughter, in love, in faith, in all ideals and

distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and in its opportunities, in the future, and its promises, and in the divine joy of living."—E. O. Grover.

"To be able to find out the peculiar constitution of each child's mind, so as to bring what you would teach down to the level of its understanding, and yet to make it work in such a way as to seize upon and comprehend the subject and produce it, this is teaching, and nothing else deserves the name,"—Richter.

"The institute," says Supt. J. J. Joyner, "should mean an opportunity for work on the part of the teachers attending, and not a mere passive listening to lectures from the instructors. The purpose of the institute is to train the teachers to do more effective teaching and this cannot be done unless they work. It is not the design of the institute to furnish instruction, primarily, in such subjects as English, mathematics, or geography, but through the proper presentation of lessons in these subjects to enable the teachers to gain more intelligent ideas about presenting the same subject to their own schools. Our instructors should bear in mind to give attention to the ordinary and simple phases of their work, and to emphasize the fundamentals in teaching. Good teaching is made up of attention to little details. If the instructors can get the teachers to understand how to present a language lesson effectively, or how to arouse interest in the study of a brook basin, or an oak tree, or how to make a drawing lesson attractive, or how to conduct a live opening exercise, they will be accomplishing far more than if they spent hours in talking upon questions of psychology or in solving hard problems in mathematics."

"The county institute through its instructors and teachers should make an effort to reach and influence all the educational forces in the county, arousing them, uplifting them, inspiring them, and pointing out the way to future progress, and putting to work all such influences as will tend to awaken and unite into large life and activity all the progressive elements of the county. This kind of educational work is a necessary part of every institute, because it concerns the future efficiency of the schools as vitally perhaps as does the training of teachers."

The round table discussions are a necessary and vital part of every institute. This is the educational forum, similar to the old New England town meeting wherein all teachers, young and old, experienced and inexperienced have a right to the floor, and to give vent to their views upon all important questions. The value of these discussions cannot be overestimated. The following subjects are here suggested for future round table discussions:—Parents' meetings with teachers; Do we attempt to teach too many branches? What is good discipline? Is sarcasm ever justifiable? The indifferent pupil and how to reach him; Detaining pupils at recess; How to deal with absentees and tardiness; How to handle cases of falsehood and cheating in school work; Teachers' Relations to the Community, etc. etc.

The first of these subjects is the most important. The idea is to have the parents meet possibly once a month with the teachers for considering problems that naturally concern the home and the school. Such meetings wherever tried have proved extremely profitable and helpful. When the school and home work together in sympathy, harmony, and in complete understanding, a host of difficulties and troubles are avoided and solved. The parents' meeting with the teachers is the way to bring about the desired conditions. Let the home and school work together in unison, and profitable results are bound to follow and the discipline of the school will solve itself.

Our institutes should in no instance be less than a full week in length. All boards of school trustees, also as many citizens as possible, and everyone interested in schools, should be urged to be present at each institute. One day to be known as Trustees' Day should be set apart at every institute for the consideration of questions directly affecting the districts. The institute aims directly to benefit the teachers. It aims indirectly to benefit all the school children and citizens. Let the entire public be urged to attend and take part in all its proceedings. That institute is always the best and most profitable when opportunity is given for the fullest and most exhaustive discussions upon all educational questions affecting each district, questions involving the meaning of the school laws, and how to apply them, questions of attendance, tardiness, and discipline. Such institutes may not abound in rhetoric,

choice English, or brilliant oratory, but they will abound in strong common sense; they will solve many hard and difficult problems which have caused no end of annoyance and vexation to trustees and teachers. They will tend to harmonize and make uniform the work in all districts. They will cause the people to feel that the schools are for the children and that their interest in them must be continuous. They tend to brace up the weak-kneed trustees in courage and resolution to do at once many things for their schools over which they have long been hesitating. They often cause trustees to resolve to employ none but the best teachers, to put their school houses in first class condition of repair and educational equipment, under the impression that the best in education is none too good for their children. The teacher is often called the life, the energy, and the working force of the entire school. But the institutes thus conducted will tend to render the trustees and the people the life, the educational forces, the energy, and the nerve centers of the entire district.

With the foregoing constantly in mind institutes have thus far been held in and for twenty-seven counties of the twenty eight counties in the state. These institutes in nearly every case have proven the largest and best ever held in Montana according to the resolutions adopted by the teachers in a majority of them. Some of the counties combined to hold joint institutes. Five counties, Silver Bow, Jefferson, Beaverhead, Powell, and Deer Lodge, thus combined and held their joint institute in Butte commencing September 6 and continuing until September 10, 1910. This was the largest gathering of teachers ever held in Montana, over four hundred teachers from these five counties being present at this institute and taking part in its proceedings. The interest and enthusiasm of the teachers, the work they accomplished, the quality of the instruction given, and the inspiration of the members present, characterizing this joint institute, and all joint institutes, justifies us in recommending to all county superintendents to hold joint institutes in the future whenever and wherever possible.

### The Proper Construction, Heating, Ventilating, Sanitary Conditions, and Equipment of Our School Buildings.

The proper construction, heating, ventilating, and teaching equipment of our school houses, have, during the last ten years, become subjects of such paramount interest, of such local, state wide, and national importance, as to arouse our leading boards of school trustees everywhere to find out fully their duties to the public in all these matters and to perform them.

Sections 1482, 1483, 1487 and 1488, of the 1907 revised codes of Montana,—in fact the entire law relating to the duties of our state and county boards of health, should be read, understood, and heeded, by every board of school trustees, by every school superintendent, and teacher, and by each and every citizen interested in the health, safety, welfare and instruction of our school children and public.

The two most important revolutions in the school history of our country are now in process of successful development. A revolution in our rural school has been going gradually and persistently on since 1869 and has resulted in the overthrow of the old fashioned district school system and in the consolidation of our rural schools. So strong has it been, with such force has it been advocated, with such success has it met the needs of the people that it is now the law in thirty-two states and in a few years it will doubtless be endorsed by the entire country.

A revolution in the architecture, construction, heating, ventilation sanitary conditions, and equipment, of our school houses has already commenced. It is based on the idea that "a natural law is as sacred as a moral principle," and should be as strictly observed, and that to live in accordance with each is the right, and the duty of every citizen. Years ago when our population was small, when our present crowded cities were inferior in size, laws relating to school house architecture, construction, and sanitation were unknown, and no thought was ever given to them; but at the present time when our cities have grown to the size of those of the old world and are still growing, laws relating to school house and church construction, public halls, theaters, and all places of amusement and their proper ventilation and sanitation have become imperatively necessary. The safety and health of our citizens demand such laws. Such buildings have too often in the past



become breeding places of disease and have too often become fire traps dangerous alike to our school children and public.

From the March 1910 number of the Virginia Journal of Education, we quote the following:—"There are hundreds of one room school buildings in the state that are not plastered, lack foundation, and underpinning, whose walls are covered with grime and the accretion of a score of years, whose furniture consists of dilapidated unadjustable desks that have not been cleaned since they came from the shop thirty years ago. These buildings are insufficiently lighted, not uniformly heated and ventilated only by windows. Children in the center of the room near the stove are baked, while those in front and rear freeze in cold weather. There are no vestibules in these houses, the cold air rushing in whenever the door are opened. The air is constantly vitiated. In one such school we found the children myopic, anaemic, pinched, and delicate. Cross lights induce astigmatism, insufficient oxygen invites tuberculosis, drafts cause pneumonia, unadjustable desks and seats lead to spinal curvature, and filth on furniture and fixtures and walls puts a premium on the dissemination of disease. Are schools that have such glaring defects fitting the children for life, are they maiming them for life, are they getting them ready for the hospital?"

Dr. J. M. Hurty, Health Commissioner of Indiana says:—"I have inspected 188 one room school houses in 67 counties and found 188 that, from a hygienic point of view, should never have been built. More than this, those who are responsible for their continuance should be fined or imprisoned. I am not extreme nor severe in this statement, for these school houses, each one a mark of our ignorance and stupidity, have lost large sums of money to the people through sickness they have engendered, through the eyes they have injured, through the retardation they have imposed upon the children." The same writer tells us that "the teachers have a higher sickness and death rate than exists in general life. When we consider the badly ventilated school houses in which they are compelled to teach, the real surprise is that more of them do not sicken and die. Is it surprising that from 40 to 60 per cent of these deaths are caused by bad air?"

Tuberculosis is a bad air disease. The same authority tells us that "one million children in the United States are at this

time afflicted with tuberculosis. Fresh air is the greatest enemy of tuberculosis. The average school room is the greatest enemy of fresh air, and the strong ally of disease and death."

The New York Board of Health estimates that 40 per cent of all deaths are attributed directly or indirectly to bad air. Dr. James Johnson says:—"All the deaths resulting from fevers are but a drop in the ocean when compared with the number who perish from bad air."

The Literary Digest of October 1, 1910 gives us the following information:—"There is at present a strong movement to discover and prevent physical defects among school children. One of the most insidious causes of deformities and ill health is tuberculosis in its many forms. Children seem more susceptible to it than adults. It attacks their glands, bones, heart, and lungs. It would seem best to remove from the child's environment anything which lowers the vitality of the body and handicaps nature, particularly during school hours. Out door schools are an experiment of only two or three years' standing but these schools have already shown that children who have attended them are after a few weeks in the open air, in better physical condition than many children in the public school. They have bright eyes and plump cheeks fed on fresh air. The children of the out door schools usually have a healthy color which many school children appear pale and weak. One cause for the aenaemic condition of school children is the warm dry air of the school room which lowers their vitality. Bad air kills interest in work and gives such diseases as grippe, pneumonia, and tuberculosis a chance to overcome the natural resistance of the body. The outdoor schools seem to have justified their existence in all cases. Where the children come from tuberculosis parents and live in crowded quarters, the improvement in their physical condition is marked. The results, physical, mental, educational, moral and disciplinary, have all been good. Resistance to infectious colds and influenza is increased and eyes and voices improved. Mothers in visiting our schools where their children attend, too often complain that they find the school room windows shut, the air stilling, ventilation bad, and good, fresh, pure air, the first and greatest necessity for health, too often lacking( insufficient in amount, and too little attention paid to it."

Dr. Hurty further says:—"The school rooms should be lighted from one side only and the glass area should not be less than one-fifth of the floor area. There should be ventilating ducts in the walls of sufficient capacity to change the air every fifteen minutes. The heating should be such as to produce even temperature in all parts of the room; cracked stoves and smoking flues will not secure this necessary condition.

Seats and desks should be adjustable. To force children into seats which are too small or too large for them is an outrage. To deform a growing plastic child in even the slightest degree is barbarous indeed. The Flathead Indians flatten the heads of their children in infancy for ornament, and the Fiji Islanders force sticks of wood through the lips and ears of their children for the same reason. In Indiana we twist childrens' spines, cramp their chests, cause uneven shoulders, and force upon them eye defects, all in the name of economy and education."

"The water supply should be from driven wells. Dug wells are easily polluted by surface inflow and they have been known to be the tombs of rabbits, rats, and other rodents."

"We all know the horrors the out houses are at country schools. They are disgraceful, indecent, a constant source of poison and pollution, a constant menace to the health of the children, and a blot upon christianity and civilization."

How long must our children be subjected to these conditions? How long, Mr. Superintendent, Mr. Trustee, and Mr. Legislator? How long, fathers and mothers, before our children will be justly condemning us for allowing these conditions to exist and for compelling them to submit to them? How long before the state legislatures will enact laws completely revolutionizing these conditions? Such school houses are often called "school shambles." The following is a common type of the school shambles, as described by Dr. Eggleston:—"One of these schools has a teacher and forty pupils, it also has eight home made desks of three compartments each. Four to five children are crowded into each of these compartments. The school room has cross lights, is dark, no ventilation except to raise a window. No attempts were made to abate the dust evil and the smoke from its cracked stove. One prosperous patron, who had three little girls in the school, fought a proposed small raise in his school tax to build

a new school. This raise would have cost him \$2.50." Such instances are very numerous in the older states.

The Virginia Journal of Education has above given us a gloomy though truthful account of these old fashioned one room school houses, and their attendant evils, so common in all the older states.

There is everywhere a strong and growing feeling that the school house is the one building owned in common by the entire community; that it is built by everybody, maintained by everybody, belongs to everybody, and that it ought to be a benefit to everybody, and that it can be a benefit to everybody; that it is the one building that should be a model of construction, neatness, convenience, and care, and built in fact according to the latest and best scientific and hygienic principles. Thus built and cared for tuberculosis and its associate diseases never can invade its walls nor breed nor spread there. Is it any wonder that a revolution in school house architecture, heating, ventilation, and sanitation has already commenced? Section 1482 of the 1907 revised codes of Montana and its kindred sections here become instructive reading, and they indicate the present feeling of our people toward the proper construction, heating, ventilation, and sanitation and use of all of such buildings.

Dr. E. A. Winship, in the Virginia Journal of Education of April 1910, gives us some very interesting ideas relating to the equipment of our school, wherein he says:—"One of the worst enemies of the schools is the cheap politician, in the profession and out, who would substitute the cheapest kind of a book for the best, and would put the cheapest tools in the hands of the workmen.

No carpenter, blacksmith, shoemaker, machinist, dentist, barber, or other worker in the line of competitive, skillful work, will for one moment tolerate the theory of using cheap tools. How long would a barber keep in business if he should use the cheapest razor and soap that he could buy? Yet that kind of action on his part would be vastly more sensible than to use cheap tools on the mind and character of children. No mechanic is so skillful that he can do good work with poor tools, and no teacher is so well trained that he can do the best work with poor books.

Legislatures everywhere are passing laws requiring steam

and street railway companies to use better appliances of all sorts for the protection of life and limb and for the health and comfort of their employees and passengers. In the same way they are requiring mill owners, factory managers, store keepers, hotel proprietors, and others to spend more money in their equipment.

"You can buy a good looking suit of clothes or a hat or shoes for a trifle, but you always pay more than a thing is worth when it is "very cheap," and rarely more than a good thing is worth."

"You can never get a special discount on any standard goods, but you can buy damaged good at your own price of any manufacturer. Whoever insists upon paying a low price will buy damaged goods whether it be for school books or groceries. Sterling goods are never auctioned off to the lowest bidder. The value of a scythe, knife, or razor is never fixed by the market price of steel. The value of a suit of clothes is never fixed by the price per yard of miscellaneous cloths. It is the make of the scythe, knife, or razor, of the suit of clothes and the watch that gives it value. It is the brand mark upon these goods that the buyer notices and that creates a demand for them. What is behind the knife, the suit, and the watch is the measure and guarantee of its worth. You can always tell at sight a man who buys damaged goods.

Nowhere is it so wicked to buy damaged goods and pay the price of irresponsible parties as in the case of school books, from which a child's intellectual and industrial reading and culture habits are formed."

These wholesome statements by Dr. Winship are so patent to everybody that they need no argument to prove their truth.

The best product and nothing but the best is the demand in the business world, in the manufacturing world, in the literary world, or in any occupation in life, and the best and nothing but the best will be tolerated and used. Anything less than the best will be consigned to the waste basket or to the rubbish pile or cast aside as useless. This idea is notably true and characteristic of our schools. The best in education is always in demand and the best in education can be secured only by the best instruction, the best teachers, the best equipment, in school houses constructed according to the re

quirements of our State Board of Health.

A school equipped with all necessary library and reference books with charts, globes, maps, and with half a dozen, at least of the leading papers and magazines, under the direction of a skillful teacher, means a lively, wide awake, active, thoroughly interested board of school trustees, in any district. It means a school house constructed on the latest modern plans and hygienic principles. It means pupils equally wide awake and interested in their lessons. It means a teacher fully up to date in her methods and ways of instruction and discipline. It means a school whose results are the best to be obtained. It means pupils who are taught to think quickly, to think sharply, to think accurately, and to the point, and to concentrate their thoughts upon their lessons with intensity and interest. It means power of expression, ability and determination on their part to get the best and most out of their school. It means time well and profitably spent. The most important of all the necessities thus far enumerated is of course the lively, active, thoughtful, vigorous teacher. What is the value of all this equipment and teaching ability to the district and to the school children and to posterity? Its value cannot be measured, nor estimated. Its influence will extend far into the future and it will spread and become a part of the surrounding districts. A little leaven in one school often leavens the whole lump, in other districts. It produces good citizenship, it gives character to the locality, it is a great inducement for strangers, casting about for ideal school privileges for their children, to settle in such districts and to make their homes there. It also means a strong, well educated, law abiding community, and the public always feel that the strength of American citizenship lies in the character, strength, and force of such communities.

### **The Consolidation of Our Rural Schools and the Free Transportation of Their Pupils.**

Montana is already facing a problem whose solution has for years taxed and is still taxing the intelligence of the educators and legislatures of the older states,—we refer to the consolidation of our rural school districts and to the free transportation of their pupils from their homes to the school house and their return thereto.

The rural school is good. Experience shows that it can and

should be made better. The present school district law is good. That it can be changed and modified so as to produce larger and better results is the experience of our older states. The people of our country school districts are always seeking, and constantly demanding all the educational advantages now enjoyed by our city school districts, both in the length of school terms, quality of instruction given, school equipment, library facilities, and excellence and convenience of school buildings. How can the state give to them all the educational advantages now enjoyed by our city school districts? This is the question constantly asked by our rural school district people. The educators of our older states answer the question in brief by saying:—Consolidate fully, in large part at least, your rural school districts, provide for the free transportation of their pupils from their homes to the central school house and for their return thereto, change and amend your present school laws and enact new laws to meet these ends.

The conditions of our rural schools are unlike those of any other state. No two states, and no two counties in any state, are exactly alike, in the conditions and surroundings affecting their rural schools, and yet the reasons for the consolidation of their rural districts, and for the free transportation of their pupils from their homes to the central school house and for their return to their homes after school has closed are much the same in all parts of the country.

The consolidation or centralization of rural school districts and the free transportation of pupils is not a new idea. It originated in Massachusetts in 1869, and for ten years the transportation in part of her school pupils and the consolidation in part of her rural districts was looked upon and considered by the other states largely as an experiment. Such, however, was the success of this experiment from all points of view, that since 1879, consolidation has spread rapidly throughout the state. Her expenditure for the transportation of children alone, which in 1888 amounted to \$22,118 constantly increased until it amounted in 1905 to \$236,415, and is still increasing. In Virginia the number of consolidated schools increased from 130 in 1906 to 162 in 1907. In North Carolina, in the two years ending in 1903, 122 small districts were consolidated. In Ohio the number of consolidated schools increased from 92 in 1906 to 157 in 1907. "Consolidation with

its attendant function of public conveyance of pupils, is now a part of the rural school system of thirty-two states," says G. W. Knorr, of the United States Department of Agriculture.

State Superintendent of Public instruction, H. A. Ustrud, of South Dakota, very clearly sums up and expresses the latest and best thought upon this question in his recent pamphlet upon the consolidation of rural schools. He tells us that "the Massachusetts plan has extended not only to all the New England states, but to the northern, middle, southern, and western states, and that at the present time the question of consolidation is being agitated in every state of the Union. The state of Georgia has consolidation in more than sixty counties of the state. In Iowa more than half of the counties report consolidation in one or more townships of the county. Maine and Vermont expend about one-thirtieth of their school money for the transportation of the children. Probably no greater progress or more rapid advancement in the consolidation of the rural school districts can anywhere be noted than in Ohio and Indiana."

"Consolidation has become so widespread in Ohio that at the present time, April, 1908, there are about two hundred townships in which the schools are consolidated.

Ohio's first consolidated school, the Kingsville school, is a typical example of rural and village consolidation. The following quotation from the *Arena* of that town for July 1899 shows the advantages and the satisfaction which consolidation at that time after a nine years' trial had given to the people of that township:

"The residents of the sub-districts of Kingsville township, which have adopted the plan would deem it a retrogression to go back to the old sub-district plan. It has given the school system of Kingsville an individuality which makes it unique and progressive. Pupils from every part of the township enjoy a graded school education, whether they live in the remote corner of the township or at the very doors of the central school. The line between the country bred and village bred youth is blotted out. They study the same books, are competitors for the same honors and engage in the same sports and pastimes. This mingling of the pupils from the sub-districts and the village has a deepening and broadening influence on the former without any disadvantages to the latter.



With the grading of the school and the large number of pupils have come teachers of a more highly educated class. Higher branches of study are taught; the teachers are more conversant with the needs of their profession, the salaries are higher; the health of the pupils is safeguarded, because they are not compelled to walk to school in slush, snow, and rain, to sit with damp and perhaps wet feet in ill-ventilated buildings. Nor is there any lounging by the wayside. As the use of indecent language is prohibited in the wagons, all opportunities for quarreling and improper conduct in any way to and from school are removed. The attendance is larger, and in the sub-districts which have taken advantage of the plan it has increased from 50 to 150 per cent while truancy and tardiness are unknown. All parts of the township have been brought into closer touch and sympathy. The cost is less than that of the schools under the district plan; the township has had no school houses to build; it has paid less for repairs and fuel. Since the schools were consolidated the incidental expenses have decreased from \$800 to 1100 to from \$400 to \$600 per year, in the first three years following its adoption Kingsville Township actually saved \$1000."

From Wayne County, Nebraska, comes the following report from an anxious and enthusiastic parent:—"We never saw anything like this consolidated system. Our children never learned so rapidly as they are learning now. They learn fully twice as fast now under the same teacher as they did before. They are all interested in their books. Nobody can be found here who would go back to the old one room school house, with its poor teaching, its battered walls, poor equipment, poor heating, and worse ventilation."

Indiana is fast taking the lead among the states, if she has not already done so, in the matter of consolidation and transportation. The number of schools abandoned has grown from 679 in 1904, to 1314 in 1909—449 schools being abandoned between September 1907 and April 1908. The number of consolidated schools has increased from 280, in 1904, to 418 in 1908, while the number of children transported has increased from 5,356 in 1904, to 16,034 in 1908. The cost per day at the present time, April 1908, for the transportation of pupils in Indiana is \$1,749.24, while the cost per wagon per day is \$1.87. At the present time there are 387 schools in the state with an

attendance of fewer than twelve pupils and 699 schools with an attendance of fewer than fifteen pupils.

The legislature of 1907 enacted a law making compulsory the abandonment of all schools in which the average daily attendance is twelve or fewer, and gives the trustees the authority to abandon all schools where the attendance is fifteen or fewer; provided, the conditions as to roads, streams, and bridges permit of such discontinuance. The law further provides that:

"It shall be the duty of the township trustees to provide for the education of such pupils as are affected by such or any former discontinuance in other schools, and they shall also provide and maintain means of transportation for all such pupils as live at a greater distance than two miles, and for all pupils between the ages of six (6) and twelve (12) that live less than two miles and more than one mile from the schools to which they may be transferred as a result of such discontinuance. Such transportation shall be in comfortable and safe conveyances. The expense incident to carrying into effect the provisions of this act shall be paid from public funds."

E. C. Crider, Superintendent of Tippecanoe County Schools, Indiana, submits the following facts in his statistical report showing the progress of the consolidation of schools in that county from 1899 to 1906; number of schools abandoned under the new plan, 54; additional teachers required, 24; number of hacks for the conveyance of children, 36; number of children thus conveyed, 620.

Of the additional teachers required, two were for rural schools, eight were for high schools, and fourteen were needed because of consolidation. The length of transportation routes was from  $2\frac{1}{2}$  to  $7\frac{1}{2}$  miles, cost per day for hacks from \$1.00 to \$2.50. Total daily cost of hack service \$63.75, number of children per hack 8 to 27. Mr. Crider reports that many of these schools were so small that they could hardly be called schools. Very often there was but one pupil in a grade. There was no companionship, no competition, and no enthusiasm in the work. The inexperienced teacher was often present. One school had not had an experienced teacher in ten years. Centralization has been well accepted. The greatest proof that consolidation gives general satisfaction is that these 54 abandoned schools above referred to are not missed."

Union Township, Montgomery county, says the success of

the consolidated school is in getting the children to and from school in the most approved way and in the shortest time. "Our wagon drivers are men of good reputation. Each route is run on schedule time, and the children know to a minute when the wagon will arrive, and then they can be ready to go. The drivers are not expected to wait over two minutes for the children to get ready. Routes are from one to six miles in length and can be made in an hour and a half. The wagons are made especially for the conveyance of pupils, having a door and steps at the back, windows in front, roll curtains, and are provided with foot warmers, lap robes, etc."

Lima Township, LaGrange County, a village of 600 population, reports that 70 per cent of the pupils in her consolidated schools, are from the country; that the length of the school term is nine months, that there are nine years of grade work and four years of high school work; that their school is provided with a library and a reading room with 1000 volumes, a paid librarian, and a laboratory well equipped for scientific investigations, etc.

These are some of the advantages which the great state of Indiana, great at least in an educational way, furnished to more than a quarter of a million country boys and girls.

From the large number of reports from all parts of this country, from state superintendents of public instruction, from county superintendents, from principals of consolidated schools, from the parents and from the children themselves, wherever consolidation has been tried, can be gleaned this common and almost unanimous sentiment which can be summed up under four heads. First, better health, less exposure, in going to and returning from school, better heat, better light, better ventilation, and better sanitary conditions. Second, better education, morally, socially, and intellectually, and fewer and more experienced teachers. Third, greater economy, of money, time and effort. Fourth, truancy and tardiness are unknown.

Consolidation of rural schools by State Superintendent of Public Instruction, E. T. Fairchild, of Topeka, Kansas, contains a mass of information and facts that ought to be published in every school district in this state and brought home closely to the attention of every school trustee and to all the people of Montana. From this article we quote as fully as our space will permit:

"The most pressing educational problem of today is the rural school. Denominational institutions, the high schools and even the village schools all report remarkable prosperity and increased activity. The great wave of prosperity that has made the past decade the most marvelous in the development of material resources has also found expression in the educational field. The institutions, including the high schools and village schools have reached a condition where their future prosperity is practically assured. They have thus acquired an educational momentum that is bound to carry them forward surely and efficiently. This is, however, a phase of our school work that has not felt this forward impulse. I refer particularly to the rural school. While there are undoubtedly many excellent schools in the country today and while many most capable and experienced teachers are working therein and doing their best for the children under their charge, yet the fact remains that a large per cent of the teachers of this class are inexperienced and many are most indifferently equipped. Again, the average age of teachers in the rural schools is continually lessening. In one county in eight years the average age has decreased from twenty three to twenty years. Probably more than one-third of the teachers engaged in the schools of the country districts last fall were wholly inexperienced. In some counties fully fifty per cent of the teachers were engaged in their first school work. These conditions together with others, that may be mentioned are deplorable."

"The type of the district schools that afforded a sufficient education to the children of a generation ago is no longer sufficient. Progress in every phase of home endeavor has been so rapid, methods of business have so radically changed and competition has become so keen, that the boy of today who is to become the business man of tomorrow, must have a decidedly wider, broader, and more liberal training than that of our fathers. In fifty years marvelous changes have taken place in rural life. The sickle, the flail, the crude machinery of every kind has given place to the modern reaper, the thresher, the riding plow, the devices of every sort for efficiency and comfort of the farm. The railroads have so modified relations and changed conditions that there is but little likeness left to the "good old times." The farmer, instead of spending his time hunting helpers and arranging for interchange of work with his neighbor, uses the telephone to send to the near

by town or calls up the distant city for supplies needed at once. No longer is he content to receive his mail on Saturday, but now his letters, his city paper with the latest market quotations are brought to his door every day. Everything relative to the farm and farm life have been improved. Our agricultural colleges, through their farmers' institutes, their wheat, and alfalfa, and corn trains, their lectures on the science of dairying, their valuable suggestions as to soil fertility and the conservation of moisture, are making the problems of farming not alone interesting, but vastly more valuable, and it is the girl and boy of today that must be fitted by training and opportunity to take up these ever increasing problems. Everything relative to the farm and farm life has been improved in the past few years and the up to date farmer takes advantage of all this because it pays to do so." Have our country schools kept pace with this marvelous march forward?

"All the benefits of which the farmer has taken advantage have tended to make better his financial and social standing and interest. The great question then is this: Will it pay as an investment to bring the school up to the same high standard of efficiency that is being enjoyed by the modern up-to-date farmer? Is it absolutely necessary that the farmers' children be educated in harmony with these many improvements? The proper education of the farmers' boys and girls cannot be neglected without bringing ruin upon the farming communities, and if the right kind of schools are provided for the country boys and girls, they will remain at home until they receive their general education. The old time country school, as many of us remember it, has gone, never to return."

"The cost and size of schools in our state are facts most startling. Of the 8603 districts in Kansas, there are 78 having an enrollment of five or less, 474 an enrollment between five and ten, while 1049 districts have an enrollment of between ten and fifteen, and 1316 districts have an enrollment of between fifteen and twenty. In fact a total of 2917 districts with an enrollment of twenty or less. More than one third of the districts have an enrollment of twenty or less.

In these small districts a cost of \$50 to \$100 per pupil per head based on the average daily attendance is not uncommon in almost any county in the state. The pupils of these schools could be educated at a much lower expense per capita in a consolidated school that would be far more efficient than the

small school."

"By consulting the county superintendent as to the cost per capita of maintaining the small school, their financial wastefulness will be revealed and the importance of abandoning them will become more and more evident. When we reflect that it costs as much to support a small school as one of thirty or more pupils, we catch some idea of the tremendous per capita cost of the Kansas rural school. Figures from the report of the Superintendent of Public Instruction of Indiana for 1900 show that the cost of elementary education in the country districts of the state is over 48 per cent higher than the cost of education in the city, including high school grades. By referring to the cost of maintaining the grades in representative city schools and maintaining the rural schools the great difference in the cost of maintenance is readily observed."

"If through consolidation or otherwise, these rural schools could be brought to have an average attendance of say thirty-five pupils, the number of teachers required therein would be one-half the number now employed. But the financial question, however important, is not the most important consideration. The fatal weakness in these schools lies in their size. It is impossible that schools so small as many of these are, will do the best work. With but a handful of pupils no teacher can secure the best results. The pupils themselves lose the incentive and inspiration that comes of numbers."

"To undertake to study under such conditions with enthusiasm or profit is most discouraging. As a result the pupil comes more and more reluctantly to school and his parents finally give up the unequal struggle. It is not the young child that suffers so much because of the small school. It is the boy or girl of fourteen or over who, because of depressing surroundings, because of the lack of incentive, drops out of school. In Iowa we find that in 1901 more than one third of all the teachers were inexperienced. The larger and more attractive schools naturally secure the most experienced teachers as a rule. The tendency is always to emphasize the importance of the work done in the large city school and always to minimize the importance of the small rural school and to employ for them cheap, inexperienced teachers. These are but a part of the weaknesses that inhere in our present rural school system."

"It is held by all students of this problem that the only

remedy for this weakness is consolidation. In its complete form, consolidation implies the transportation of pupils at the expense of the district in covered wagons, properly lighted and heated, the wagon drivers being under bond and contract as to regular habits and protection and control over the children. At first thought consolidation would seem expensive. Experience, however, demonstrates that this is not true to any considerable degree. By combining several schools, fewer teachers are needed than under the separate system, thus saving an outlay. While several buildings are necessarily maintained under the new plan, but one needs to be provided for."

"The consolidated school has gone far beyond the experimental stage. Its advantages are well known; its disadvantages seem to be few and trivial. The consolidated school has more dignity, more character, more force than the rural school, and evokes more pride, interest and support on the part of the people. At every point of comparison the consolidated school is confidently claimed to be superior in all respects to the school of one teacher, and at all material points of comparison the entire system of consolidation has been demonstrated by experience to be superior to the old system gradually being replaced by it."

After reading and considering the results of consolidation and the free transportation of pupils in so many states, we are of the opinion that the consolidation of our small rural school districts is one of the quiet revolutions going on in our school system in all parts of the country, a revolution everywhere beneficial to our school system and the people, that consolidation would be a good thing for our next legislature to consider, that it is the one and only remedy within the reach of our people most likely to produce in our rural school districts equal educational opportunity, equal educational advantages, and equal educational results:—in short—that it is the one and only means that will give to the children of our remote, isolated, and sparsely populated country school districts the same school advantages that are now enjoyed by the children of the larger city school districts.

#### **Should the School Laws be Revised.**

Montana in common with all other states is growing and rapidly increasing in wealth and population. Every department of industry, every occupation in the state, every trade

and pursuit, and business in general is now everywhere thriving as never before. New laws are constantly enacted to meet the needs and growing demands of the people. The school laws cannot stand still and thus become antiquated and obsolete while all of these occupations are going vigorously on. Our people demand and exact of our legislatures laws suited to the needs of this progressive and growing commonwealth.

Iowa has found it necessary to repeal all former laws relating to her public schools and to enact a complete new body of statutes relating to them. In many states school laws enacted fifty or sixty years ago are often dragged up from their present mouldy existence and are made to do duty again. The state educational associations in all parts of the country are considering the advisability of recommending to their own legislatures the revision of their respective state school laws.

Four years ago, "The Superintendent of Public Instruction of Illinois pronounced the general school law of that state more or less archaic (antiquated) and recommended its revision by a 'competent commission,' empowered and instructed to simplify the present general provisions of the law by rearranging them so that all dead matter should be cut out, all ambiguous language made clear, and so far as possible, all provisions relating to the same subject, should be condensed and brought together."

It is needless to say that "the entire body of Illinois school statutes has been rearranged, rewritten, and greatly reduced in bulk," and by the elimination of all obsolete matter, duplicate sections and verbiage, the law has been reduced, without affecting its meaning, to three-fourths, and possibly two thirds of its former bulk.

The necessity for revised school codes has long been apparent in several states. A critical examination of our different school statutes reveal many defects which become glaring and noticeable, during each succeeding year. At the present time Illinois, Iowa, Pennsylvania, Washington, Kentucky, and Kansas, have an educational commission appointed in most instances, in compliance with a resolution of their legislatures.

"In this connection it is interesting," says the Kansas Educational Commission," to learn of the unexampled success of the educational commission appointed in West Virginia in 1906. This commission proceeded to study thoroughly the needs of



the schools of that state and to codify the laws, with the result that the entire body of school laws of West Virginia were embodied in one act and many important recommendations for further legislation were made. At a special session of the legislature in 1908 the recommendations of this commission were adopted with almost no changes and it is now conceded that West Virginia has an effective and an up-to-date code of school laws."

The school laws of many states appear as a sort of patch work, lacking in harmony and continuity. Here and there we find a statute old in years and weak with age, good and suited to the needs of the people at the time of its origin, but with no attempt at revision since its enactment, and ill adapted in many cases to meet the wants of the people at the present time. This statute is perhaps followed by one of recent origin, well fitted to meet the present wants of the people. This is one of the noticeable contrasts often occurring in our different state school laws where their revision has never yet been accomplished. In all instances where a revision of the state school laws is contemplated or in process of enactment, 'the effect of such revision, according to the statements of the Kentucky Educational Commission,' is always intended to be evolutionary rather than revolutionary in character, and it always aims to provide for a gradual growth into larger and richer educational life, than for any abrupt changes. It aims especially to provide safer and saner guardianship of the states' funds, increased efficiency in the service rendered, and greater quality of opportunity to all the children of the commonwealth."

The needs of our rapidly developing system of common and high schools are constantly demanding a revision of our present school laws, and also new legislation upon numerous school questions, such as the consolidation of school districts, certification of teachers, proper qualifications for state and county superintendents to hold office, longer periods for our county teachers' institutes, stricter attention to the prevention and spread of contagious disease, et cetera. A complete revision of our school laws ought in our opinion to be made at least once in every ten or fifteen years. Many of our school laws had their origin in territorial days, and with little change in them have been on duty every since, and many now weak

and decrepit with age, are antiquated and unfit for the times. That the entire body of them needs thorough revision to bring them up to date is a matter of common knowledge to our leading educators. That these laws were good and efficient at the time of their enactment are facts without question. The present demand is for a new school code, a revision in fact of our school laws, a revision requiring the re-arrangement of all our school statutes, the elimination of all obsolete and dead matter, duplicate sections, and verbiage, a revision that will make clear all ambiguous and doubtful language in the statutes, and a revision that will condense and bring together all provisions of the law relating to the same subject. Revise the laws now and it will be easy to keep them revised. Neglect them now and continue to neglect them in the future, and we shall in a few years have a tangled mass of statutes similar to those in many of the older states. In all future school legislation the interest of the children should be the first and chief consideration, so as to give the rising generation educational facilities superior in all respects to those which our present school system now offers to the commonwealth.

#### Recommended Legislation.

1. A law authorizing boards of education in districts of the first and second classes to employ superintendents and principals for a period not to exceed three years.

2. A law providing a special certificate in the following branches: Music, drawing, elocution, physical culture, penmanship, domestic science, manual training, agriculture, stenography, typewriting, bookkeeping, commercial law, and kindred subjects, first year primary, and kindergarten grades, to be issued only to those who can show they have specially prepared to teach the subject as a specialist.

3. A law amending the one now in force relative to the issuance of state certificates and life diplomas.

4. A law amending the county certificate law.

5. A law changing the date of the adoption of text-books.

6. A law authorizing the consolidation of rural districts and the transportation of pupils.

7. An amendment to the compulsory school law making the same more effective.

8. A law providing for efficient construction of school buildings in village and country districts.

9. A law prescribing a penalty for teaching without a valid Montana certificate.

10. A law establishing an educational commission that shall have authority to prepare and to submit a comprehensive up-to-date school code to the legislature for adoption.

11. A law providing for industrial education in the public schools.

12. A law authorizing the medical inspection of school children.

### THE RURAL TEACHER AND COUNTRY LIFE.

(By F. S. Cooley, Superintendent of Farmers' Institutes).

I. **Problem of Country Life.**—During the past half century there has been a noticeable awakening on the part of our statesmen and leaders of thought and national progress to the problems and needs of betterment of country life. This tendency has found expression in the establishment of agricultural colleges, of experiment stations, of farmers' institutes, and other extension work, and, more recently in a purpose to extend technical training in agricultural matters to the secondary schools of the country, and even to the primary grades.

Education and training in the science of agriculture, although it has been perhaps the first thought of those who attempt solution of the rural problems, is not the only one, for improved methods of transportation and communication, including better roads, motor vehicles, rural mail service, and the telephone, have been also established, and plans for improved sanitation and other measures for promoting health in country life have received a considerable share of attention. Sometimes the farmer is inclined to resent the plans of strangers for his uplift on the ground that he is able to take care of himself and is not destitute of the means for providing the things needful for his own health, comfort, and happiness, and he even draws comparisons between his circumstances and those of the average urban resident, to the disadvantage of the latter. Notwithstanding this attitude on the part of some, it is universally conceded by the most intelligent people of both country and city that there is vast room for improvement in country life conditions and that it is highly desirable to raise these to a standard high enough to make the country

attractive not only to those reared in it but to many who are living in cities at a sacrifice of health and ambition in congenial employment.

Too often the farm is not considered an abiding place but, rather, as a place to accumulate a competency which may be afterwards enjoyed in town. The comfort and beauty of the country home and its surroundings are therefore neglected and too often even the healthfulness of the home is placed in jeopardy by lack of attention to sanitary measures. Farms are too large, at least in Montana, so that the number of families in a community is few and distances between homes are great, making neighborliness a difficult thing to cultivate. Often the sordid struggle for money so engrosses the attention that no time is left for the courtesies and diversions of social intercourse. The social side of country life is sadly neglected, placing the men at a disadvantage in their dealings and intercourse with their fellows, and working a hardship sometimes almost criminal to the women of the farm.

Too little attention is also paid to means of communication and transportation. It has been well said that roads are the best index to civilization and that country or that community with the best highways is the most highly civilized.

**II. The Relation of the Rural School and Teacher to that Problem.**—The country school does not ordinarily meet the needs of its patrons and there is growing an imperative demand for the adjustment of rural education to conditions of country life. Ignoring, for the purposes of this discussion, the phases of health, communication, and the social side of country life, except so far as they may be related to the school and its sphere of influence, let us consider the position of the rural school and its function as a factor in rural uplift. There is a strong and growing disposition to criticise and condemn present educational schemes and methods and it has been truly said of our secondary schools and courses, "There is none so poor as to do them reverence." Perhaps some of this criticism is well merited. It is possible that some of our educators are unduly conservative, yet we do well to remember the admonition to "Prove all things: hold fast that which is good." I think we may regard this critical spirit as an indication of a disposition to discover the best plan of education and that we may confidently expect the

evolution of something better adapted to our needs. At the same time we must concede that the present plan is the fruit of long experience, which has been a potent force in the development of the best minds of generations and should not be lightly cast aside.

A strong weakness in the present rural school is the teacher. Generally a young woman reared and taught in the city occupies the position of teacher in the country school until such time as she returns to the city as mistress of a home. Without experience in, training for, or sympathy with, country life, she cannot catch its spirit or adjust herself to its needs. On the contrary, far too often she only succeeds in implanting seeds of dissatisfaction with country conditions and a yearning for the glamour of the city in the minds of her pupils. How is it possible for the school to become a factor in rural betterment with such a teacher? Does not the country need, nay, imperatively demand, that the teacher of its young people understand their environment, be in sympathy with their plans and aspirations, and be trained in the sciences pertaining to agriculture? It is to be feared that the educational system of Montana is inherently wrong and incompatible with the best interests of our rural communities, so long as the county superintendents and rural teachers are lacking in these essential qualifications. The possibilities for good of the country school and the opportunities for its teacher to work for rural uplift are almost infinite and it is to be hoped that a realization of these possibilities and opportunities may be inculcated in the near future.

**III. A Just Comparison of City and Country.**—Too often comparisons between country and city life are made unfairly, to the disadvantage of the former. The average farmer, who labors hard with his own hands to support his family and afford ordinary educational facilities, living frugally, dressing perhaps even shabbily, denying himself the luxuries and many of the comforts of life, is contrasted with the merchant, or manufacturer, or banker, whose income permits him to maintain a home where his wife and daughters perform no menial labor, who are dressed in the latest fashion, have a carriage and servants, and an annual trip to Europe or some of the expensive, popular resorts. Now the latter class of people is the exception in the city. If our most successful

farmers with training, executive ability, and sufficient capital for the conduct of large affairs, were selected as the representatives of the country side of this comparison, they would not suffer in comfort, health, happiness, satisfaction, or social opportunities, if even, indeed, in a financial compensation for their efforts. The average farmer is fairly comparable with the clerk and the skilled mechanic, while the poor farmer and farm laborer may be justly referred to the laboring classes on our city streets, in the factories and sweat shops, to their great advantage. Their sacrifice in excitement, show, and opportunities for entertainment and spending money are more than compensated by healthy surroundings, plenty of food and protection from the elements, and certain of regular employment.

**IV. Country Opportunities and Their Appreciation by Rural Teachers.**—The country is full of attractive opportunities for satisfactory lives. It should not be regarded merely as the source of fresh blood and vitality for city affairs, or the training ground for the clear brain that is needed to direct the large enterprises of urban life. It is a field of opportunity in itself, worthy of the best talent and highest purpose to which mankind can aspire. There is no field where intelligent effort is better repaid, there is no calling that demands a broader or deeper training. The direction and use of Nature's forces is unsurpassed in interest by any occupation, but the personal compensation and satisfaction accruing from farm work is by no means its only incentive, for it is there that real leadership of men also finds one of its most attractive fields. Opportunities for service to the community and mankind abound in the country in no less degree than in town. Not only may the trained agriculturist acquire a competence, make a comfortable home, and surround himself with objects of beauty, the best literature and other luxuries of life, and ride in his own auto, but by his example he may become an inspiration to his neighbors who have had lesser opportunities. He may teach them better methods so that their rewards may be greater, both in material things and in the satisfaction of life. He may become a leader and organizer of country thought and country forces. He may enjoy the respect and confidence of his fellows and the satisfaction of social and public service well performed.

The country also offers opportunity for the minister, specially trained for this particular field, for the preacher should not only be well versed in theological and ethical matters, but scientific, sociological, and even agricultural subjects, should be a part of his training. I may be permitted here to observe that this principle has been recently recognized by one of our oldest theological seminaries, which has selected President Butterfield of Massachusetts Agricultural College to give the Carey lectures in rural sociology to its senior classes in order to fit these men more particularly for country service.

The rural teacher as well as the minister has also opportunities for service to the community and helpful leadership.

**V. How the Teacher May Help.**—While, in the foregoing, much that has been said has of necessity been more or less general, it will be proper to here mention specifically some of the ways in which the teacher may be a helpful factor in country life and contribute to the solution of country problems.

First, in regard to course of study. I am aware that courses of study are somewhat empirically established and laid down by the directors of state and county education. Nevertheless, the teacher is not a machine—if so, more is the pity—but capable of thought and initiative and of interpreting educational plans so as to adjust them to individual needs. The intelligent teacher whose heart is in her work and who has grasped the meaning of country life, may modify the required course of study so as to adapt it to the needs of the community without hindering its articulation with the educational scheme of the county and state. She may even introduce nature study which fits the environment of the child. It is a pedagogical principle, recognized by every modern teacher, that the subject of study be not a thing remote and foreign to the child. For example, instead of approaching geography from the standpoint of the solar system, it may be advantageously begun with the school house and the pupil's home. History, writing, reading and arithmetic may be taught so as to connect them vitally and definitely with the farm community. To quote from Col. Parker, "It would make a strong binding union of the home and the school, the farm methods and the school methods. It would bring the farm into the school and project the school into the farm. It would give parent and teacher one motive in the carrying out of which

both could heartily join. The parent would appreciate and judge fairly the work of the school, the teacher would honor, dignify and elevate the work of the farm." As President Butterfield puts it, "The study of the landscape of the nearby country, the study of the streams, the study of the soils, studies that have to do with the location of homes, of villages, the study of weather, of the common plants, of domestic animals—all of these things will give the child a better start in education, a better comprehension of the life he is to live a better idea of the business of farming, a better notion about the importance of agriculture, and will tend to fit him better for future life either on the farm or anywhere else, than could any amount of the old-fashioned book knowledge."

Courses of study as at present outlined by teachers are not a fetish to be worshipped blindly. If we review their evolution, it will be found that the New England fathers started the school in order that their children might read the scriptures and get right ideas of their religious duty. Afterwards they were taught, in addition, to cipher; geography and grammar were rather late arrivals. Then came the idea of citizenship, and history and civil government were put into the course. Another step was taken when physiology was added because it was thought to train the youth in the individual art of living. Manual training and domestic science have recently found a place in the curriculum, and now the idea is gaining a strong foothold that the schools must train the child to fill his place in the world of men, to be fitted to live in human society, and to see all the relations of life. It implies that the school should not only teach the elements of knowledge but should train for citizenship in the art of life and aid the preparation for an occupation, not only for the good of the individual but for the good of society as a whole.

Second, the school may be made a social center by getting the school and its patrons together upon special occasions, for which suitable programs are prepared, not merely for the purpose of exhibiting and exploiting the school, but for furnishing opportunity to the patron to express his ideas. Arbor Day, Washington's Birthday, Pioneer Day, Memorial Day, and other holidays may be made occasions for such social gatherings.



Third, there should be a close co-operation between the home and the school, between the teacher and pupil on one side and the parent and taxpayer on the other. Parents sometimes complain that the average school is a sort of mill or machine into which the children are placed and ground out just so fast and in just such condition. The teacher finds a lack of sympathy and support in her work. These notions may be done away by joint meetings between school and patron for the purpose of discussing questions of mutual interest which will disperse fogs of misunderstanding and inspire close co-operation.

Fourth, the rural school house may be made a meeting place of the community for social intercourse and intellectual uplift. The Grange, the farmers' club, a literary or dramatic society, a cooking club, and other enterprises may cluster about the country school as their home. The school itself may be made more attractive through the combined efforts of teacher and patron; works of art upon the walls of the room, flowers in the windows, rugs upon the floors, shade and ornamental trees and flower gardens in the school garden, stimulate interest and develop the artistic side of child nature, too often neglected in present education.

Among several successful plans to bring the rural school and patron into closer relationship, perhaps none is more worthy of mention than the Hysperia movement. This originated in a rural community in Oceana county, Michigan, located twelve or fifteen miles from a railroad and so far to one side of the county that the teachers' institute reached it only at long intervals. Among the teachers in the region were several bright, energetic, original young men and women who determined to have an association of their own. It occurred to them that it would add strength to the organization if the farmers were asked to meet with them. The idea seemed to take and its meetings became very popular. Programs were so arranged that the participants in discussions and reading of papers were about equally divided between teachers and patrons. Meetings were held on Saturdays and rotated among the school houses of the section. The gatherings were so successful that similar societies were organized in other portions of the county.

The outgrowth of this was the organization in 1893 of a

joint grangers' and teachers' association. Its meetings were now held annually for three days, attended by eight hundred to one thousand people, and addressed by some of the foremost speakers in the country. Five or six district meetings are generally held during the winter season.

Is there not in Montana a field in which the rural teacher and patron may advantageously co-operate? May not the school become a factor in rural progress and the uplift of rural life? Is not here an opportunity for the rural teacher to exert a beneficent influence, instead of merely holding on while waiting for transfer to a city school?

#### ACKNOWLEDGEMENTS.

The clerical work of the department constantly increases with the growth of the state. The last legislative assembly made provision for another clerk and stenographer. Miss Lela Bryant was appointed to fill the position. The work of the department has been handled with dispatch.

I desire to express my appreciation of the work done by my assistant Mr. B. T. Hathaway. He has given his attention to every detail of the work. If there is any credit due the department in its attempts to further the cause of education in the state the past six years much of it is due to Mr. Hathaway's untiring devotion to the work.

I wish also to recognize the fidelity and zeal with which Miss Murphy and Miss Bryant have conducted their part of the work.

I desire also to thank the county superintendents for their support and confidence and all school officers who have in any way helped to make the schools of the state better have my grateful appreciation of their work.

Respectfully submitted,

W. E. HARMON.

SUMMARY OF FINANCIAL REPORTS OF THE SCHOOL DISTRICTS IN THE SEVERAL COUNTIES OF MONTANA FOR THE YEAR ENDING AUGUST 31, 1909.

COUNTIES.	RECEIPTS.					
	Cash on hand Aug. 31, 1908.	Amt. Apportioned to Dist. during year.	Proceeds of School Lands.	Raised by Special Tax.	Amt. Received from Sale of Bonds.	Amt. Received from Premiums on Bonds.
Beaverhead	\$1,508.38	\$27,511.21	\$1,979.70	\$5,130.39		
Broadwater	9,316.30	11,192.58	2,359.50	8,816.41		
Carbon	22,191.21	22,126.61	360.00	27,776.83		
Cascade	35,947.00	71,716.86	22,082.31	92,319.12	70,000.00	153.33
Chouteau	54,152.70	58,971.29		32,080.85		
Custer	20,395.90	33,788.81	1,987.01	2,990.86	50,565.08	146.25
Dawson	18,398.73	189.31	19,811.89	20,111.81	2,192.32	
Deer Lodge	10,277.63	31,291.10	10,790.78	14,293.11		
Fergus	56,519.36	45,888.70	12,033.75	17,290.39	11,362.39	
Flathead	70,551.13	16,434.65	13,855.35	17,689.56	1,700.00	
Gallatin	43,225.75	57,619.10		35,211.40	4,500.00	
Granite	3,704.82	13,831.60		4,151.00		
Jefferson	20,716.55	20,025.12	11,830.59	70,697.23	10,001.00	2,200.00
Lewis and Clark	36,265.58	85,617.52	16,357.25	70,796.11	8,000.00	324.15
Lincoln	21,373.41	1,392.60	2,285.31	19,378.00		
Madison	24,381.72	32,720.46		22,217.17	6,000.00	50.00
Meagher	7,579.81	86,779.08	521.95	5,322.08		
Missoula	37,231.18	66,193.61		41,618.22	42,500.00	
Park	20,617.48	31,819.39	1,286.49	23,780.92		
Powell	14,869.05	20,536.60	238.73	8,769.73	2,300.00	
Ravalli	16,756.11	18,863.25	11,107.10	29,222.85	2,300.00	
Rosebud	12,433.60	25,471.13	3,262.23	6,115.44	7,500.00	170.91
Sanders	40,111.19	20,526.95	4,740.46	16,651.00		
Silver Bow	221,245.03	278,357.75	43,957.25	34,809.97	2,200.00	
Sweet Grass	16,339.35	18,175.46	3,651.75	4,849.15		
Teton	27,883.41	39,722.28	2,543.31	7,768.56	8,200.00	
Valley	16,147.04	37,244.39	3,142.80	14,454.24	2,345.67	
Yellowstone	14,950.41	71,279.84		115,124.97	55,000.00	334.50
Totals	\$967,764.89	\$1,246,630.04	\$192,018.51	\$760,794.96	\$287,657.06	\$3,953.22



SUMMARY OF FINANCIAL REPORTS—Continued.

DISBURSEMENTS—Continued.

COUNTY.

Beaverhead	\$8,005.52	\$500.00			\$56,345.50
Broadwater	3,787.50	804.00			33,116.72
Carbon	8,199.31	200.00			73,290.30
Cascade	1,221.39	800.00			294,469.66
Chouteau	11,892.18	254.70			146,409.68
Custer	7,125.21	759.49			122,351.24
Dawson	5,829.08	1,338.87			75,614.87
Deer Lodge	11,134.31	8,000.00			100,099.17
Fergus	22,070.70	28,400.00			149,988.91
Flathead	17,050.66	1,936.00			188,832.95
Gallatin	12,764.57	657.70			142,873.92
Granite	3,396.05				28,395.89
Jefferson	5,481.56	4,900.36			67,761.41
Lewis and Clark	28,512.86	7,500.00			222,893.76
Lincoln	2,980.29	1,803.35			51,930.35
Madison	10,533.72	4,093.98			85,705.25
Meagher	2,125.16	3,000.00			30,204.17
Missoula	17,734.26	308.50			192,021.56
Park	8,343.40				81,093.37
Powell	2,405.22	5,000.00			44,657.54
Rosebud	6,192.97	1,750.00			80,161.66
Sanders	1,410.87	130.48			56,120.68
Silver Bow	2,687.63				74,298.49
Sweet Grass	56,700.95	4,850.54			581,761.60
Teton	2,539.44	286.20			44,391.80
Valley	4,429.97				86,615.08
Yellowstone	9,812.18	4,000.00			74,092.81
	24,064.58	1,957.40			322,066.22
Total	\$201,434.07	\$82,631.57	\$86,674.53	\$1,005,766.41	\$2,516,466.17

SUMMARY OF STATISTICAL REPORTS OF THE SCHOOL DISTRICTS IN THE  
SEVERAL COUNTIES OF MONTANA, FOR THE YEAR ENDING AUGUST  
31, 1909.

CENSUS FOR APPORTIONMENT OF PUBLIC FUNDS.

Counties.	No. of Children Be- tween the Ages of 6 and 21 Years.....	Male.....	Female.....	Under 6 Years of Age.....	Male.....	Female.....
Beaverhead	1,489	775	714	642	345	297
Broadwater	738	381	357	300	151	149
Carbon	3,655	1,834	1,821	1,575	793	782
Cascade	6,753	3,432	3,321	3,214	1,678	1,536
Chouteau	2,863	1,514	1,349	1,200	613	587
Custer	2,895	1,532	1,363	1,487	685	802
Dawson	2,054	985	1,069	1,055	641	414
Deer Lodge	3,240	1,632	1,608	1,574	819	755
Fergus	3,518	1,717	1,801	1,706	884	822
Flathead	4,956	2,496	2,460	1,990	995	995
Gallatin	4,146	2,036	2,110	1,577	767	810
Granite	816	430	386	242	131	111
Jefferson	1,266	624	622	453	230	223
Lewis and Clark	5,000	2,451	2,549	1,664	830	834
Lincoln	756	382	374	352	187	165
Madison	1,965	1,034	931	821	403	418
Meagher	540	274	266	218	106	112
Missoula	3,780	1,891	1,889	1,470	717	753
Park	2,682	1,499	1,273	1,263	639	624
Powell	1,282	667	615	472	238	234
Ravalli	2,949	1,532	1,417	1,038	510	528
Rosebud	1,050	523	527	485	234	251
Sanders	791	424	367	287	136	151
Silver Bow	13,448	6,697	6,751	6,310	3,209	3,101
Sweet Grass	1,013	526	487	429	220	209
Teton	1,197	614	583	559	279	280
Valley	2,484	1,305	1,179	1,360	689	671
Yellowstone	4,219	2,129	2,090	1,821	847	974
Total.....	81,545	41,266	40,279	35,564	17,976	17,588

STATISTICAL.

COUNTY.

	No. of Children Between 8 and 14 Years of Age Residing in the District August 31, 1909.....	No. of Such Children Attending the District School the Entire Term.....	No. Children Attending Private Schools or Were Instructed at Home During the Entire Year.....	No. of Months of School Including Holidays .....	No. of Days Actually Taught.....	Whole No. Enrolled During Year.....	Av. Daily Attendance.....	Av. No. Belonging.....	Percentage of Attendance.....
Beaverhead	583	556	5	225	4,292	989	741	821	90
Broadwater	281	281	.....	136	2,487	562	18	20	90
Carbon	654	1,568	216	339	6,687	3,710	1,678	41	82
Cascade	3,380	2,988	185	372	7,242	3,183	3,739	4,183	93
Chouteau	1,136	913	.....	397	6,811	1,673	1,213	1,325	87
Chouteau	1,352	1,117	84	136	4,080	1,570	1,144	1,249	77
Custer	917	868	14	301	5,912	1,393	929	1,016	82
Dawson	1,441	921	500	165	5,011	1,536	1,302	1,375	82
Deer Lodge	1,441	1,221	21	400	7,814	2,429	1,483	1,655	87
Fergus	1,409	1,567	.....	187	9,383	3,717	2,630	1,732	89
Flathead	2,076	1,567	.....	187	9,383	3,717	2,630	1,732	89
Gallatin	1,666	1,415	79	449	8,326	1,761	1,885	2,024	87
Gallatin	360	314	.....	106	2,012	524	381	417	92
Granite	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jefferson	581	536	.....	188	3,691	1,016	867	3,421	89
Lewis and Clark	2,009	1,610	462	261	5,062	3,048	2,263	3,408	89
Lincoln	385	372	.....	126	2,431	596	126	457	76
Madison	836	797	21	343	6,321	1,433	964	1,070	89
Madison	212	212	4	147	3,012	398	218	241	88
Meagher	1,725	1,680	407	323	6,393	2,852	1,963	2,173	87
Missoula	1,927	1,559	.....	282	5,416	1,801	1,252	1,384	86
Park	1,515	1,497	.....	199	3,797	841	588	694	85
Powell	542	497	.....	248	4,785	2,262	1,437	1,647	84
Ravalli	1,175	1,175	.....	360	6,265	721	269	592	88
Rosebud	482	479	3	75	2,415	624	408	457	81
Sanders	350	483	.....	90	1,413	1,525	6,015	6,333	90
Sanders	5,790	4,405	1,385	231	4,352	695	454	541	92
Silver Bow	489	465	.....	133	2,567	755	486	555	88
Sweet Grass	437	437	.....	147	3,178	1,528	985	1,066	87
Teton	110	977	1	134	3,693	3,711	2,449	2,666	92
Valley	1,125	977	.....	.....	.....	.....	.....	.....	.....
Yellowstone	2,035	509	2	.....	.....	.....	.....	.....	.....
Total.....	36,479	29,582	3,185	6,893	131,332	64,624	37,764	38,313	87

	No. of Teachers Employed at the Same Time for 12 Weeks or More.		No. Graduates from a Normal School...		No. College Graduates		Average Salary per Month.....		Free Text Books.		Statistics on Free Text Books	
	Male....	Female	Total..	Male....	Female	Male....	Female	Male....	Female	Free Text Books.	No. of Text Books Owned by District	Total Amount Expended for Text Books During the Year Aug. 31st, 1909.....
Beaverhead .....	3	42	45	16	6	\$96.00	\$64.00	2	3,459	\$274.91		
Broadwater .....	5	29	34	25	11	112.00	75.50	3	.....	.....		
Carbon .....	21	74	95	25	29	86.00	52.00	4	.....	.....		
Cascade .....	17	153	170	39	11	111.00	67.00	3	265	135.00		
Chouteau .....	5	77	82	20	9	118.00	74.00	32	8,677	7,316.00		
Custer .....	6	73	79	23	25	87.00	58.00	23	41,381	2,567.00		
Dawson .....	8	53	61	22	3	77.00	58.00	21	2,010	854.00		
Deer Lodge .....	7	48	55	18	12	116.00	86.00	5	10,726	851.75		
Fergus .....	7	91	98	30	6	101.00	57.00	27	158	131.50		
Flathead .....	19	49	68	34	6	73.00	59.00	2	3,685	1,880.37		
Gallatin .....	14	81	95	30	6	79.83	58.48	3	5,24	87.40		
Granite .....	1	21	22	5	2	80.00	63.00	4	282	87.10		
Jefferson .....	6	33	39	10	2	109.65	63.00	11	3,028	275.28		
Lewis and Clark .....	17	104	121	34	17	120.00	78.00	28	12,066	1,363.99		
Lincoln .....	6	21	27	17	7	82.00	59.00	12	2,111	307.55		
Madison .....	6	66	72	17	4	101.00	60.00	8	537	149.07		
Meagher .....	1	31	32	4	4	140.00	51.00	7	708	52.88		
Miscoula .....	16	87	103	20	23	79.00	71.00	17	2,558	1,109.93		
Park .....	7	69	76	31	9	72.00	53.00	2	2,006	29.00		
Powell .....	3	33	36	12	3	110.00	69.00	1	131	9.00		
Ravall .....	12	50	62	15	11	88.00	57.00	10	6,807	380.45		
Rosebud .....	9	39	48	5	8	68.00	63.00	21	4,618	724.07		
Sanders .....	3	26	29	7	1	89.00	66.45	8	2,068	506.83		
Silver Bow .....	23	208	231	65	41	119.00	83.00	2	55,655	4,860.54		
Sweet Grass .....	7	39	46	19	1	61.00	65.00	7	469	252.07		
Teton .....	5	34	39	1	3	88.00	70.00	10	770	429.15		
Valley .....	9	53	62	24	10	103.00	56.00	19	8,869	2,774.62		
Yellowstone .....	17	103	120	44	16	99.00	66.00	7	350	1,383.75		
Total .....	260	1,780	2,040	537	258	\$92.14	\$62.10	296	172,118	\$28,883.71		



STATISTICAL.

Counties.	District Libraries.		School Houses.					Total No. Days Attendance.....	Total No. Days Absence.....
	No. of Volumes In District Library.....	Value of Library.	Log.....	Frame.....	Stone.....	Brick.....	Total.....		
Beaverhead .....	2,830	\$1,913.00	20	8	.....	1	32	118,706	11,257
Broadwater .....	1,925	1,636.00	6	12	.....	1	20	54,560	5,772
Carbon .....	3,130	2,611.00	13	36	.....	4	55	33,179	23,488
Cascade .....	3,632	5,916.00	9	60	.....	11	81	666,163	49,663
Chouteau .....	9,814	5,136.00	14	37	.....	6	57	196,656	16,436
Custer .....	7,649	5,011.00	33	16	.....	4	55	163,518	17,917
DeWyon .....	4,241	3,392.00	11	33	.....	7	46	137,638	22,624
Deer Lodge .....	2,366	3,703.00	9	6	.....	2	22	232,558	12,016
Fergus .....	3,559	4,890.00	34	37	.....	1	74	231,682	26,183
Flathead .....	1,937	3,178.00	6	41	.....	.....	52	447,906	34,820
Gallatin .....	4,797	2,976.00	7	52	.....	.....	59	309,680	28,357
Granite .....	3,281	1,623.00	4	10	.....	.....	15	31,630	4,550
Jefferson .....	2,202	1,607.35	10	8	.....	1	23	83,181	9,356
Lewis and Clark .....	7,149	4,186.00	13	26	.....	14	56	406,955	24,909
Lincoln .....	1,213	1,166.45	6	12	.....	1	19	73,536	19,279
Madison .....	4,501	4,182.00	20	26	.....	5	51	143,182	15,195
Meagher .....	1,581	1,377.55	14	35	.....	1	26	40,985	3,013
Missoula .....	8,875	4,949.34	8	35	.....	6	49	324,303	27,943
Park .....	2,339	1,870.00	24	3	.....	3	53	194,509	19,446
Powell .....	1,545	629.00	8	19	.....	1	28	98,435	9,802
Ravalli .....	3,172	2,079.00	3	25	.....	5	33	244,399	66
Rosebud .....	3,320	3,009.00	17	10	.....	4	31	82,730	8,309
Sanders .....	1,060	1,152.75	5	15	.....	.....	21	73,579	9,641
Silver Bow .....	6,030	4,936.40	4	12	.....	19	35	1,066,012	59,303
Sweet Grass .....	3,155	1,885.00	11	18	.....	1	32	76,359	7,293
Teton .....	1,719	1,462.00	1	2	.....	.....	26	77,812	9,651
Valley .....	3,425	2,314.20	3	26	.....	.....	34	126,334	16,207
Yellowstone .....	5,233	4,424.50	5	24	.....	22	52	400,798	37,638
Total .....	115,712	\$84,496.54	313	661	22	144	1,110	6,353,687	540,505

Counties.	Total No. Times Tardy.....	No. Private Schools.....	Time Private School was Kept.....		No. Pupils Attending Private Schools	No. of Visits by Co. Supt.....	Districts Which Built New School Houses During Year.....	Value of School Houses Including Cite, if Any.....
			Months	Days				
Beaverhead .....	2,064	3	17	.....	15	57	1	\$63,505.00
Broadwater .....	1,844	.....	.....	.....	.....	34	.....	21,880.00
Carbon .....	5,019	5	.....	.....	.....	31	7	147,325.00
Cascade .....	6,593	2	12	.....	185	86	.....	444,277.00
Chouteau .....	3,758	.....	.....	.....	.....	55	2	195,180.00
Custer .....	801	.....	5	.....	22	56	18	87,735.00
Dawson .....	3,027	5	28	560	29	65	3	82,765.00
Deer Lodge .....	3,149	3	10	.....	1,000	188	1	205,575.00
Fergus .....	5,252	5	22	15	31	79	14	104,590.00
Flathead .....	4,972	.....	.....	.....	.....	81	.....	52,715.00
Gallatin .....	7,617	3	.....	.....	79	89	.....	222,345.00
Granite .....	1,586	.....	.....	.....	.....	100	0	32,900.00
Jefferson .....	1,833	.....	.....	.....	.....	38	0	30,631.00
Lewis and Clark .....	4,392	3	18	.....	692	81	2	517,795.00
Lincoln .....	3,242	1	2	.....	4	14	.....	38,510.00
Madison .....	5,306	.....	.....	.....	.....	31	5	79,800.00
Meagher .....	1,753	1	2	.....	3	41	2	12,530.00
Missoula .....	6,107	2	19	.....	407	72	3	337,538.28
Park .....	4,150	.....	.....	.....	.....	61	.....	126,670.00
Powell .....	3,064	.....	.....	.....	.....	26	.....	42,203.00
Ravalli .....	6,124	.....	.....	.....	.....	34	.....	116,785.00
Rosebud .....	2,561	.....	.....	.....	.....	26	4	58,242.00
Sanders .....	1,322	.....	.....	.....	.....	9	.....	52,135.00
Silver Bow .....	4,515	9	10	.....	4,509	211	.....	908,830.00
Sweet Grass .....	2,348	4	3	.....	6	51	5	49,479.80
Teton .....	2,428	2	10	.....	6	22	2	61,000.50
Valley .....	4,010	1	2	.....	8	42	3	112,028.90
Yellowstone .....	6,414	1	.....	.....	2	52	6	372,547.00
Total .....	115,394	52	160	575	6,998	1,728	99	\$4,577,577.48

SUMMARY OF FINANCIAL REPORTS OF THE SCHOOL DISTRICTS OF THE SEVERAL COUNTIES OF MONTANA FOR THE YEAR ENDING AUGUST 31, 1910.

COUNTY.	RECEIPTS.					
	Cash on Hand to District During Aug. 31, 1909.....	Amount Apportioned Year.....	Proceeds of School Lands.....	Raised by Special Tax.....	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds.....
Beaverhead .....	\$20,282.11	\$28,942.95	\$5,583.75	\$9,231.76	\$725.96	
Broadwater .....	10,897.68	11,151.16	2,767.50	4,271.90		
Carbon .....	17,334.38	11,838.13	758.00	37,201.26	1,450.00	
Cascade .....	86,707.71	78,759.50	27,049.23	98,588.52	6,000.00	
Chouteau .....	52,917.05	69,613.82		29,231.47		
Custer .....	50,971.07	71,561.19	9,000.00	19,729.42	8,157.00	
Dawson .....	20,828.26	37,717.87	377.19	27,076.81	1,955.00	
Deer Lodge .....	9,856.17	26,270.00	11,186.23	15,125.11		
Fergus .....	35,067.68	51,677.00	11,072.00	33,157.33	38,400.00	83.23
Flathead .....	51,511.98	36,712.35	15,437.30	52,512.43	1,200.00	
Gallatin .....	37,428.52	66,025.50		10,263.68		
Granite .....	12,575.83	12,103.61		6,160.56		
Jefferson .....	13,335.67	26,105.17	2,596.30	5,000.00		
Lewis and Clark .....	31,152.70	87,981.08	19,386.84	73,601.00	2,037.72	
Lincoln .....	11,573.28	18,580.38	2,873.00	18,503.10	3,000.00	
Madison .....	31,126.13	39,338.10		26,623.19	14,200.00	100.00
Meagher .....	9,582.01	21,900.75	1,550.00	6,683.19	25,000.00	216.00
Missoula .....	100,895.46	57,392.30	11,981.80	53,562.87	52,000.00	
Park .....	27,296.45	37,994.06	7,866.00	31,691.65	5,000.00	524.83
Powell .....	15,205.62	23,218.22	3,006.52	9,073.72		635.00
Ravalli .....	22,160.95	23,621.22	10,395.21	36,261.99	26,518.60	4.00
Rosebud .....	12,869.79	34,717.12	3,752.18	14,218.86	8,000.00	3,150.35
Sanders .....	24,541.37	17,468.12	3,117.92	21,455.65	10,000.00	82.00
Silver Bow .....	166,526.35	289,906.31	5,040.00	39,359.07		
Sweet Grass .....	21,656.91	21,400.97	4,883.77	5,788.81		
Teton .....	36,744.19	45,627.12	2,714.01	13,129.09	4,576.30	
Valley .....	17,042.10	53,458.50	3,847.49	57,439.49	1,600.00	
Yellowstone .....	70,657.63	80,446.01	4,986.17	124,439.71	136.75	
Total.....	\$1,021,752.19	\$1,434,088.52	\$180,823.73	\$938,989.23	\$179,987.33	\$1,897.41

SUMMARY OF FINANCIAL REPORTS—Continued.

DISBURSEMENTS

RECEIPTS.

COUNTY.	RECEIPTS.		DISBURSEMENTS				
	Amount Named.....	From all Other Sources not Named.....	Total.....	For Teachers' Wages...	For Libraries.....	For School Apparatus.....	For School Houses, Sites, Fences, Out-houses, Repairs, Furniture, Etc.....
Deerhead	\$6,239.21		\$71,195.74	\$27,099.80	\$485.57	\$1,068.73	\$3,009.61
Broadwater	525.98		33,377.31	11,203.50	87.02	560.80	2,063.74
Carbon	910.39		113,122.14	46,625.45		586.95	5,006.02
Cascade	3,140.31		300,245.27	121,805.53	610.10	3,251.62	67,858.31
Chouteau	2,038.86		153,831.20	60,387.22	1,164.86	2,008.40	24,914.22
Custer	1,668.11		153,926.79	45,831.08	1,404.83	2,396.71	47,441.30
Dawson	174.38		87,314.35	33,012.25	1,109.67	953.26	17,279.78
Deer Lodge	722.99		106,160.52	52,821.35	305.67	1,415.92	5,617.76
Fergus	11,677.59		187,137.03	58,910.00	683.53	5,494.37	33,059.77
Flathead	10,510.02		170,939.98	62,996.60	1,122.61	3,691.02	44,322.56
Gallatin	1,337.88		145,035.58	60,522.88	464.08	1,104.77	17,839.83
Granite	1,305.07		31,235.10	12,751.50	304.28	86.70	347.33
Jefferson	16,833.16		62,137.65	26,530.75	329.16	254.30	13,530.44
Lewis and Clark	14,484.82		228,647.16	107,827.45	1,566.38	2,526.24	33,632.13
Lincoln	2,544.00		57,089.36	18,333.50	755.85	1,677.60	10,254.85
Madison	4,630.97		116,619.99	36,792.39	903.49		5,840.42
Meagher	383.92		67,815.87	14,599.50	471.51	9,366.00	15,898.23
Missoula	4,345.40		283,177.83	74,404.68	1,293.16	2,175.63	62,621.21
Park	2,056.65		112,432.64	41,428.10	521.79	834.11	10,961.63
Powell	590.68		51,829.76	20,469.30	34.94	790.91	4,029.85
Ravalli	1,057.58		120,652.55	44,220.75	607.40	1,827.02	29,726.19
Rosebud	335.47		77,044.07	27,120.75	449.00	1,495.58	14,061.47
Sanders	3,976.61		80,641.56	18,103.69	767.21	1,074.16	27,177.25
Silver Bow	34,604.20		589,825.93	237,590.18	191.35	9,708.72	107,713.87
Sweet Grass	625.14		51,524.55	18,874.45	361.41	902.69	3,652.54
Teton	265.42		103,056.13	28,682.35	540.14	1,645.37	15,772.89
Valley	4,914.84		124,600.56	42,478.20	943.87	2,874.54	15,877.50
Yellowstone	12,965.13		307,130.95	100,618.12	541.06	5,168.84	56,443.77
Total.....	\$144,836.19		\$3,989,766.67	\$1,452,039.22	\$18,109.88	\$61,750.96	\$695,955.06

SUMMARY OF FINANCIAL REPORTS—Continued.

DISBURSEMENTS—Continued.

Counties.	For Other Incidental Expenses.....	On Bonded Debt.....	Interest on Bonded Debt.....	Amount Remaining on Hand, Aug. 31, 1910.....	Total.....
Beaverhead	\$5,479.54	\$1,868.55	.....	\$32,242.94	\$71,195.74
Broadwater	2,433.93	4,506.00	\$864.00	11,664.32	33,377.31
Carbon	8,374.46	4,182.00	3,316.20	29,931.85	113,122.14
Cascade	47,299.29	1,800.00	12,539.20	45,061.29	300,245.97
Chouteau	19,564.31	1,075.00	.....	14,717.19	153,831.20
Custer	10,310.59	1,421.48	3,347.50	43,641.80	155,926.79
Dawson	6,267.14	3,351.96	125.00	23,969.30	87,314.25
Deer Lodge	11,329.71	.....	14,786.02	16,887.39	109,166.52
Fergus	19,174.88	1,300.00	2,792.04	65,421.02	187,137.03
Flathead	23,804.18	1,068.20	637.00	33,261.81	170,939.98
Gallatin	15,077.82	4,600.00	4,747.52	40,698.68	145,055.58
Granite	4,301.84	.....	.....	13,443.46	31,235.10
Jefferson	5,860.26	1,000.00	925.67	17,654.89	62,197.65
Lewis and Clark	33,377.36	10,782.50	5,678.00	34,310.10	228,647.16
Lincoln	5,289.40	1,465.00	900.00	18,473.16	57,089.36
Madison	15,771.13	7,126.00	878.50	49,328.06	116,619.99
Meagher	2,469.45	2,500.00	590.00	31,194.52	67,815.87
Missoula	21,695.22	.....	24.31	121,191.96	282,177.83
Park	9,359.65	3,059.77	3,470.60	42,796.99	112,432.64
Powell	2,631.86	8,221.52	301.29	15,350.09	51,829.76
Ravalli	7,860.86	4,486.00	1,860.18	29,994.15	120,652.55
Rosebud	10,068.03	.....	2,110.00	21,739.24	77,044.07
Sanders	5,967.07	1,167.50	1,167.50	28,039.71	80,641.56
Silver Bow	67,415.71	3,470.80	14,855.00	148,879.30	589,825.93
Sweet Grass	2,167.33	.....	429.75	24,834.01	51,524.55
Teton	10,774.05	10,000.00	1,197.69	34,443.73	103,056.13
Valley	11,111.35	2,000.00	5,273.00	42,145.90	124,600.56
Yellowstone	23,082.41	2,639.88	12,291.47	103,434.20	307,139.05
Total.....	\$402,635.93	\$99,818.66	\$94,607.55	\$1,165,750.99	\$3,989,766.67

SUMMARY OF STATISTICAL REPORTS OF THE SCHOOL DISTRICTS IN THE  
VARIOUS COUNTIES OF MONTANA, FOR THE YEAR ENDING AUGUST  
31, 1910.

CENSUS FOR APPORTIONMENT OF PUBLIC FUNDS.

Counties.	No. of Children Between the Ages of 6 and 21 Years.....	Male.....	Female.....	Under 6 Years of Age.....	Male.....	Female.....
Beaverhead .....	1,489	775	714	642	345	297
Broadwater .....	738	381	357	300	151	149
Carbon .....	3,655	1,834	1,821	1,575	793	782
Cascade .....	7,148	3,600	3,548	3,349	1,691	1,658
Chouteau .....	4,436	2,329	2,107	1,701	814	887
Custer .....	2,895	1,532	1,363	1,487	685	802
Dawson .....	2,054	985	1,069	1,055	641	414
Deer Lodge .....	3,240	1,632	1,608	1,574	819	755
Fergus .....	4,367	2,220	2,147	2,033	1,040	993
Flathead .....	4,464	2,261	2,203	1,899	949	950
Gallatin .....	4,146	2,036	2,110	1,577	767	810
Granite .....	789	405	354	271	140	131
Jefferson .....	1,246	624	622	453	230	223
Lewis and Clark .....	5,000	2,451	2,549	1,664	820	834
Lincoln .....	756	382	374	352	187	165
Madison .....	1,960	1,029	931	968	439	469
Meagher .....	707	364	343	298	165	133
Missoula .....	4,349	2,241	2,108	1,910	980	930
Park .....	2,682	1,109	1,273	1,263	639	624
Powell .....	1,282	667	615	472	238	234
Ravalli .....	2,949	1,532	1,417	1,038	510	528
Rosebud .....	1,050	523	527	485	234	251
Sanders .....	875	480	395	366	181	185
Silver Bow .....	13,448	6,652	6,796	6,310	3,209	3,101
Sweet Grass .....	1,013	526	487	429	220	209
Teton .....	1,197	614	583	559	279	280
Valley .....	2,484	1,305	1,179	1,360	689	671
Yellowstone .....	4,737	2,362	2,375	2,048	1,024	1,024
Total.....	85,126	43,151	41,975	37,378	18,889	18,489

BIENNIAL REPORT.

STATISTICAL.

	No. of Children Between Sand 14 Years of Age Residing in the District Aug. 31, 1910.....	No. of such Children Attending the District School the Entire Term.....	No. Children Attending Private Schools or Were Instructed at Home the Entire Year.....	No. of Months of School Including Holidays.....	No. Days Actually Taught.....	Whole No. Enrolled During Year.....	Av. Daily Attendance.....	Av. No. Belonging..	Percentage of Attendance.....
Beaverhead .....	559	549	1	239	4,521	457	686	745	75
Broadwater .....	399	323		129	2,469	532	391	430	89
Carlson .....				372	1,956	3,062	2,355	2,483	88
Cascade .....	3,618	3,063	156	349	1,547	5,248	3,028	3,663	94
Chouteau .....	1,022	929		366	6,363	1,925	1,435	1,532	90
Custer .....	1,349	1,121	138	218	2,281	1,469	1,399	2,654	90
Dawson .....	1,289	1,135	20	290	5,662	1,705	1,075	1,240	80
Deer Lodge .....	1,398	1,098	300	107	2,076	1,799	1,394	1,457	87
Fergus .....	1,917	1,517	50	453	8,948	2,720	1,734	1,912	86
Flathead .....	1,915	2,179		409	1,768	3,419	2,407	2,574	88
Gallatin .....	1,637	1,356		427	8,472	2,741	1,923	2,069	88
Granite .....	352	329	5	116	2,073	507	383	425	92
Jefferson .....	528	632		157	3,436	9,320	882	563	81
Lewis and Clark .....	2,010	1,531	479	286	5,195	2,962	2,273	3,383	89
Lincoln .....	265	311		131	2,533	646	393	432	89
Madison .....	808	871	2	361	6,763	1,497	1,030	1,157	89
Meagher .....	245	227		241	2,655	492	314	343	90
Missoula .....	1,992	1,868		362	6,193	3,164	2,338	2,418	89
Park .....	1,187	1,144		323	6,269	1,871	1,394	1,461	89
Powell .....	1,582	1,441	2	196	3,745	876	632	679	85
Ravalli .....	1,352	1,352		335	5,064	2,348	1,564	1,756	84
Rosebud .....	539	430	9	406	7,754	852	565	622	86
Sanders .....	374	457	6	97	1,806	599	673	745	82
Silver Bow .....	5,793	4,294	1,386	74	1,384	7,530	6,002	6,300	98
Sweet Grass .....	449	451		273	5,261	729	531	591	89
Teton .....	687	685	2	154	3,042	1,169	655	733	90
Valley .....	1,452	1,243		150	2,927	2,014	1,263	1,391	80
Yellowstone .....	2,157	2,346		221	2,695	3,988	2,463	2,857	84
Total.....	35,783	32,035	2,559	7,236	132,578	66,141	41,314	45,617	87

STATISTICAL.

Counties.	No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Graduate From a Normal School		No. College Graduates		Average Salary Per Month.		Statistics on Free Text Books		Total Amount Expended for Text Books During the Year Aug. 31, 1910.
	Male	Female	Total	Total	Total	Male	Female	Free Text Books		No. of Text Books Owned by Dist.		
								Male	Female			
Beaverhead	5	40	45	17	5	\$103.07	\$65.00	4	4,167		\$172.74	
Broadwater	2	21	23	1	1	87.50	64.00			147	97.14	
Carbon	15	97	112	32	15	105.03	58.14			1	12,463	
Cascade	19	165	184	55	22	103.00	70.00			31	5,602.00	
Chouteau	5	88	93	8		133.00	65.00			29	2,347.00	
Custer	11	82	93	25	4	80.00	58.00			23	12,040	
Dawson	9	66	75	26	2	74.00	57.00			5	4,210	
Deer Lodge	9	55	64	21	13	123.00	63.00			5	10,786	
Fergus	8	103	111	17	17	102.00	60.00			29	2,025.95	
Flathead	14	81	95	38	6	86.00	63.00			1	682	
Gallatin	15	86	101	32	11	81.81	61.74			1	106.95	
Granite	4	16	20	6		76.25	71.26			1	333	
Jefferson	7	27	34	6		109.25	67.72			13	3,020	
Lewis and Clark	19	120	139	42	22	118.00	81.00			28	13,410	
Lincoln	4	25	29	1	1	95.00	66.10			11	1,105.62	
Madison	9	65	74	13	5	100.00	62.00			7	2,642	
Meagher	4	33	37	4	9	90.00	59.00			6	1,330	
Missoula	18	89	107	28	30	81.00	66.55			17	3,259	
Park	5	72	77	31	4	82.00	66.66			2	306	
Powell	1	36	37	9	4	90.00	71.00			1		
Ravalli	17	51	68	14	13	91.33	64.25			10	7,150	
Rosebud	5	52	57	3	3	82.67	64.79			23	5,718	
Sanders	4	27	31	6	4	72.33	65.00			8	2,712	
Silver Bow	20	215	235	63	41	122.50	74.00			3	56,687	
Sweet Grass	5	49	54	16	9	123.00	60.00			6	4,134.94	
Teton	7	41	48	4	4	92.00	70.00			7	1,639	
Valley	10	64	74	20	8	178.00	111.00			16	10,069	
Yellowstone	19	113	132	51	18	125.00	65.00			6	2,252.90	
Total	270	1,980	2,250	597	255	\$112.24	\$67.05	297	182,012		\$27,328.56	



STATISTICAL.

	District Libraries.		School Houses.				No. of Visits by County Supt.....	Total No. Days Attendance.....
	No. Volumes in District Library.	Value of Library..	Log.....	Frame.....	Stone.....	Brick.....		
Beaverhead .....	2,098	\$1,638.00	19	10	0	2	21	113,597
Broadwater .....	1,816	1,013.00	8	1	1	1	21	68,627
Carbon .....	3,831	2,953.71	11	35	3	4	53	332,352
Cascade .....	6,957	5,918.00	11	59	3	10	83	782,042
Chouteau .....	7,122	5,329.00	9	45	.....	8	62	224,618
Custer .....	7,796	5,621.00	31	17	.....	5	66	309,105
Dawson .....	5,230	4,095.00	14	13	.....	2	17	159,226
Dear Lodge .....	2,137	3,659.00	1	9	.....	1	23	243,957
Fergus .....	5,823	5,030.22	26	11	2	4	82	281,307
Flathead .....	6,790	4,020.00	5	10	.....	5	50	410,516
Gallatin .....	4,593	3,215.00	5	52	.....	5	59	352,126
Gallatin .....	2,280	1,719.00	8	9	.....	1	15	63,083
Granite .....	1,955	1,028.82	8	11	2	3	24	80,241
Jefferson .....	8,334	5,313.26	15	22	3	14	54	415,874
Lewis and Clark .....	1,945	1,397.00	12	12	.....	1	19	68,587
Lincholn .....	7,275	7,041.00	21	25	.....	7	59	155,285
Madison .....	1,654	1,263.85	16	9	1	1	31	42,506
Meagher .....	9,374	4,837.53	8	36	1	6	50	373,294
Missoula .....	3,252	2,570.00	19	28	3	3	132	222,351
Park .....	1,174	490.00	8	19	.....	1	28	104,474
Powell .....	4,512	3,787.00	4	25	.....	6	37	261,924
Ravalli .....	6,161	3,440.00	14	15	.....	4	33	661,874
Rosebud .....	1,770	1,257.75	3	14	.....	3	20	111,338
Standers .....	6,471	5,047.11	4	12	.....	19	35	240
Silver Bow .....	2,871	1,992.15	11	22	2	1	36	85,003
Sweet Grass .....	2,315	2,145.00	1	24	2	0	27	99,224
Teton .....	4,093	3,124.00	4	36	.....	4	44	153,065
Valley .....	1,973	2,032.00	2	26	1	11	26	398,592
Yellowstone .....								
Total.....	121,608	\$91,019.44	310	717	23	138	1,188	7,625,521

STATISTICAL.

Counties.	Total No. Days Absence.....	Total No. Times Tardy.....	No. Private Schools.	Time Private School was Kept		No. Pupils Attending Private Schools....	District which Built New School Houses During Year.....	Value of School Houses, Including Site, if Any.....
				Months	Days			
Beaverhead	9,479	2,751	2	18	1	4	.....	\$58,700.00
Broadwater	6,019	1,923	.....	.....	.....	.....	.....	20,280.00
Carbon	25,384	7,311	.....	.....	.....	.....	.....	16,722.50
Cascade	52,190	9,116	1	10	.....	156	.....	41,099.95
Chouteau	12,396	3,435	.....	.....	.....	.....	.....	143,500.00
Custer	13,624	921	6	15	112	81	13	149,915.00
Dawson	28,860	4,230	3	14	280	20	9	88,160.00
Deer Lodge	11,475	2,050	1	9	.....	95	15	208,155.00
Fergus	27,910	5,914	.....	.....	.....	.....	.....	151,180.00
Flathead	34,758	6,236	.....	.....	.....	.....	.....	191,145.00
Gallatin	24,426	5,861	6	28	.....	17	.....	223,323.00
Granite	5,024	1,349	.....	.....	.....	.....	.....	38,115.00
Jefferson	12,177	1,969	.....	.....	.....	.....	.....	68,500.00
Lewis and Clark	22,897	5,603	6	18	10	873	.....	521,850.00
Lincoln	1,905	1,115	.....	.....	.....	.....	.....	51,720.00
Madison	17,479	5,776	1	8	.....	2	6	97,045.00
Meagher	8,918	1,309	.....	.....	.....	.....	.....	57,910.00
Missoula	26,788	5,722	2	19	.....	366	4	204,426.00
Park	16,448	3,600	.....	.....	.....	.....	.....	140,261.00
Powell	12,939	2,697	.....	.....	.....	.....	.....	81,009.00
Ravalli	30,897	6,286	.....	.....	.....	.....	.....	127,675.00
Rosebud	12,416	2,748	.....	.....	.....	.....	.....	67,107.40
Sanders	6,917	1,276	1	2	120	3	4	94,175.00
Silver Bow	52,076	3,294	8	10	180	4,506	.....	973,830.00
Sweet Grass	7,250	2,026	.....	.....	.....	.....	.....	131,002.17
Teton	11,274	2,985	1	9	172	3	10	50,905.00
Valley	35,796	4,085	.....	.....	.....	.....	.....	65,745.00
Yellowstone	37,541	5,862	.....	.....	.....	.....	.....	380,125.00
Total.....	568,523	105,511	38	160	874	6,126	95	\$4,446,781.02

## Reports of Higher Educational Institutions.

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### THE UNIVERSITY OF MONTANA.

Since the biennial report of 1908 the State University has had many important developments.

In the first place the measures passed by the General Assembly of 1909, gave to the University a system of government assimilated to that of the other state educational institutions. Financial control is vested in the State Board of Examiners, instead of in the Board of Education as formerly. Immediate control of all administrative matters is given to a new executive board of three members, the President of the University being ex-officio its chairman. This executive board exercises strictly subordinate powers, as delegated by the State Board of Education and Board of Examiners.

The process of eliminating the preparatory department, begun in September of 1908, has been fully completed. Only students prepared to undertake collegiate and professional courses are admitted. The faculty have raised the standards of their courses to a level with those maintained by other state universities under similar circumstances. Four years of work completed in any accredited high school course is the standard of unconditional entrance to regular courses.

The appropriations for maintenance during the biennium ending February 28, 1909, were \$115,110, for the present biennium, to end February 28, 1910, these are \$137,500. In consequence of increase in resources, the equipment of libraries and laboratories has been bettered, the faculty has been enlarged, and a slightly higher scale of salaries has been adopted. A new Library Building, with suitable fixtures and furniture, has been in use for the past year. An Infirmary Cottage for the care of students with contagious or infectious diseases has been erected. New laboratories have been provided for Chemistry, Physics, Geology, Forestry, Engineering and Psychology.

Forestry is a new department created to meet an obvious need and to utilize the advantages offered by the location of

District No. 1, of the United States Forest Service in Missoula. The University provides a four years' undergraduate course with Forestry as the major subject, and also a short course for practical foresters during January, February and March. In 1910 there were fifty students enrolled in the short course in Forestry. About one-half of the instruction was given by experts on the staff of the District Forestry Office.

Another new development is the organization of extension courses by lectures and by correspondence. Besides single lectures in many towns, eight courses of six lectures each were given in six cities, with 544 persons regularly enrolled from January to April of the present year, and a larger number of courses is now being arranged. Correspondence courses began with simple provision for the needs of men in the Forest Service who can not attend even short courses at the University. Since then the work has been gradually extended until now most of the departments of the University offer courses by this method.

The Faculty as at present constituted is as follows: Clyde A. Duniway, Ph. D., President; William M. Aber, A. B., Professor of Latin and Greek; Frederick C. Scheuch, B. M. E., A. C., Professor of Modern Languages; Morton J. Elrod, Ph. D., Professor of Biology; Frances Corbin, B. L., Professor of Literature; William D. Harkins, Ph. D., Professor of Chemistry; Jesse P. Rowe, Ph. D., Professor of Geology; William F. Book, Ph. D., Professor of Psychology and Education; Joseph H. Underwood, Ph. D., Professor of History and Economics; Louis C. Plant, M. S., Professor of Mathematics; Arthur W. Richter, M. M. E., Professor of Engineering; Joseph E. Kirkwood, Ph. D., Professor of Botany and Forestry; George F. Reynolds, Ph. D., Professor of English and Rhetoric; Gustav L. Fischer, Professor of Music; Robert N. Thompson, B. S., Assistant Professor of Physics; E. M. Shealy, M. M. E., Assistant Professor of Engineering; Robert H. Cary, B. S., Director of Physical Culture; Eloise Knowles, M. A., Instructor in Fine Arts; Mary Stewart, A. B., Instructor in English and Dean of Women; Eugene F. A. Carey, B. S., Instructor in Mathematics; Mabel R. Smith, M. A., Instructor in Public Speaking, and in Physical Culture; William R. Plew, Instructor in Engineering; J. Howard Stoutemyer, Ph. D., Instructor in History and Education; J. W. Hill, M. A., In-

structor in Chemistry; Helen F. Walker, M. A., Instructor in English and German; James B. Speer, B. A., Registrar and President's Secretary; Gertrude Buckhouse, B. S., Librarian; Margery W. Feighner, B. A., Assistant Librarian.

### **Revision of Courses of Study.**

Prior to the academic year 1909-1910 the prevailing principle of organization was that of the so called group system. On entering the University a student was obliged to make choice of a group in which to carry on his studies. He found thereupon that all but a small proportion of his work was definitely prescribed. The new plan now being administered combines certain elements of group, elective, and major department systems. A student is not obliged to make choice of a special field of study until the beginning of his Junior year. Until that choice is made his selection of courses must receive the approval of an appointed faculty adviser. After such decision he is under the jurisdiction of a major professor, who is then permitted within certain limits to prescribe his course. For further definition of these interesting and promising plans, which seem to safeguard reasonable breadth of education while encouraging and even requiring special training in some field of knowledge, the following statement of requirements and electives is quoted from the faculty regulations:

### **Requirement for Graduation.**

"For graduation a student must complete 122 credit hours of work, including 2 credit hours for required physical culture. One credit hour represents three hours of time each week throughout one semester, occupied in recitations or lectures and in preparation outside of class room.

"Time given to laboratory work is credited on the same basis of valuation, 'three hours for one.'

"Students in the professional schools must complete the work required in those schools, but calculated upon a basis of not less than a total of 122 credit hours. Requirements beyond English composition and physical culture do not apply to them, since professional departments definitely prescribe their work."

### Required and Elective Work.

"Required of all:

2 courses in English Composition . . . .	4 to 6 hours.
4 courses in Physical Culture (2 hours per week for two years) . . . . .	2 hours

"Restricted Electives:

2 courses in Science . . . . .	6 to 10 hours.
4 courses in Language other than English . . . . .	12 to 20 hours
2 courses in History or Economics . .	6 to 10 hours.
2 courses in Literature or Philosophy.	6 to 10 hours.

"Major Department Electives:

Not later than the Junior year, every student must choose a major department. This department may command from 30 to 40 hours of the student's time, including the hours in this department taken in the restricted electives given above. The major professors define their prescriptions for each student.

"Free Electives:

The rest of the 122 required hours are entirely free electives. These will be from 58 to 26 hours according to whether the minimum or maximum number of hours are taken in the required subjects, the restricted electives and the major department."

### Revised Entrance Requirements.

New legislation on the matter of admission requirements is now in force as follows:

#### "General Requirements.

"The completion of a four years' preparatory or high school course is the standard for regular entrance to the Freshman class. This must include at least 15 units of work. The term unit of work means one subject pursued for at least 36 weeks with not less than 5 recitations per week, of not less than 40 minutes each.

"Applicants must be at least sixteen years old and must present evidence of good moral character.

"A good preparation for beginning the University work should include in the 15 units the following: 3 or 4 units of Mathematics, 4 units of English, 2 to 4 units of Language other than English, 2 units of History, 1 to 2 units of Science.

"Students planning to enter the Department of Engineering

should include Physics and four years of Mathematics in their preparation.

#### **"Admission on Certificates.**

"Graduates of the accredited high schools of Montana obtain admission by presenting certificates of principals stating subjects taken, time given to each and grades obtained.

"Entrance credit is given for all subjects in the official courses of study for Montana high schools, which are properly certified as having been taken by the applicant. Subjects other than those in the official courses may be recognized for credits upon application in each case.

"Preparatory work done in other schools than those accredited may receive credit. Applicants from such schools should present certificates stating the same points as those given from accredited schools. Similar blanks are furnished by the University.

"When the evidence of certificates is not clear and satisfactory, examinations will be given.

#### **"Admission on Examination.**

"Applicants wishing to receive entrance credits on subjects for which they do not present satisfactory certificates are required to take examinations on days prescribed in the calendar of the University.

#### **"Conditional Admission.**

"The entrance requirement of the completion of a four years' preparatory course with at least fifteen units of credit, may be modified in individual cases by permitting the conditional admission of students otherwise qualified, if they are entitled to at least thirteen admission units.

"Entrance conditions must be removed within one year from time of admission.

"This may be accomplished by private study or tutoring and the passing entrance examinations; by arranging to take the requisite courses in the regular classes of the Missoula County High School; or by transferring certain University credit hours and counting them toward entrance standing instead of toward graduation.

#### **"Admission of Special Students.**

"Mature persons may be admitted without the usual entrance units as special students, not candidates for degrees, if they give satisfactory evidence that they are prepared to pursue

successfully the special courses desired.

"Special students may acquire status as regular students and become candidates for degrees upon complying with the rules applicable to such cases.

#### **"Admission to Advanced Standing.**

"Students entering from collegiate departments of other colleges and universities must bring certificates of honorable dismissal. Upon presentation of the proper certificates they will receive college credit for courses taken in institutions of approved standards."

#### **Courses in Accredited High Schools.**

New regulations adopted by the State Board of Education on June 4, 1910, and now in effect, have an important bearing upon entrance to the University. These are as follows:

"Accredited High Schools of the State of Montana shall maintain one or more four years' courses of study, in all of which the following subjects shall be constant elements for the minimum amounts indicated:

- (1) English Composition and Literature, 4 years, 4 units.
- (2) Languages other than English, 2 years, 2 units.
- (3) Mathematics, 2 years, 2 units.
- (4) Science, 1 year, 1 unit.
- (5) History, 1 year, 1 unit.

Total in prescribed subjects, 10 units.

"The authorities of each accredited high school in their discretion may make suitable combinations of the constant elements with selections from the following list of subjects in amounts sufficient to constitute one or more full four years' courses of not less than fifteen units:

- (1) Languages other than English, 4 years, 4 units.
- (2) Mathematics, 2 years, 2 units.
- (3) Science, 3 years, 3 units.
- (4) History, (including Civics and Economics), 3 years, 3 units.
- (5) Drawing, 2 years, 2 units.
- (6) Commercial Subjects, 4 years, 6 units.
- (7) Industrial Subjects, 4 years, 6 units."



## MONTANA AGRICULTURAL COLLEGE.

Bozeman, Mont., Nov. 30, 1910.

### Aim and Scope.

The purpose of the colleges of agriculture and mechanic arts is chiefly to provide industrial education in agriculture, engineering, household economy, and applied science, for the young men and women of the respective states in which they are located. The scope of the Montana Agricultural College is set forth in the two so-called Morrill Acts of Congress, which authorized this class of institutions and supplied in part endowment and funds for maintenance.

The first Morrill Act of Congress of July 2, 1862, making a land grant for the partial endowment of the agricultural and mechanical colleges states that the income from these lands shall be used to maintain colleges "where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

The second Morrill Act of Congress, August 30, 1890, making an annual appropriation out of the treasury of the United States for the further support and endowment of these colleges, provides that this fund is "to be applied only to instruction in agriculture, and mechanic arts, the English Language, and the various branches of mathematical, physical, natural, and economic sciences with special reference to their application to the industries of life; and to facilities for such instruction.

### Division of Agriculture.

Four-year courses are maintained in (1) Agronomy, (2) Animal Industry and Dairying, (3) Horticulture. The aim is to give a scientific and practical training for the agriculturist, the stockman, the dairyman and the horticulturist. The work is the same for the first two years. At the beginning of the junior year the student chooses the group in which he desires to specialize. The completion of the new agricultural building, the purchase of additional lands, and the erection of farm buildings and barns, afford ample accommodation for the agricultural work.

### **Division of Engineering.**

The purpose of the courses offered in the division of engineering is to furnish the student the fundamental training essential to a successful engineer. This result is accomplished, not alone by the study of the theoretical, but by giving attention to the practical application of the principles involved. A limited degree of flexibility is given in some of the courses through electives, thus enabling the student to specialize in any chosen line of work.

Courses are offered in civil engineering, electrical engineering and mechanical engineering, leading respectively to the degree of Bachelor of Science in civil, electrical, and mechanical engineering.

### **Division of Science.**

The college offers five separate courses leading to the degree of Bachelor of Science. In the earlier years of the course, much of the foundation work in science, language and mathematics is common to all the courses.

The names given to these courses are generally indicative of their nature:—Biology, Chemistry, Home Science, History—Literature, and Mathematics-Physics.

Candidates for the Bachelor's Degree in science must complete satisfactorily not less than 130 credits, including the prescribed work in military drill or domestic science; and including also a thesis, the value of which in credits shall be determined by the instructor concerned. No regular student may take in any one semester, work amounting to more than nineteen credits or less than twelve.

Several subjects taught in departments not represented in this division are open to election by students in science on consent of their advisers. Among these may be mentioned music, (limited to four credits for any one person), and such subjects in the divisions of agriculture or engineering as the applicants may be qualified for, and as the schedule permits.

### **Home Science and Mechanic Arts.**

These courses are intended for young men and women who have not had a high school education and who desire to prepare themselves for industrial vocations. The mechanic arts students have the advantages of well equipped wood, forge and machine shops, foundry, power house, and engineering laboratories. The home science students use the large and up to date

sewing rooms, kitchens and other facilities of the domestic science department. The same teachers give instruction as in the college classes. The advantages are equal to those of the best polytechnic schools.

Each course contains a liberal amount of English, mathematics, science and history. The mechanic arts course gives a thorough practice in mechanical drawing, wood work, forge, foundry, pattern making, cabinet work, machine shops, gasoline engines, steam engines and boilers and electrical practice. The home science course offers good training in plain and ornamental sewing, cutting and fitting, garment making, cooking and household sanitation and architecture.

#### **School of Agriculture.**

A great majority of the young men in the rural communities finish their education in the common schools. They have had little or no opportunity to become acquainted with the science underlying farm work. The young men who expect to become farmers are cordially invited to enter the course in the school of agriculture. The aim is to educate the student toward the farm, and to develop a love for farm life by showing the possibilities of scientific agriculture.

The course extends through three years of six months each and comes in the winter season, when the young people can be spared from farm work. For entrance to this course, a student must have finished the 8th grade of the common schools or its equivalent. Those who satisfactorily complete this course will be given diplomas.

#### **Library and Reading Room.**

**Public Depository.**—By Act of Congress the library is now a depository and receives all public documents and other printed matter issued by the United States Government.

**Main Library.**—The main library is in two large well lighted rooms on the first floor of College Hall. The library contains 10,300 volumes, not counting public documents, and about 6,000 pamphlets. It is well supplied with standard works in technology, history, science and literature, as well as with dictionaries, cyclopedias and other reference works. About \$1,500 is spent annually for books and periodicals.

**Department Libraries.**—The agricultural library occupies two rooms on the second floor of Agricultural Hall. It contains almost complete bound sets of all state experiment station

bulletins and United States Department of Agriculture publications besides a large number of agricultural papers and standard works. One large room on the first floor of the Biology building is used for the library and periodicals of the biological department. The library of the chemistry department is located in the office of the chemist in the chemistry building.

#### Admission.

Admission to the freshman class, in any college course, is granted: (a) By a certificate of graduation from an accredited high school, (b) By examination in the subjects required by the college for entrance, (c) By faculty approval of grades from other than accredited high schools, (d) By graduation from the preparatory school.

Candidates for admission to the preparatory school, the one year course in domestic science and the school of agriculture, must have completed the eighth grade in the public schools or its equivalent. One year of high school work is required for admission to the school of pharmacy. There are no set requirements for art, music, and the short agricultural courses, all being admitted who give evidence of being able to profit by the work.

#### Some College Organizations.

**Young Men's Christian Association.**—The association is un-denominational and is well fitted to promote the moral and religious life of students. It conducts mission and Bible study courses, and prayer meetings and secures addresses by religious workers. The association promotes good fellowship by giving social entertainments, assists new members to get started in college life and aids in securing employment for those who wish to work their way through college.

**Young Women's Christian Association.**—The object of this association is the all around development of Christian womanhood. It co-operates with the Y. M. C. A. in its social and religious work among the students. It conducts devotional meetings and carries on systematic Bible study. Several delegates are sent to the Northwestern Conference each year and an active interest is maintained in the state association.

Both associations have neatly furnished rooms in which to hold meetings and transact business.

**Oratorical Association.**—This organization has charge of all declamatory, oratorical, and debating contests, both between

classes in the college and with the institutions that are comprised in the State Oratorical Association. All students are members of this association.

**The Exponent.**—A monthly publication, in magazine form, under this name, is maintained throughout the college year entirely under student supervision and control. Since January 1, 1910, a Weekly Exponent has been published in co-operation with the monthly. The editor-in-chief has been selected annually by the student body. He appoints the staff from among those students who have taken interest in the paper and been its best contributors. The Exponent is the organ of the students.

**Athletic Association.**—This association has general control of all athletic interests of the college subject to the approval of the faculty. Football, baseball, basketball, track and tennis are maintained. A part of the annual matriculation fee is appropriated to athletics and all students thus become members of this association without additional cost.

**College Band.**—The college band of forty-five members, under the instruction of Mr. Louis Howard is one of the best amateur musical organizations in the state. The college provides instruments, music and instruction. The band is divided into two sections, beginners and experienced players. This gives splendid opportunity both for those who have never played and those who have some skill in the use of instruments.

**College Choristers.**—This glee club of twenty voices has attained a high degree of skill in rendering popular and high class music. The annual concert is one of the chief events of the college year. A splendid opportunity is given students to cultivate their musical talent.

#### **Women's Dormitory.**

The Eleventh Legislative Assembly appropriated \$50,000 for the year ending November 30, 1910 to be used in the erection of a Woman's Dormitory. This building has been completed and furnished and will be occupied about January 1st, 1911. It is a brick structure 120 by 58 ft., with four floors. The interior finish is Oregon fir and the floors are maple. The first floor contains the dining room, kitchen, laundry, store rooms and quarters for the servants. The second floor is occupied by the parlors, office, matron's suite and a number of rooms for students. The third and fourth floors are for

students. The rooms are in suites and single. The capacity of the building is about ninety students. Each suite or room has a large closet, and stationary wash bowl with hot and cold water. There are baths on each floor.

#### Summary of Attendance.

Graduate .....	6
Senior .....	28
Junior .....	38
Sophomore .....	37
Freshman .....	65
Irregular .....	10
Pharmacy .....	14
Preparatory .....	67
One Year Home Science.....	28
School of Agriculture.....	50
Winter Courses.....	45
Music (not taking other work).....	32
	<hr/>
Total (counting none twice).....	421

#### Experiment Station.

In connection with the college, the Montana Agricultural Experiment Station is conducted. The object of this station is to further the interests of the agricultural industries of the state of Montana. This is done by conducting researches and experiments, which may include the physiology of plants and animals; the diseases to which they are severally subject with remedies for the same; the chemical composition of useful plants at their various stages of growth; the various subjects connected with irrigation. the comparative advantages of rotative cropping as pursued under a varying series of crops; the capacity of new plants or trees for acclimation; the analysis of soil and water; the chemical composition of manures, natural and artificial, with experiments designed to test their comparative effects on crops of different kinds; the adaptation and value of grasses and forage plants; the composition and digestibility of the different kinds of foods for domestic animals; the scientific and economic questions involved in the production of butter and cheese; and such other researches or experiments bearing directly upon the agricultural industry of Montana as may seem advisable.

The experiment station farm, consisting of 380 acres, adjoins the college grounds. It is provided with the necessary barns, granaries, tool houses, farm implements, live stock, gardens

green houses and orchards.

Sub-stations for experimental work in dry farming are maintained in various parts of the state and are conducted in co-operation with the railroads and the United States Department of Agriculture. A sub-station for experiments in horticulture has been established in the western part of the state.

The Montana Experiment Station is supported by the annual appropriations from the Federal government under the Hatch and Adams Acts supplemented by growing appropriations from the state.

The station issues during the year a series of bulletins which put in practical form the results of the experimental work. These are sent, upon request, to any citizen of Montana who will apply for them, and any such may have his name entered upon a mailing list and receive all bulletins as soon as issued.

J. M. HAMILTON,  
President.

### MONTANA STATE SCHOOL OF MINES.

The State of Montana maintains a school of mines, the object of which is to train young men in the technical branches of learning required in the mining of the minerals of the West and in the operation of the various smelters and reduction works.

It has been the general policy of the officers placed in charge of the institution to build all departments in a most substantial manner. By keeping the institution strictly within the limits of its original purpose it has been possible to obtain a degree of excellence equal to the best found in the West in this line of learning. The School was opened in 1900 and has graduated eight classes, giving the degree of Engineer of Mines to sixty-six young men, and it may be offered in support of the excellence of the training given these young men, that every one of them is engaged in the pursuit of his profession. None are seeking employment.

The School is located just inside the city limits of Butte, one of the great mining centers of the world. Being thus located the students are educated in an atmosphere of mining as it were. They are brought into daily contact with men of prominence in the mining world. It is also possible to conduct excursions as frequently as desirable to the mining and metal-

lurgical plants in the vicinity of the School supplementing the lectures and recitations in the School. It is believed that the location of the Montana State School of Mines is unrivalled in the opportunities it offers for such excursions.

### Organization.

The control of the Montana State School of Mines is vested in the State Board of Education. The immediate supervision of the School is committed to the Board of Control consisting of the President of the School and two members appointed by the Governor of the State. Mr. J. C. Adams and Mr. J. D. Slemons, both of Butte are the appointed members.

The faculty of the School is as follows:

Charles H. Bowman, M. S., President and Professor of Metallurgy.

George W. Craven, B. C., Professor of Mathematics and Mechanics.

Theodore Simons, C. M., C. E., Professor of Mining and ore dressing.

Darcie C. Bard, E. M., Professor of Geology and Mineralogy.

Lester J. Hartzell, E. M., Professor of Chemistry.

Edward B. Howell, A. M., LL. B., Lecturer on Mining Law.

Arthur E. Adami, E. M., Instructor in Surveying and Drawing.

Earle B. Young, Instructor in Physics and Mathematics.

Charlotte Russell, Librarian and Registrar.

In selecting the faculty the Board of Control have secured men who possess a practical acquaintance with their specialties, thus securing to the students that their time will be spent to the very best advantage.

### Buildings and Equipment.

The School is housed in three substantial buildings located on a commanding site on the Southern bench of "Big Butte," the extinct volcano from which the city takes its name. The main building was constructed at a cost of \$120,000.00 and contains about 37,000 square feet of available floor space. It is nearly fire-proof and is well adapted to its purpose. The mill building is designed to house the ore dressing and metallurgical machinery. The building is 110 feet by 72 feet and houses machinery whose value is about \$25,000.00. The other building is just nearing completion and is designed to be a gymnasium



and general assembly hall. It is believed that this building will add much to the social life of the students and offer wholesome amusement for their hours of recreation.

The equipment in general represents a careful selection of the latest and best apparatus for the different departments of the School, the total sum invested amounts to about \$75,000.00. The use of commercial mill machinery in making tests in ore dressing and many lines of metallurgy. The students are thus given a familiarity in operating machinery which is a most valuable asset, seldom acquired in a mining school.

### Course of Study.

The State Board of Education have established a standard for the high schools of the state. Those entering the School of Mines as regular students must have graduated from one of the accredited high schools, or if studies have been pursued privately or at other institutions of learning the applicant must pass a satisfactory examination on work equivalent to the prescribed high school course. Persons of mature age who have had experience in some of the branches of mining and metallurgy and who are not candidates for a degree may be admitted to any of the classes they may select on giving satisfactory evidence of their preparation to pursue their studies.

While it is recognized that the information imparted is of great importance, it is ever kept in mind that the development of the student in general ability and resourcefulness is the most important end to be obtained. Thus in mine surveying, for example, the students are taken into the mines to work out the problems assigned. It is not enough that the proper methods be understood, the student must meet requirements in accuracy, rapidity and neatness as well. The same idea pervades the teaching of chemistry, geology, metallurgy and the other subjects taught at the School. This training adds confidence and assurance to the young graduates in entering upon the practice of their profession.

The State of Montana is well equipped to supply its share of trained young men to the mining fraternity yearly whereby it is made possible that our splendid mineral resources are safely and conservatively developed. The offering of a few young men to the mining capitalists in itself may seem a small matter, but as the years pass it must be attributed to them that 6 per cent copper ore is economically mined and smelted instead of

20 per cent copper ore; the same general improvements in the production of iron, coal, lead, gold etc. have been effected within the past 40 years raising many of the operations to a scientific standard from what now seems to have been a primitive operation.

Following is an outline of the course of study of the Montana State School of Mines. A detailed description of each course may be obtained by referring to the catalogue published by the School.

### FRESHMAN YEAR.

#### FIRST SEMESTER.

	First term. Hours per week.	Second term. Hours per week.
Higher Algebra .....	3.....	3
Trigonometry .....	5.....	5
Chemistry, Lectures.....	3.....	3
Chemistry, Laboratory .....	6.....	6
English .....	2.....	2
Mechanical Drawing.....	9.....	9
Descriptive Geometry.....	2.....	2

#### SECOND SEMESTER.

	First term. Hours per week.	Second term. Hours per week.
Analytical Geometry.....	3.....	3
Descriptive Geometry.....	2.....	2
Chemistry, Lectures.....	3.....	3
Chemistry, Laboratories.....	9.....	9
English .....	2.....	2
Surveying .....	4.....	4
Mechanical Drawing.....	6.....	6

Surveying, summer course of four weeks.

### SOPHOMORE YEAR.

#### FIRST SEMESTER.

	First term. Hours per week.	Second term. Hours per week.
Calculus .....	5.....	5
Physics .....	5.....	5
Chemistry, Lectures.....	1.....	1
Chemistry, Laboratory.....	11.....	11
Crystallography .....	8.....	0
Blowpipe Analysis.....	0.....	8

## SECOND SEMESTER.

	First term. Hours per week.	Second term. Hours per week.
Calculus .....	4	3
Physics .....	3	4
Chemistry, Laboratory.....	9	9
Chemistry, Lectures.....	1	1
Descriptive Mineralogy.....	2	2
Determinative Mineralogy.....	5	5
Mine Surveying.....	3	3
Topographical Drawing.....	3	3

Mine Surveying, summer course of four weeks.

## JUNIOR YEAR.

## FIRST SEMESTER.

	First term. Hours per week.	Second term. Hours per week.
Mechanics .....	5	5
Machine Design.....	2	2
Dynamical Geology.....	5	0
Structural and Physiographical Geology .....	0	8
Metallurgy, Assaying.....	12	0
Metallurgy, Introduction .....	3	3
Gas Analysis.....	0	3
Testing Laboratory.....	2	0
Engineering, Design.....	0	6

Metallurgical excursion to copper smelter, one week.

## SECOND SEMESTER.

	First term. Hours per week.	Second term. Hours per week.
Petrography .....	8	8
Historical Geology.....	3	3
Mechanics of Materials.....	3	3
Hydraulics .....	2	2
Mining .....	2	2
Metallurgy, Copper.....	3	3
Metlurgy, Laboratory.....	3	3
Engineering Design.....	6	6

Metallurgical excursion, two weeks.

Field Geology, summer course of six weeks.

## SENIOR YEAR.

## FIRST SEMESTER.

(Required Work.)

	First term. Hours per week.	Second term. Hours per week.
Economic Geology.....	5	5
Ore Dressing.....	0	3
Metallurgy of Gold and Silver .....	3	3
Mining .....	2	2
Engineering Design 1.....	0	6

## (Optional.)

Mechanical Engineering of Power Plants .....	3.....	3
Graphic Statics.....	9.....	0
Engineering Design II.....	0.....	6
Engineering Design III.....	0.....	9
Metallurgical Laboratory I.....	3.....	3
Metallurgical Laboratory II.....	6.....	6
Applied Geology I.....	3.....	3
Applied Geology II.....	6.....	6
Journal Club.....	3.....	3

## SECOND SEMESTER.

## (Required Work.)

	First term. Hours per week.	Second term. Hours per week.
Mining .....	3.....	3
Metallurgy of Lead and Zinc.....	3.....	3
Engineering Construction.....	2.....	2
Mining and Ore Dressing Excursion, two weeks.		

## (Optional.)

Ore Dressing.....	2.....	2
Metallurgy Laboratory .....	3.....	3
Ore Dressing Laboratory.....	3.....	3
Mechanical Engineering of Power Plants .....	3.....	3
Engineering Design I.....	3.....	3
Engineering Design II.....	6.....	6
Engineering Design III.....	9.....	9
Applied Geology II.....	6.....	6
Journal Club .....	3.....	3

## MONTANA STATE REFORM SCHOOL.

Miles City, Montana, Nov. 4th, 1910.

The Montana State Reform School is classed as an educational institution and under the supervision of the State Board of Education.

All girls and boys who are received here must be between the ages of eight and eighteen years, must have some charge brought against them and be committed by the court.

We have a credit system whereby a child may earn his way out in one year if he makes a perfect record. At the end of one year he may be paroled, providing his record will justify it but this is done with the express understanding that he will report to the institution as often as once each month as to his conduct until he reaches his majority. If at any time it appears to the President of the School that he is not conducting himself properly he may at once be returned to the school.

We find that many of the children that we receive have had quite a wide experience in the world. Many come from homes where there has been a great deal of dissension, liquor directly or indirectly having been the cause of the downfall of many. Others have been allowed to roam around at will. Some have traveled over a large part of the country as tramps.

We give employment to all in the woodshop, blacksmith shop, shoe shop, tailor shop, bake shop, laundry, house work, sewing room, in the garden or on the farm.

We also have a school here as high as the eighth grade which is in session three and one half hours each day and is in charge of three teachers.

The Course of Study as prescribed by the State Superintendent is followed as closely as practicable in a school of this kind.

As a rule delinquent children are behind the average in school work because many of them have not attended school regularly. As a result we get many large boys that are only able to do primary work.

We are strong believers in keeping the children busy at something, if they are not in school, then we try to give them work of some kind, for they are sure to be busy and we prefer to keep them so in our own way.

During the summer months considerable time is given to out door recreation. Foot ball, base ball, quoits, croquet, tennis and other athletic games are indulged in. In winter calisthenics and gymnasium work is carried on to some extent.

A new library, consisting of about three hundred volumes of reading matter appropriate for the children, has recently been purchased. This will be added to from time to time as the demand calls for it.

We have about fifteen band instruments and expect to get an instructor soon and organize a band again, which we feel will be of much benefit to the school.

Regular Sunday School work or preaching is held each Sunday. The ministers of the different denominations are invited to come out from town. We furnish the children with several copies of seven different Sunday school weeklies.

Good wholesome food, plenty of exercise, frequent bathing,

lots of regular sleep, clean beds and well ventilated dormitories keep the children in a healthy and vigorous condition.

Respectfully submitted,

H. W. GEORGE, President.

## REPORT OF SCHOOL FOR THE DEAF AND BLIND, AND THE TRAINING SCHOOL FOR BACK- WARD CHILDREN.

The Eighth Biennial Report of the Montana School for the Deaf and Blind and the Training School for Backward Children covers the two years following November 30th, 1908.

### Attendance:

The annual attendance has increased from 120 to 154, which is more than we can comfortably accommodate in our present buildings. Of this number 52 are in the school for the Deaf, 28 in the school for the Blind and 74 in the school for Backward children. The names and addresses of nearly 200 more children who are eligible for admission have been reported to us by the various county superintendents. The enrollment could be easily doubled had we the facilities to handle the children. The statistics for the country show one feeble-minded child for every five hundred of the population; one deaf child for each 1500 and one blind child for each 2000. The present capacity of our buildings, without crowding, is 100 children.

### Administration:

It cannot be brought to your attention too strongly that Montana is the only state in the Union which tolerates the education of the deaf, blind, and feeble-minded in one institution. The problems which arise in governing and teaching these three classes of children are so utterly unlike that the combination in one plant of an insane asylum, a reform school, and a young ladies' seminary would be equally logical. The only thing that the deaf and blind have in common is their hatred and contempt for the feeble-minded. The deaf and blind have no method of communicating together. Their tastes and pleasures and methods of instruction are altogether dissimilar, and their close association in one building is a constant source of friction.

We have been asking for a number of years for a separate plant for the feeble-minded. This might be located across the river on land belonging to the school, or on some more

elevated location adjacent to the ranch house so that the dairy and farm lands belonging to the school might contribute to the support of both institutions. If the State Board of Education thinks that a complete separation of the schools is not advisable at this date the business affairs of the three departments might be conducted from a central administration building. One office force, one purchasing agent, one store room, and centralized authority would undoubtedly effect considerable saving to the state, while the separation of the three classes of children into different plants or groups of buildings would greatly add to the efficiency of the work done.

When the new law governing the state institutions went into effect April 15th, 1909, the terms of the former trustees, C. R. Stranahan, President; Chas. Scharf, Secretary, and Edward Ryan, expired. We are glad to testify to the excellent work done by the former board and are grateful for their personal interest in the children and their progress. Mr. Scharf whose long connection with the school has made him thoroughly acquainted with its administration was reappointed for the four year term on the new board, and Capt. Geo. F. Cowan, one of the pioneer lawyers of the state, was appointed for the two year term. July 1st, 1910, Mr. Cowan removed to Spokane and his place was filled by the appointment of Judge M. H. Parker.

#### Health:

We have had during the last biennial period epidemics of mumps, whooping cough, measles and scarlet fever. Loretta McHalfrey, a feeble-minded girl from Madison County, died of acute nephritis, and Mary Hackman, a deaf child from Yellowstone County, died of valvular heart trouble.

Since April, 1909, we have received monthly visits from Dr. J. A. Donovan, of Butte, and Dr. J. D. Sutphen of Helena. Dr. Donovan has examined the eyes and ears of all the pupils, giving special treatment to those that needed it and removed a large number of adenoids and diseased tonsils. Dr. Sutphen has examined the teeth of all the children and has made many extractions and fillings. We are extremely fortunate to secure the services of such distinguished specialists as Dr. Donovan and Dr. Sutphen. The amount we are able to pay them makes the time they devote to our children largely a work of charity. Dr. I. A. Leighton of Boulder has consented to assist Dr. A. L. Ward whenever his services are necessary at the school. We

are thus able to secure the services of two physicians for the salary formerly paid one.

### Repairs and Improvements:

The Legislature of 1909 granted us the following amounts for improvements:

For Fire Escapes.....	\$2,600.00
For Improvements on Ranch.....	3,500.00
For Addition to Engine House.....	4,750.00
For System of Water Works.....	6,000.00
For Hospital.....	15,000.00
Total.....	\$31,850.00

Two Kirker Bender Fire escapes have been erected; one on the main building and one on the Training school. These are of the latest and safest patterns of rotary fire escapes, being constructed of steel throughout. Fire drills are held every week and the buildings can be emptied of children in one minute. These are the only fire escapes of this design in the state, and besides their practical use are a great source of amusement to the children.

A dairy barn 34x84 ft. to accomodate 30 cows was built by the deaf boys under the direction of our deaf carpenter, Mr. Brown. The barn has a cement floor and sanitary steel stalls and mangers. The construction of this barn by the pupils has saved a considerable sum of money for the state and has given the boys in the carpenter shop valuable experience in the carpenter trade.

The coal bunkers have been completed giving storage capacity for 300 tons of coal.

The Addition to the Engine House contains rooms for 7 female employees.

A 50,000 gallon steel tank, 100 ft. in height has been erected giving us an ample water supply and pressure for fire protection. Iron pipe and fire plugs have been purchased and will be laid in the spring.

Seven hundred trees have been set out; a mile and a half of woven wire fencing has been put up. Forty acres of land lying between the school and the county road and adjoining the school property on two sides was purchased for \$400.00. This tract of land was offered to the first trustees as a site for the school some twelve years ago for \$1500.00. The triangle of land, including about 10 acres, between our main entrance and the Catholic Church was purchased for \$200.00. This was



part of the townsite of Boulder and if the lots had been built on the out buildings would face our front lawns, within a few feet of the three main buildings.

The suit which the school had with the Basin Reduction Company, for damage to our hay lands was compromised by the State Board of Education for \$600.00. This amount has been paid and spent for the benefit of the ranch.

A hospital and Domestic Science building has been erected and a trained nurse installed as matron and teacher of domestic science. The building is 38x60 ft. of pressed brick and contains 13 rooms. The top floor is entirely isolated from the lower floor, having a separate fireproof stairway. The building is located 230 ft. south of our Main building, and in case of contagious disease, either or both floors can be quarantined without affecting the rest of the institution.

#### **The Ranch:**

The bills incurred in the management of the ranch are carefully audited and charged against it. All the produce received from the ranch is credited to its account. In this way we can keep track of the expense and profit in a business like manner. We secure pure milk and fresh vegetables which we could not otherwise obtain. The ranch furnishes healthful employment to a number of our feeble-minded boys, and each year, since its purchase it has paid from ten to twenty per cent interest on the investment.

#### **School for the Deaf:**

Mr. T. C. Forester, Head Teacher in the Deaf Department, has accepted the position of Principal of the Maryland School for the Colored Deaf and Blind. He is succeeded by Mr. H. E. Thompson, a Normal Graduate of Gallaudet College, and for the last three years teacher in the Rome, N. Y. School for the Deaf.

Miss Bertha Finden, succeeds Miss Edith Williams as teacher of sewing and girls' supervision.

Mr. Fred J. Low has a class of deaf boys in sloyd in addition to his duties as Boys' supervisor.

The course of study for the deaf department has been carefully revised to fit in as far as possible with the course of studies prepared for the public schools of the state by Supt. Harmon, and to prepare our graduates for the entrance requirements of Gallaudet College, the National College for the

Deaf at Washington, D. C. Owing to the fact that every deaf child loses between two and three years in learning the English language and acquiring the ability to speak and read the lips, the course cannot be made equal to a full high school course in the 12 years allowed by law.

#### **School for the Blind:**

Miss Lucille Menefee, Director of Music for five years, has resigned to be married. She is succeeded by Miss Mary McRoberts, Mus. B., who is well trained for the position.

Miss Hutchison, a teacher in the literary department for the last two years is succeeded by Miss Ethel Cowan, a graduate of the Boulder High School, who took special training for the work. Miss Cowan is also an experienced stenographer and has a class in commercial typewriting.

Mr. John Sullivan, of Marysville, one of our graduates, has been employed as teacher of piano tuning.

The course of study for the blind has also been revised to closely resemble that offered by the accredited high schools of this state. This course has been examined and approved by President Duniway, of the State University. We are greatly handicapped in the work for the blind by the lack of modern text book in raised print. Those we have were printed many years ago by the wealthy schools for the blind in the east. There is no printing house for the blind west of St. Louis. As soon as possible, our school should be equipped with an embossing press to turn out up to date text books for our own use.

Through the generosity of Mr. William Wade, of Pennsylvania, we were able to purchase the necessary brass plates for a small book. Under the direction of Mr. Morris, our pupils have printed the first book for the blind published in the west.

#### **School for Backward Children.**

Miss Caroline Wehrend who opened the school for Backward Children as Matron Nov. 10th, 1905, has resigned and Mr. T. A. Smith, who has been boys' supervisor for two years was placed in charge of the department as director.

Miss Charlotte Preuss was succeeded by Miss Ella Dunaway of Kansas City, Mo.

Mrs. Perry and Miss Dunaway have both taken the Normal course offered at the New Jersey Training School for Backward Children and are especially well equipped for their work.

We have found that music and industrial work are more important as educational factors with these children than the more abstract studies. Our school hours have been re-arranged to give a large portion of time to these branches. Additional teachers and additional rooms are imperatively demanded by this department.

#### LIST OF TEACHERS AND OFFICERS.

##### LOCAL EXECUTIVE BOARD.

L. E. Milligan, Ex-Officio Chairman.  
Chas. Scharf, Secretary, Boulder.  
M. H. Parker, Boulder.

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L. E. Milligan, M. A., President.  
Miss B. DesRosier, Office Assistant.

#### TEACHERS OF THE DEAF.

##### LITERARY.

H. E. Thompson, Head Teacher. Miss Josephine Hayden  
P. H. Brown, B. A. Miss Sadie Lillard.

##### ART.

Josephine Hayden.

##### LIBRARIAN.

H. E. Thompson.

##### PHYSICAL CULTURE.

E. B. Kemp, Director. Miss Sadie Lillard.

#### TEACHERS OF THE BLIND.

##### LITERARY.

J. Adams Morris. Miss Ethel Cowan.

##### MUSIC.

Piano, Violin, Cornet and Voice, Miss Mary McRoberts, Mus. B. School.

#### SCHOOL FOR BACKWARD CHILDREN.

T. A. Smith, Director. Miss Ella Dunaway, Teacher.  
Miss Martha Russell, Teacher. J. T. Eastlick, Teacher and Boys' Sup.  
Mrs. Grace Perry, Teacher. Miss Mollie E. Slack, Girls' Matron.  
Miss Clara Kingman, Relief Attendant.

#### DOMESTIC DEPARTMENT.

L. E. Milligan, M. A., President.

Miss C. M. Ellis, Matron. Fred J. Low, Boys' Supv.  
Mrs. Louise Warder, Trained Nurse. Mrs. E. V. Kemp, Little Boys' Supv.  
A. L. Ward, M. D., Physician. V. J. McKinnon, Engineer.  
I. A. Leighton, M. D., Physician. J. P. Finerty, Second Engineer.  
J. A. Donovan, M.D., Oculist & Aurist. H. L. Bond, Third Engineer.  
J. D. Sutphen, M. D., Dentist. James Spaur, Farmer.  
Miss Bertha Finden, Girls' Supv. Mrs. James Spaur, Dairy.  
George Morrison, Teamster.

## INDUSTRIAL DEPARTMENT.

## INSTRUCTORS.

- P. H. Brown, Head Teacher, Carpenter.  
 E. V. Kemp, Printing.  
 John Sullivan, Piano Tuning.  
 Miss Bertha Finden, Sewing.  
 Mrs. L. Warder, Domestic Science and Home Nursing.  
 J. A. Morris, Broom Making, Basketry and Carpet Weaving.

## CONCLUSION.

For giving a personal touch to their service and showing an affectionate interest in our children I am grateful to our teachers, officers, and employes. It is this additional effort that gives an institution a home atmosphere and enables us all to maintain a cheerful, hopeful attitude toward life and our work.

Respectfully submitted,

L. E. MILLIGAN, President.

Boulder, Montana, Oct. 27, 1910.

**STATE ORPHANS' HOME.**

This institution, according to the law establishing it, was intended for "Orphans, Foundlings and Destitute Children of Montana under twelve years of age." This is rather a long and cumbersome name and hence the institution is popularly known as the Orphans' Home.

As a matter of fact there are very few full orphans in the Home. Most of the inmates are half orphans, though, in many instances, both parents are living. Where both parents are living they are either incapable of caring for their children or are unfit to have charge of them.

In many instances the parents improve their condition and sometimes change their habits for the better. When they furnish evidence that such is the case we gladly return their children to them.

The institution is really an part of our Public School System.

The law provides for compulsory education. If children become homeless and destitute the State becomes in "loco parentis" for their care and education. The law provides that if either parent is living the children must be kept in the Home one year. If the parent or parents do not pay, at least, 60 per cent of the cost of maintenance the children may be placed in homes, after the expiration of the year, if the Board thinks best.

The institution was opened in 1894. It has received since that time, 1,093 children. There are at present 141 inmates. This means that 952 children have been provided with home and care for a time, and then in various ways have gone out

into the world. A majority of these were returned to parents or other relatives; a number dismissed as self supporting; the others placed in homes, mostly in Montana, though several were sent to other states. Quite a number of our children are married and have homes of their own. The institution, although only sixteen years old, has a number of grand children.

There are about 108 acres of land, a Main Building in which are the offices, kitchen, dining rooms, sewing room, etc., four cottages, school building, power house, barns, etc. The larger girls reside in the main building. The babies occupy one cottage. Groups of children, under the care of a Matron live in the other cottages.

The present equipment will accomodate about 160 children. There are more applicants than present facilities and means will accommodate. The capacity of the institution should be enlarged to take care of 250 children.

This with a supervising agency, which is also needed, to place and look after children, would probably be ample for all the destitute children of the state who would likely seek admission.

There are 25 regular employees including President (Supt.) Matron, Teachers, Laundress, Cooks, Engineers, Seamstresses, Nurse, etc.

The children assist in kitchen, dining room, laundry, cottages in fact with all the work of the Home.

The children are of all ages from a few days old up to fifteen years. The average age is usually about eight and a half.

### REPORT OF THE COLLEGE OF MONTANA.

The College of Montana at Deer Lodge, came into being in 1878 under the name of the "Montana Collegiate Institute," in response to a call from all parts of a vast region of country into which populations were flowing. Among the pioneers in this movement are to be mentioned such men as Hon. W. A. Clark, S. E. Larabie, Conrad Kohrs, Gov. Hauser, J. L. Sharp, Esq., Dr. A. H. Mitchell, and Mr. Ed. H. Irvine. Prof. Clinton H. Moore, the first Principal of the institution, rendered valuable service, not only in conducting the school through its earlier years, but in devising means, and in procuring apparatus. Hon. Hiram Knowles was perhaps the first person to voice a sentiment that began to be felt,—that it would accrue greatly

to the advantage of the Institution to be under the control and patronage of some religious denomination. The first to respond to this sentiment was, the Presbytery of Montana, who appointed a committee of three to communicate with the Trustees of the institution with a view to putting it upon such basis. A conference between this committee and the Board of Trustees of the Montana Collegiate Institute, resulted in a conveyance of the entire property to Trustees appointed by the Presbytery of Montana. The new Board of Trustees incorporated in March 1884, under an act of the legislature of Montana, approved March 3rd, 1883, and adopted the name, "The College of Montana." The articles of incorporation place the College under the auspices of the Presbyterian Church in the United States of America, and provided that any vacancy that may occur by death, resignation, or by such manner as may be provided in the By-Laws of this Corporation, shall be filled by the remaining Trustees, but any choice by them shall be subject to the approval and confirmation of that Synod of said Presbyterian Church within whose bounds the said College of Montana may be situated.

It was also provided in these articles, that the "particular character of the institution shall be that of a college for the instruction of young men and women in literature, in arts, in the sciences, and all branches of learning that may be embraced in, and requisite for a liberal education."

The school was opened under the new auspices, Sept. 10, 1883, and conducted with varying success and in the midst of many difficulties until June 8, 1900 when it was closed. During the year 1899-1900, it was conducted as a Young Ladies' Seminary, but even this change could not avert the impending disaster. When the school closed, it did so without any indebtedness whatever. In 1904 the college buildings were leased and a private school was conducted for about two years by Prof. L. T. Eaton, under the name of "Montana College and School of Arts." In July 1906, the school was turned over to the Trustees of the College of Montana, and is again being conducted by them with rapidly increasing success and gratifying results. A permanent endowment of \$100,000 has been raised, the buildings improved and renovated until the whole plant is in good running order. Gifts to the amount of \$20,000 were given to the college last year by friends of the institution,—most

of them have been life-long residents of Montana who are familiar with the work of this school.

The future for the college is full of encouragement. The school is becoming better known throughout the state, and never had so many friends as it has today; while the enrollment of students, this year, is larger than that of many years previous. Men and women are studying its needs, and warm financial friends are coming to its support. With an earnest and capable faculty, with a constantly growing attendance, and with an ever widening host of helpful friends, the College of Montana ought, and will rise to take her place among the foremost and best of the institutions of higher learning in the great Treasure State.

The aim and purpose of the management of this school is to maintain a high standard of scholarship, a wholesome moral and spiritual atmosphere in the midst of home-like surroundings.

The organization includes, (1) the Academy, or Preparatory School with the usual preparatory courses and a generous line of electives for those who wish to take instruction in manual training and the industrial arts. (2.) the College proper which offers courses in the liberal arts, engineering, domestic science, music, and commerce.

The College Organizations which are maintained by the students are a Young Men's and a Young Women's Christian Association, both of which are interdenominational in their character and eminently fitted to promote the moral and spiritual life of the students. Athletic, Literary, and Musical Associations are also to be found among the student organizations.

The Departments of Instruction are as follows:

#### I.

**Science**—Presided over by R. Harmon Ashley, B. Sc., and M. Sc. Rutgers College, M. A. and Ph. D., Yale University. For two years instructor of Organic Chemistry in the Yale University, and one year of Inorganic Chemistry in the same institution. One and one-half years of experience as paint chemist with Harrison Bros. and Co., Philadelphia, Pa., and two years as first assistant head chemist with the General Chemical Co., of New York City.

In our department of Chemistry the same course is given in

Inorganic Chemistry as is given in the Kent Chemical Laboratory of Yale University. The course consists of Lectures, Recitations, and Laboratory practice. Gooch and Walker's "Outlines of Inorganic Chemistry" with the Laboratory Manual is used and the course is given in toto. Than this, there is likely no better course in inorganic chemistry.

The laboratory is fully equipped to give this course to the last detail, and the College has gone to considerable expense to bring it right up to the minute.

In the department of Physics, work is done by Lecture, Recitation and Laboratory Practice. Millikan and Gale's "First course in Physics" is used in conjunction with Gage's "Principles of Physics" and "Ganot's Physics." This department has lately been equipped with the latest and most up-to-date lecture and laboratory apparatus.

In the Department of Biology the College has gone to considerable expense this year to see that a full equipment is at hand.

## II.

**Mathematics.**—Presided over by Prof. A. E. Ray, University of Illinois, B. S. Courses are being held at present in (1.) Elements of Algebra. (2.) Plane Geometry. (3.) College Algebra. The work in College Algebra will cover a thorough review of elementary algebra; the binomial theorem; progressions; determinants; logarithms; and the use of the graphical method of studying equations. During the second semester, a class will be formed to take up trigonometry.

## III.

**Department of Manual Training and Mechanical Drawing.**—Prof. Ray. The shop course consists of three periods per day, three days per week, and covers elementary joining, the care and use of tools, cabinet making, gluing, staining and finishing the more common woods. Work in turning is given the second year.

The Mechanical Drawing class meets twice a week for three periods. The work consists in the selection, use, and care of instruments, free-hand and instrumental lettering, isometric, cabinet and orthographic projections and working drawings, including tracing. Some attention is given to shading and shadows in connection with the isometric and cabinet projections.



## IV.

**Department of English.**—Daniel Leary, A. B. (Columbia University 1910. Honor Student. First Prize in English Poetry.

In the Academic department, Stebbin's Manual is used for the formal work of the first three years. During the first year, selections from Scott, Coleridge, Lowell, Irving, and Shakespeare are read and analyzed. The reading for the second year comprises Dickens, Tennyson, Sayley's Myths, Pope's Homer, and Shakespeare. The third year, Carlyle, Milton, Burns, Shakespeare, Macaulay. The text studied during the fourth year of High School is Newcomer's English Literature; the reading comprising Chaucer, Shakespeare, Milton, Burke and Tennyson.

In the Collegiate department the Freshman year is spent upon Baldwin's Manual and Simond's History of English Literature with readings and analysis of Shakespeare, Pope, Swift, Bunyan, and Browning.

The Sophomore year English consists of an appreciative investigation of the meaning and nature of poetry accompanied by readings in Shakespeare and Browning and lectures upon their life and art

## V.

**Department of Modern Languages.**—Mrs. L. B. Shepherd, Graduate Michigan State Normal College, and University of Chicago, Ph. B. and Ph. M.

The College is offering at the present time, four years of German, the same of French, and two years of Spanish. These subjects are so presented that at the end of the given time, the student may be in possession of a speaking as well as a reading and literary knowledge of these languages. The work of the class-room is carried on in the language taught and the students are required to speak it from the very beginning.

It is proposed to meet any reasonable demands in the future for higher, more purely literary and philological courses in these languages.

## VI.

**Department of Latin.**—Miss Alice B. Orr, Park College, Mo., A. B.

First year Latin. Five hours a week. In this course careful attention is given to the mastering of the elements of the

language while short Latin stories and fables are use for reading.

Second year Latin. Five hours a week.—Simple exercises in reading serving as a transition to Caesar is given during the early part of the year. The Grammar is thoroughly reviewed and prose exercises form the work of one day in each week.

Third year Latin. Four hours a week.—During this year, six of Cicero's Orations are read. Latin Composition and special attention to grammatical forms are continued.

Fourth year Latin. Four hours a week.—Books I.-VI. of the Aeneid are read, an attempt being made to appreciate the work as a literary value. Scansion is mastered and grammar work continued throughout the year.

#### VII.

**Department of History.**—Miss Edith A. Mattoon, A. B., Park College, Mo.

Ancient History. Two hours a week.—The text-book used is "Myer's Short History of Ancient Times." Aside from this, a considerable amount of outside reading is required and an essay of at least two thousand words on an assigned historical subject is required of each pupil.

Mediaeval and Modern History. Three hours a week.—"Robinson's History of Western Europe" forms the foundation for extensive reference work. An essay similar to that required in Ancient History is required of each student in this course also.

English History. Three hours a week.—"Cheyney's History of England" forms the basis for reference work in this course. Contemporaneous English History also come in for its share of attention while essay work similar to that in the other history course is required.

American History. Three hours a week.—Text-book, "Montgomery's Students' American History." This is supplemented with ample reference work and lectures together with essay work as in the previously mentioned courses of History.

#### VIII.

**Department of Greek.**—Miss Matton.

First year. Five hours a week.—Text-book, "White's First Greek Book" with selections from the Anabasis during the latter part of the year. Special attention is given to reading

and writing the Greek language as well as to grammatical construction. The great aim in this department is to enable the student to master the forms and appreciate the perfection of the Greek language. His subsequent study of Greek, therefore, following the first year of instruction in this language, is so planned as to enable him to enter into the fullest possible acquaintance with Greek literature and life as revealed in the history, oratory, philosophy, poetry, and art of the Greeks.

## IX.

**Department of Oratory.**—Miss Winifred Sinclair, Graduate of Mt. Allison College, Sackville, N. B., 1907; Emerson School of Oratory, Boston, 1909.

Declamation.—Exercises to develop poise and verbal expression. Critical study of English pronunciation. Drill in reading and pantomime. Scenes from several of Shakespeare's works put on in play form.—"Macbeth," "As You Like It," "Hamlet," and "Twelfth Night."

The first four volumes of the Emerson College "Evolution of Expression" are used.

**Advanced Oratory.**—Analysis of standard orations. Delivery of selections from these. Preparation and delivery of original orations. Extemporaneous speaking. Gesture. Debate.—Study of the principles of argumentation. Preparation of briefs. Conduct of debate. Drill in rebuttal. Effective delivery.

Miss Sinclair is also instructor in physical culture and athletic director for the girls.

**The Department of Home Economics.**—This department furnishes a systematic course in Domestic Art and Domestic Science, covering a period of three years. Large airy, and well-lighted rooms are provided for this work in the basement of the girls' dormitory, adjoining the dining-room, adequately supplied with the needful equipment.

The work in this department may be taken as a special course, or as an elective in conjunction with some regular course, where proper credits will be given.

**Domestic Art.**—(1.) Plain sewing which includes practice in all stitches used in plain sewing, exercises in basting, hemming, gathering, darning, patching, machine practice, drafting, cutting from patterns, fitting and making underwear, aprons, waists, and dresses. (2.) Dressmaking,—the use of a dressmaking system is taught and each pupil is required to

make and draft a tailored shirt waist, wash skirt, woolen skirt, silk waist, gingham dress, and party dress. The materials for the exercises are furnished by the school. Materials for the garments and furnished by the pupil who makes the garment for herself. (3). Millinery.—Renovating felt and straw hats, velvets, silks and ribbons, binding and wiring hats; cutting and putting on facings both plain and shirred; fold and bow making; making and trimming of a final hat.

**Domestic Science.**—The purpose of this course is (1.) to teach the correct preparation of simple foods in the ordinary use in the home; (2.) to develop skill and judgment in the use of material and utensils; (3.) to develop correct ideas of neatness, order, care of materials and kitchen, correct combination and preparation of food, wise and economical use of time, energy, materials and fuel; (4.) correct service of foods. In order to accomplish this varied purpose it is necessary that the kitchen laboratory work be carried along two lines, the cooking, and the care of the room and its furnishings. Miss Cora B. Burdick, graduate of the Stout Institute of Manual Arts. Menomenee Wis., is the efficient head of this department.

**The School of Music.**—The growth of the College of Montana has induced the authorities of the College to establish a Conservatory of Music organized upon the broadest art basis and modeled after the foremost European and American institutions. Special advantages are offered here for thorough and complete courses in Voice, Piano, and Violin instruction. Theoretical courses are also to be had in Harmony, Counterpoint, Composition, Musical Harmony, and Analysis.

**Public School Music.**—In order to supply a constantly increasing demand for competent teachers in this important branch of music, arrangements have been made to give courses of study in the Natural Music Series,—a complete course comprising the following subjects:—Sight-reading, Musical History Harmony, Treatment of Monotones, Theory, Ear Training, Practice Teaching, Rote Songs, Child Voice, Chorus directing. The time required to complete this course, as all the other courses in music, depends, almost altogether upon the ability, application and previous work of the pupil.

Professor B. W. Clayton, a graduate of the Clark College Conservatory of Music, who has also studied with the foremost teachers of voice culture in the world, has charge of the

Department of Voice. He brings to his work the best ideas of the various schools, having had seventeen years of successful experience in voice training.

Miss Mary Osborn Palmer who has charge of the department of Piano has had ten years of successful experience in teaching in New York City, N. Y., where for the most time she has had a piano studio in Carnegie Hall. Miss Palmer is a pupil of Albert Ross Parsons, and Myra A. Dilley, both of New York, Ludwig Breitner of Paris, and Arthur Hochman of the Institute of Musical Art, N. Y. She studied Harmony under Edwin H. Pierce, Auburn, N. Y., and Dr. Percy Goetschius, of the Institute of Musical Art, N. Y.

### X.

The Department of Art and Violin is under the charge of Prof. Emil F. G. Severio who received both his musical and art training in Europe from eminent masters in the Conservatory of Music and Art in the University of Vienna, Austria. As a solo violinist, he has played with great success winning most flattering comments from the press both in Europe and America. As a teacher, Mr. Severio's record shows exceptional talent and the ability to impart knowledge of music and art.

**Commercial Department.**—Prof. Frederick Luke, Ypsilanti State Normal and Business College, Mich.

The Commercial department offers a complete course for those who desire to prepare either for office work or for teaching these subjects. A four years' course is given for those who have not had the advantages of high school training. The course includes the following subjects:—Bookkeeping Double and single entry with the use of various books employed. The Cleary System is used. Shorthand.—Gregg and Pitman systems. Typewriting.—Touch method with all the standard machines in use. Commercial Law.—Gano's textbook supplemented by Lectures. Special attention is given, under this head, to the execution of ordinary business papers. Commercial Arithmetic.—Moore's text. Here the student is given thorough drill in rapid calculation. Commercial Geography is taught mainly by lectures using the text-book only as a guide. Commercial Correspondence is taught by the students doing original work in letter-writing. Great stress is laid upon spelling and penmanship. A high grade of work is being done by all the students in this department this year under the very able and efficient management of Prof. Luke.

**REPORT OF MONTANA NORMAL COLLEGE.**

Dillon, Mont., Dec. 24, 1910.

Superintendent of Public Instruction,

Helena, Mont.

Dear Sir:

Since the date of your last biennial report, I have presented several reports to the State Board of Education and your office is, therefore, not in need of information in regard to the Montana State Normal College. I will, therefore, select extracts from my reports during the past two years which may be of sufficient interest to embody in your printed report.

First, with regard to the attendance during the past two years, I will ask particular attention to certain facts. In the first place, not only has every county in Montana been represented, but the attendance has been very generally distributed. Approximately 85% of the students registering have come from outside the county in which the college is located. I call particular attention to this because in a state where distances are so great, it would not be strange if the attendance at any institution were mainly from one section of the state, but in comparing our attendance with that of similar institutions in other parts of the country, I find there are very few instances, indeed, where such a large proportion as I have mentioned come from outside the immediate neighborhood. Indeed, in a large proportion of such institutions the great majority of the students are residents of a region surrounding the institution very much smaller than Beaverhead County.

In the next place, the number of young people graduating at the Normal College in the past two years is nearly half as great as the total number of new pupils entering during the same time. This fact shows a large and increasing proportion who enter for the definite purpose of taking a full course and who persist to the end, and this in spite of the fact that students are steadily being eliminated who do not prove to be adapted to the teaching profession, while others are required to give a longer time to their preparation than they had originally intended.

The development of the Montana State Normal College has been peculiar in some respects. Probably the one thing that has distinguished it more than anything else has been the

unvarying insistence on high standards from the very first. Those who are familiar with the history of such institutions know that a very common course has been to devote all energies at the start to securing as large a number of students as possible, accepting anybody and everybody with little regard to previous preparation. The fact, however, that the Montana State Normal College was established for the training of teachers has been kept clearly in view, and the determination has been to give training of the highest character, with the idea that a small number of students well trained would give the college, in the long run, a much better reputation than mere numbers.

The result is that, while Montana was one of the latest states to establish a normal school, the requirements for graduates here are on a par with those in any of the older states, and indeed higher than in many states much farther east.

The advantages of adhering to this plan are readily apparent, for the call for experienced graduates as teachers in good positions is every where much greater than the supply. The state accepts the diplomas of the Normal College as licenses to teach without any further examination, and as soon as graduates have proved themselves by one or two years of successful experience, the state grants them life diplomas. These diplomas are also recognized quite generally in other states as well.

During the past two years fifty-five young persons have graduated at the Normal College, three young men and fifty-two young women, twelve in the four years course, which leads to the degree of Bachelor of Pedagogy and forty-three in the three years course. Nearly all these young people are teaching in the public schools of the state, being distributed through more than twenty counties, while other counties are represented by graduates of previous years.

The demand for our graduates may be estimated from the fact that of those who are to graduate the middle of the present year, half have already been engaged in good positions before their work is completed.

During the past two years, several additions have been made to the faculty of the Normal College. Mr. Charles L. Robbins

who withdrew to pursue advanced studies elsewhere, was succeeded as Superintendent of the Training Department by Mr. Grant E. Finch. Mr. Finch's training and experience fit him well for this work. He is a graduate of Upper Iowa University, where he ranked as first scholar of his class, and the esteem and confidence in which he has been held by his Alma Mater are indicated to some extent by the fact of his being chosen as a member of their board of trustees. Mr. Finch has also studied at New York and at the University of Chicago. Through his practical experience he is familiar with public school work in all grades, beginning with rural schools and including both superintendencies and high school principalships in Iowa and Colorado. During Mr. Finch's residence in Iowa, his services were in great demand as an institute instructor, and during the years since he came to Montana his work in the institutes here has been greatly appreciated.

Dr. Louis Pelzer who was appointed Professor of History and Civics is a graduate of the Iowa State Teachers' College and of the State University of Iowa. At the latter institution also he has had several years of graduate study, and has received the degree of Doctor of Philosophy in History. Dr. Pelzer has also had abundant teaching experience as the head of public school systems, and principal of high schools. More recently he has been an instructor in history at the State University of Iowa, and in the State Normal School at Winona, Minn.

The present year for the first time in the history of the college we have been able to retain all the regular members of the faculty. Several additions, however, have been made. The present year for the first time, we have been able to employ a Librarian whose whole time is given to the care of the Library. Mrs. Lillian R. Free was engaged for this work, after having taken a course in library training at Madison, Wis., under the Wisconsin Free Library Commission. Her work has already proved to be of very great value both to teachers and students in making the Library more readily accessible, and will undoubtedly be the means of preventing much loss which is unavoidable when the Library is open without constant attendance.

The work in Normal School Music has been put this year on a much more satisfactory basis than has been possible hereto-



fore. The effort is not so much to train expert singers as it is to enable those who are to become teachers to manage the work in music in their schools as they do all the other subjects which they are required to teach. For this purpose, Mrs. Carrie F. Hardesty was appointed after several years of experience in connection with a large city school system, that of Buffalo, New York. The work in Normal music is carried on through the last two years of the course. As the same teacher also supervises all the music work in the Training School, practice teachers have the opportunity to observe expert teaching in this as well as in other subjects.

In Drawing and Manual Arts, the same plan is now carried out, the teacher of these subjects having supervision of the work in all grades of the Training School, and illustrating his plans in this way to observers.

This year, for the first time also, a similar plan has been undertaken in directing the play-grounds. No important practical movement in educational lines has made more distinct progress in the last few years, both in this country and in Europe, than the utilizing of the play activities of children for educative purposes. It is found that directed play is not only enjoyed greatly by the children because of the many new possibilities which are thereby suggested to them, but the play itself is made a distinct element in physical development.

The work in Physical Culture at the Normal College has thus a two-fold purpose; first the care of the health and the physical development of the students themselves, and secondly such preparation of the students as will fit them when they become teachers to be efficient directors of the school play-grounds.

The general organization of the Training School is on the same basis as last year. The addition, however, of a supervisor of training for the intermediate grades has greatly improved the work, enabling one supervisor to be devoted exclusively to primary grades, while the superintendent, being relieved from immediate oversight in the intermediate grades, can give his attention more fully to the grammar grade training. For this intermediate grade supervision, the College was fortunate enough to secure Miss Nina M. Nash, a graduate of the Madison Normal School, who has spent several years in graduate study at Teachers' College at Columbia Uni-

versity, and who has, for several years past, been Superintendent of the Training Department at the State Normal School at Aberdeen, South Dakota.

A year and a half ago a plan was adopted whereby the Normal College, using the Dillon Public School as a practice school, should supplement the salaries paid by the Dillon School Board to their teachers as long as such teachers should be chosen with the approval of the Normal College. The idea was to enable the school board to employ exclusively teachers of such preparation and experience as would qualify them to be in reality model teachers, capable of acting as critic teachers in the training school. The Dillon School Board has entered heartily into this arrangement. I have excellent reasons to believe that the State Normal College is exceptionally fortunate in this arrangement. During the last few years it has been my privilege to visit twenty-one State Normal Schools, scattered all the way from Lake Erie to Puget Sound, and also to meet in intimate conference the men who are the heads of fifteen other state normal schools. These thirty-six include nearly all leading normal schools of the country, outside of New York and California. Not in another one of these places has a local school board made as liberal an arrangement as that at Dillon. Every normal college president with whom I talked about our arrangement, viewed it as most exceedingly desirable.

For several years past no summer school for teachers has been held in Montana. It is the purpose, however, of the State Normal College to carry on such a school the coming season for eight weeks, beginning June 19, 1911. Several members of the Normal College faculty will give instruction in this school, and other teachers of equal note will be secured from other parts of the country.

H. H. SWAIN.

## SCHOOLS OF THE DIOCESE OF HELENA.

Since the publication of the last annual report of the State Superintendent of schools, another and brighter chapter has been added to the history of Catholic education in the Diocese of Helena.

Three beautiful institutions of learning have been added to grace the Capitol City, and a marked advancement along educational lines can be noted throughout the whole diocese.

It has always been the ambition of the Rt. Rev. John P. Carroll, Bishop of this diocese, to make his parochial schools the most efficient in the state. To this end he felt that school houses with all the modern conveniences were a necessary means.

Soon after coming to Helena therefore he began to plan a new and modern school building for his Episcopal city. His experience as a builder while president of St. Joseph's College, Dubuque, Iowa, stood him in good stead.

He began by looking over the plans of the newest and best schools in the country, noting their imperfections as well as their perfections, and marking where they could be improved. After he had taken all these notes and drawn for himself a mental sketch, he called to his aid one of the most eminent architects in the country, Mr. A. O. Von Herbulis, of Washington, D. C., to put into concrete form this plan that he had in his mind.

The result is the new St. Helena School which stands in all its classic beauty on Warren Street, Helena, Montana. A model of pure Greek architecture, it is probably the most perfectly appointed school and club house in the country today. This school was opened, September 8th, 1909, and today has an attendance of 330. St. Mary's school in the Depot Addition, which since 1906 occupied the old building on Helena Avenue, has just moved into the splendid new building on Roberts St., which was dedicated October 23d, 1910. The daily attendance is about 100.

St. Ann's School is rapidly increasing its enrollment, and another teacher has been added.

Besides these parochial schools there is also in this city St. Vincent's Academy for young ladies. This Academy has on its books the names of 80 boarders and 21 day pupils. During the last two years a new gymnasium has been added and a

domestic science department, also a large sum of money has been expended on internal improvements.

Mount St. Charles College which opened its doors September of the present year is the natural outgrowth of the educational policy adopted by Bishop Carroll upon his appointment to the diocese of Helena. Grammar schools had been well established. These the Bishop increased in number and raised in efficiency. A few Academies provided a High School course for girls and there were high school departments for boys in one or two of the parish schools.

Bishop Carroll has succeeded in making the High School a distinct and permanent unit in the educational system, so that today there are Central High Schools in all the principal cities of the Diocese. And so high is the standard of education that all the High Schools which have sought it have been accredited to the University of Montana, and in the eighth grade examinations, the Grammar schools have shown themselves to be more than equal to those of the state.

As was fitting, the Episcopal City leads in the High School movement. In September 1905,—shortly after his coming to the Diocese—Bishop Carroll opened the first year of High School course for boys in St. Aloysius School at Helena. This was a day school. During his visitation of the diocese, however, the Bishop found a considerable number of boys who would be glad to take up the study of the higher branches, if suitable accomodation could be provided for them at Helena. This interesting discovery pointed to the opportuneness of an institution of higher learning, which would be the beginnings of a college. And so on September 8th, 1906, St. Aloysius Institute for boarders and day scholars was opened. The growth of this Institute was steady and solid, and it was soon apparent that more commodius quarters would have to be provided.

A magnificent tract of land of fifty acres lying on the edge of the city of Helena—popularly known as Capitol Hill—was secured. Plans were prepared by Mr. A. O. Von Herbulis of Washington, D. C., the architect of the Cathedral and St. Helena School, and on June 16th, 1909, ground was broken for a new college to be called Mount St. Charles. The cornerstone was laid by Bishop Carroll assisted by President Taft, on September 27th, 1909, and the building was completed in September of the present year.

The course of study embraces all the branches of a Commercial, English, Scientific, Classical, and Philosophical education. Besides the High School and College courses, there is a Preparatory department, for boys who have not yet finished the grades and who wish to prepare themselves for High School and College work.

The faculty is made up of Diocesan priests and laymen who have been specially prepared for their work, and the institution is under the immediate supervision of Bishop Carroll.

Besides the above named institutions in the city of Helena there has sprung up another and no less important school for the education of young ladies who are desirous of becoming nurses, St. Ann's Training School, connected with St. John's Hospital. The course of study embraces Anatomy, Physiology, Materia Medica, Nursing, Obstetrics, Dietetics, and Physiological Chemistry. The work has been going on quietly for the past three years, and already ten nurses have received their certificates of graduation.

The growth of the schools of Helena is only a sample of the growth of the schools throughout the diocese. In Anaconda five years ago there were two schools with an attendance of 240 children. Today Anaconda has two schools and a High School with an attendance of 1000 children. Within five years there has been established in greater Butte, five new schools one of them a Central High School, so that today each of the seven parishes of Butte is provided with its own school and these lead up to the Catholic High School which is their complement and crown. The attendance has been increased by 1,800. Missoula has today besides its school for boys and its academy for girls a new High School in process of construction, and the total enrollment has passed the 600 mark. The statistics of Parochial Schools of the Diocese of Helena for 1910:

	Schools	Enrollment
Helena .....	5	700
Butte .....	6	2464
Anaconda .....	3	1000
Missoula .....	3	626
Walkerville .....	1	404
Meaderville .....	1	305
Deer Lodge.....	1	65

St. Ignatius Mission.....	3	269
Holy Family Mission.....	2	198
	<hr/>	<hr/>
Total.....	25	6031

Our Catholic School Teachers.—That the teachers, however, and not the materials of which it is constructed, make the school is a well established fact, and that is patent to every practical educator. Hampered as is our Parochial school system by lack of funds and equipment it is blessed above all other systems in the personnel of its teaching body. It is owing more to the efficiency of our Catholic teachers, than to the zeal of the clergy and noble self-sacrifice of the laity that our Parochial school system has been crowned with success. Our teachers are women who have consecrated their lives to the work of the school room. Teaching with them is elevated to the dignity of a profession, and thus they enjoy a decided advantage over those teachers with whom teaching is a mere avocation, followed for a time only or until something more lucrative or attractive presents itself. The zeal and self-sacrifice of our Catholic Sisterhoods in the cause of Christian education has won for them the honor, respect and esteem of Catholics and non-Catholics alike.

For years it has been the custom in the Diocese of Helena for the Parochial school teachers, especially the Sisters of Charity of Leavenworth, Kansas, to hold an annual Summer School extending over a period of six or seven weeks. During this time the Sisters devote themselves to the further pursuit of some chosen branch, study the latest methods of teaching and of school management, and seek inspiration and enthusiasm in mutual exchange of ideas. In 1906 Bishop Carroll closed the Summer School with a Teachers' Institute. This was for the Sisters of Leavenworth who have the largest number of schools in the diocese. In 1907 another Institute was held. By 1908 the work of the Institute became so popular that the five teaching Sisterhoods in the diocese took part in it. That year the Institute was made a permanent thing and the "Educational Association of the Diocese of Helena" was organized. Last July the Fifth Diocesan Teachers Institute was held in St. Helena School.

The Institute was divided into two sections, one dealing with problems affecting school work in the Grammar grades,

and the other with High School work.

Miss Helen Burke, directress of the Normal school of Holy Name Academy, at Spokane, lectured in the Grammar department. The work of Gregorian music was under the direction of Rev. Alphonse Dress of Dubuque, Iowa, who is Diocesan Instructor of Music in the Archdiocese of Dubuque. Father Dress had made a thorough study of this subject, having spent several years in Europe under the direction of the Benedictine Fathers, to whom the revision of plain chant was entrusted by the Pope.

Herewith is appended the programme of the Diocesan Institute held in St. Helena School, Helena, Montana, July 5th, 6th, 7th, and 8th, 1910:

Lecturers and Instructors: Rt. Rev. John P. Carroll, D. D., Rev. S. J. Sullivan, D. D., Rev. Alph. Dress, Dubuque, Iowa, Miss Helen F. Burke, Spokane, Wash.

Chairman of High School Department, Rev. S. J. Sullivan, D. D.

Chairman of Grammar Department, Very Rev. Victor Day, V. G.

## PROGRAMME.

### Tuesday.

9:00 A. M.—Opening Address, Rt. Rev. John P. Carroll, D. D.

Grammar Department—9:30 A. M. The Aims in Primary Language Work—Miss Burke; 10:30 A. M., Intermission; 10:45 A. M., Music; 2:00 P. M., The Means in Primary Language Work—Miss Burke;

High School Department—9:30 A. M. Paper—English in High School Department—A Sister of Charity; Discussion 10:30 A. M.; Intermission 10:45 A. M., Music; 2:00 P. M., Discussion and Adoption of High School Course in English.

3:00 P. M.—The History of Church Music; Plain Chant, Mediaeval Chorus Music, and Modern Church Music.—Rev. Alph. Dress.

8:00 P. M.—Lecture.

### Wednesday.

Grammar Department.—9:30 A. M., Paper, How to Train Children to study—Sister of C. B. V.; 9:30 A. M., The Story—Miss Burke; 10:30 A. M., Intermission; 10:45 A. M., Music; 2:00 P. M., The Poem—Miss Burke.

High School Department.—9:00 A. M., Paper—Catholic interpretation of the Idyls of the King; 9:30 A. M., Discussion and adoption of High School Course in Mathematics; 10:30, Intermission; 10:45, A. M., Music; 2:00 P. M., Discussion and adoption of High School Course in History.

3:00 P. M.—Plain Chant; Short Explanation of Theory—Rev. Alph. Dress. (a) Notation, Modes, Rythm. (b) Harmonization and Organ Accompaniment. (c) Recitation and Psalmody.

8:00 P. M.—Lecture.

#### Thursday.

Grammar Department.—9:00 A. M., Paper—The rewards of the Teacher—Ursuline Nun, Discussions; 9:30 A. M., Language in the Intermediate Grades—Miss Burke; 10:30 A. M., Intermission; 10:45 A. M., Music; 2:00 P. M., Grammar—Miss Burke.

High School Department.—9:00 A. M., Paper—The personal influence of the teacher—Sister of Providence, Discussions; 9:30 A. M., Discussion and adoption of High School course in Languages; 10:30 A. M., Intermission; 10:45 A. M., Music; 2:00 P. M., Discussion and adoption of High School course in Science.

3:00 P. M.—Modern Church Music: Hymns, Masses, Motets. First and Second Voices, Forbidden Church Music, Short Catalogue of approved Church Music, Liturgy of High Mass, Requiem, Vespers, Benediction, Organ Playing—Rev. Alph. Dress.

8:00 P. M.—Lecture.

#### Friday.

Grammar Department.—9:00 A. M., The study of drawing in the grades—Sister of St. Dominic, Discussions; 9:30 A. M., Grammar—Miss Burke; 10:30 A. M., Intermission; 10:45 A. M., Music 2:00 P. M., Literature in the Grades—Miss Burke.

High School Department.—9:00 A. M., Discussion and adoption of course in Christian Doctrine for the High School, Discussion and adoption of course in Philosophy for High School; 2:00 P. M., Annual meeting of the Board of Directors, Election of Officers.

3:00 P. M.—General Rules on Singing, How to train different classes of choirs, Latin in Italian Pronunciation, Daily singing in School Room—Rev. Alph. Dress.



8:00 P. M.—Closing Lecture—Rt. Rev. Bishop Carroll.

Respectfully submitted,

REV. WILLIAM P. JOYCE,

Principal.

### **HELENA BUSINESS COLLEGE.**

Located in Helena, Montana, established in 1883. Subjects: Shorthand, Commercial and English departments; Day and Night school the entire year. Faculty composed of J. Lee Rice, Certified Public Accountant, and H. F. Johnson, principals of the Commercial Department; L. A. May and Mabel Billings, Principals of Shorthand Department. The school has been a pronounced success, having hundreds of graduates all over the West; secures positions for graduates.





