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TWELFTH

BIENNIAL REPORT

OF THE

Superintendent of Public
Instruction

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State of Montana.

Department of Public Instruction.

Helena, Montana, December 1, 1912.

To His 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, 1912.

W. E. HARMON.

DEPARTMENT OF PUBLIC INSTRUCTION.

W. E. Harmon.....State Superintendent
B. E. Toan.....Deputy State Superintendent
Elizabeth MurphyClerk and Stenographer
Lela L. Bryant.....Clerk and Stenographer

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FOREWORD.

Owing to a deficiency in the printing fund, all state officers are compelled to make their biennial reports as brief as possible. For this reason many subjects that ought to receive consideration in this report must be omitted.

General Survey.

Montana is growing rapidly in wealth and population. This is particularly true of the past five years. The irrigation projects of both the government and private enterprise have brought many settlers to the state. But the greatest number have been brought through the success of dry farming methods. Hundreds of thousands of acres that have heretofore been used only for grazing purposes have been broken up and immense crops of flax and wheat grown. Homesteaders by the thousands are now living on the arid lands and are making a success of their endeavors. And while the homesteader on dry areas is making a start, those of other areas are studying more carefully than ever how to conserve moisture, increase the fertility of the soil and thus grow better and larger crops. As agriculture is the principal basis of Montana's wealth all these activities will redound to the financial prosperity of the state. Mining and stock raising are still great industries but stock raising must adjust itself to the new conditions. The farmer must now raise stock on his cultivated ranch and not confine all his energies to the raising of grain. This new order of things has brought in new questions for solution.

The children of the homesteader must have educational advantages. Formerly, owing to the sparse population, school districts were often from ten to twenty miles long. The school did not accommodate many of the children of the district. The homesteader has called for new districts. There were more than one hundred applications for new districts in one county, while five other counties had a large number of applications. The Chicago, Milwaukee & Puget Sound railroad, which has recently built its line through the state, has opened up new country and the Great Northern has built many miles of new line through undeveloped country. New towns have sprung up along these lines. New school houses have been built for

the accommodation of the children. The increase in school children in the state in 1910-11 was 7,260, in 1911-12 the increase was 10,282. The following statistical table will prove of interest.

STATISTICS.

	1907.	1908.	1909.	1910.	1911.	1912.
Census (6-21)	75,269	77,269	81,545	88,805	98,687	104,774
Attendance private schools.....	4,375	5,291	6,126	6,998	6,249	6,791
Total enrollment	50,516	51,346	64,627	63,141	64,554	68,335
Daily attendance	34,699	34,442	37,764	41,314	45,576	49,330
No. school districts	853	897	944	994	1,125	1,273
No. school houses	1,000	1,066	1,140	1,188	1,363	1,558
Visits county superintendent...	1,609	1,958	1,738	2,171	1,997	2,382
No. male teachers	222	221	260	270	337	399
No. female teachers	1,565	1,686	1,780	1,980	2,203	2,406
Average salary male teachers...	\$88.00	\$89.00	\$92.14	\$97.37	\$98.89	\$100.78
Average salary female teachers..	\$57.00	\$60.00	\$62.10	\$66.76	\$67.05	\$68.50
No. teachers normal graduates..	501	527	537	597	773	842
No. teachers college graduates..	154	197	255	258	365	432
Av. number months of school...	6.2	6.3	7.3	7.9	7.5	7.6
No. new school houses erected..	39	69	95	99	118	151

BIENNIAL REPORT.

	1907.	1908.	1909.	1910.	1911.	1912.
Amount expended for libraries	\$ 14,271.87	\$ 18,664.70	\$ 18,032.00	\$ 18,109.00	\$ 28,114.53	\$ 31,134.46
Amount expended for apparatus	27,249.31	57,503.29	50,738.00	64,780.00	81,900.88	75,667.52
For teachers' wages	1,023,569.95	1,122,322.52	1,200,026.00	1,452,029.00	1,696,626.50	1,929,192.52
For new school houses, sites, furniture and repairs	250,563.24	517,800.35	5,811,084.00	1,695,955.00	1,772,452.38	771,166.32
Value of buildings and sites	3,643,342.00	4,122,350.00	4,577,577.48	4,446,781.02	5,537,162.30	5,868,024.39
Total paid for all school purposes	1,702,423.64	2,1178,322.00	23,516,600.00	28,241,013.00	33,363,970.02	48,889,070.66

Elementary Schools.

Montana does not differ from other states in the grading of its schools. The public school system has the elementary grades made up of the first eight years of school work, and the high school work.

It has what many states do not have—a state course of study which is compulsory for all the elementary schools. The state has a uniform series of text-books for all the schools. The state course is based on this series of text-books.

A change in text-books was made in June, 1912, and went into effect September 1st.

There will be a new course of study and manual sometime in 1913. An outline has been prepared and sent to all the schools of the state for 1912-13.

In order that some idea of the work that is required may be obtained, the outline is here submitted:

OUTLINE OF COURSE OF STUDY.

Grade 1 B.

Reading—Blackboard work. Use script. Riverside Primer, pages 1-50. Little Kingdom Primer, first half; or, Gordon's first reader, pages 1-70, Wide Awake Primer, first half.

Spelling—Words copied from reading lesson.

Writing—Written work on paper and blackboard.

Languages—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.

Grade 1 A.

Reading—Riverside Primer, completed. Riverside First Reader completed. Little Kingdom completed; or, Gordon's First Reader completed. Wide Awake 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 of 10. Count to 100. Teach combinations, 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 Exercises.

Grade 2 B.

Reading—Riverside Second Reader, pages 1-89. Little Kingdom, First Reader; or, Gordon's Second Reader, pages 1-63. Wide Awake First Reader.

Spelling—First Twenty-five lessons in the speller.

Writing—Exercises given from Palmer Manual.

Language—Conversational exercises.

Numbers—Teach combination to 15. Write numbers to 500.

Geography—Observational exercises. Rising and setting sun, shape of earth, compass, etc.

Hygiene—Pure air and breathing. Foods, care of teeth.

Nature Study—Animals, plants, vegetables, fruits, weather.

Morals and Manners.

Grade 2 A.

Reading—Riverside Second Reader, pages 89-180. Wide Awake Second Reader: or, Gordon's Second Reader, pages 89-124. Wide Awake Second Reader.

Spelling—Complete work of grade from lesson 26.

Writing—Exercises from Palmer Manual.

Language—Conversational exercises and short reproduction stories. The Little Red Hen. Simple letters.

Numbers—Wentworth-Elementary Arithmetic, pages 1-49.

Geography—Review 2 B. work. Review cardinal points. Study semi-cardinal points. Teach children to read time on the clock; to note minutes in an hour; hours in a day; days in a week; days of the week; months of the year; names of the seasons; number of weeks in a month; number of weeks in a year; number of days in a year.

Study—Land forms, valley, canyon, hill, mountain, mountain systems. Define base, slope, top, crest or summit. Drainage: River, creek, spring, brook, rills, rivulets. Rivers: Source, direction, mouth, use. Air: What is it? Its use to animals; to plants; to commerce. Temperature: Hot, cold, warm, chilly, cool. Rain: Note effect on soil and plants. Heat: Note effect on plants. Clothing: Change on account of heat or cold. Evaporation: Cause, effect. Study: Animals, horse, cow, pig, sheep, dog, cat. The earth as a whole; its shape: its surface; made up of land and water; one-fourth land; three fourths water. Show by means of a globe. Teach the names of the hemispheres. The Western Hemisphere is made up of North America and South America; eastern Hemisphere of Europe, Asia, Africa and Australia.

Hygiene—Drinks. Water needed by tissues. Proper choice of drinks; harmful drinks; drinks that injure the stomach; injurious effects of strong and stewed tea; danger that cider, beer, or wine drinking may create a desire for more. Self-control in eating and drinking. The Bones: Bones of arm, fingers, head; relation of frame work to shape of body. Why sit and stand erect. Difference between the framework of the young and old. Tobacco and alcoholic drinks liable to stunt the growth of the bones. Muscles: How the body moves. Difference between muscle and fat. Exercise and proper food strengthen. Alcoholic drinks weaken muscles; soldiers are stronger and navies work better without alcohol. Tobacco and cigarette smoking in youth. The use of tobacco is harmful to youth as it hinders physical and mental development, contains nicotine, a harmful poison.

Nature Study—Take simple conversational work.

Morals and manners.

Grade 3 B.

Reading—Riverside Third Reader, pages 11-127. Wide Awake Third Reader, pages 9-113: or, Gordon Third Reader pages 1-101. Wide Awake Third Reader, pages 9-113.

Spelling—First twenty-five lessons in speller for third grade.

Writing—Exercises from Palmer Manual.

Language—Conversational exercises and reproduction stories.

Numbers—Elementary Arithmetic, pages 49-93.

Geography—Home Geography, Fairbanks, pages 11-116. Review 2 A. work.

Hygiene—Discuss framework of body, muscle, exercise, respiration, circulation, etc. Review 2 A. work.

Nature Study—Discuss animals, plants, vegetables, birds, trees.

Morals and Manners.

Grade 3 A.

Reading—Riverside Third Reader, pages 127-246. Wide Awake Third Reader, pages 113-217; or, Gordon's Third Reader, pages 101-202. Wide Awake Third Reader, pages 113-217.

Spelling—Complete third grade work of speller from lesson 26.

Writing—Exercises from Palmer Manual.

Language—Conversational exercises and reproduction stories. The Lion and the Mouse, etc.

Numbers—Wentworth Elementary, pages 93-141.

Geography—Home Geography, Fairbanks, pages 116-236. During this semester not only should the Home Geography be completed, but the following indicated work should also be completed: Show what the different lines, dots, dashes, shaded portions, etc., upon a map represent. Draw to a scale a plan of your school room, school yard, city. After a map of the immediate vicinity of the school has been drawn, proceed to the discussion of the county. Teacher should put an outline of it on the blackboard. Locate upon it the county seat and any other towns. Bring in directions of different places from the school house and from each other. Discuss home county. What counties touch it? On the North? East? South? West? How long is it? How wide? What streams has it? Which way do they flow? What lakes has Montana? Has it any noted land marks? Any canyons? Any mines? Kinds? Any timber? Kinds? State whether lands are grazing, agricultural, or mineral. Name the agricultural products. Has the county any orchards? What kinds of fruit are raised? Is your county noted for irrigation or for dry farming? What city is the county seat? Has your county a free county high school? What railroad has it? Develop a map of Montana. Length of State 550 miles. Width of state 275 miles. Draw to a scale of 55 miles an inch. Place on the map: Rocky, Bitter-Root, Belt, Rosebud and Crazy Mountains; Missouri, Yellowstone, Missoula, Milk and Beaverhead rivers; Helena, Butte, Missoula, Great Falls, Glendive, Dillon. Indicate mining, grazing, agricultural and forest regions. Locate the railroads on the map. What is the climate of Montana? Is there any difference in the climate in different parts of the state? Explain. What part of the state is high? What part is level? What part is mountainous? Where is the main divide of the Rocky Mountains? What is meant by a divide? Locate, and tell about the Bitter Root valley, the Gallatin valley, the Yellowstone valley. Name the farm products; grains, grasses, vegetables, fruits. Name the mining products; gold, silver, copper, lead, coal. Name and locate on the map the principal cities of Montana: Helena, Butte, Great Falls, Missoula, Anaconda, Billings, Bozeman, Dillon, Havre, Livingston, Kalispell, Lewistown, Glasgow, Glendive, Hamilton, Fort Benton, Virginia City, etc. What railroad is nearest you? In what direction is Helena? Why is Helena important? Butte? Great Falls? What do the railroads carry? What do we get from the east? From the West? From the south? From the north? How many counties has Montana? Are all the larger cities of Montana county seats? Show by maps Montana as a part of the United States. Show United States as a part of North America. Show on a globe.

Hygiene—Brain and nerves; senses; skin; clothing.

Nature Study—Same as 3 B.

Morals and Manners.

Grade 4 B.

Reading—Riverside Fourth Reader, pages 1-125. Supplementary Progressive Road to Reading, Book Four, First Half; or, Gordon's Fourth Reader, pages 1-146. Progressive Road to Reading, Book Four, First Half.

Spelling—First thirty-six lessons for grade four in speller.

Writing—Exercises from Palmer Manual.

Language—Robbins and Row, Book One, pages 1-38. Supplementary, Williams' Language.

Numbers—Wentworth Elementary, pages 141-181.

Geography—Tarr and McMurry, First Book, pages 1-59. Review 3 A.

Hygiene—Milk and eggs as food. Digestion; the blood.

Nature Study—Observational exercises.
Morals and Manners.

Grade 4 A.

Reading—Riverside Fourth Reader, pages 125-250. Gordon's Fourth Reader, pages 146-298. Progressive Road to Reading, second half.
Spelling—Complete fourth grade work of speller from lesson 37.
Writing—Exercises from Palmer Manual.
Language—Robbins and Row, pages 38-79. Supplementary, Williams' Language.
Numbers—Wentworth Elementary, pages 181-240.
Geography—Tarr and McMurry; First Book, pages 59-108.
Hygiene—Principles of Public Health, Tuttle, pages 1-60.
Nature Study—Observational Exercises.
Morals and Manners.

Grade 5 B.

Reading—Elson Reader, Book One, pages 15-176. Supplementary Searson and Martin, Fourth Reader, first half.
Spelling—First thirty-three lessons in grade five of speller.
Writing—Exercises from Palmer Manual.
Language—Robbins and Row, Book One, pages 79-123. Supplementary, Williams' Language.
Arithmetic—Wentworth-Smith Complete, Part I., pages 1-82.
Geography—Tarr and McMurry, First Book, pages 108-179, with special study of Montana.
History—Montana. The Land of Shining Mountains, Judson.
Hygiene—Principles of Public Health, Tuttle, pages 60-120. Four lessons per week.
General Lessons—Agriculture for Young Folks, Wilson. Blair's Sewing Tablet No. 1.

Grade 5 A.

Reading—Elson Reader, Book One, pages 176-344. Searson and Martin, Fourth Reader, second half.
Spelling—Complete fifth grade work of speller from lesson 34.
Writing—Exercises from Palmer Manual.
Language—Robbins and Row, Book One, pages 123-167. Supplementary, Williams' Language.
Arithmetic—Wentworth-Smith complete. Part I., pages 82-153.
Geography—Tarr and McMurry, First Book, pages 179-249 and review.
History—American Hero Stories—Tappan.
Hygiene—Principles of Public Health—Tuttle, pages 120-182.
General Lessons—Agriculture for Young Folks—Wilson.
Blair's Sewing Tablet No. 1.

Grade 6 B.

Reading—Elson Reader, Book Two, pages 15-175. Searson and Martin, Fifth Reader, first half.
Spelling—First thirty-five lessons in grade six of speller.
Writing—Exercises from Palmer Manual.
Language—Robbins and Row, Book One, pages 167-220. Supplementary, Williams' Language Book.
Arithmetic—Wentworth-Smith complete, Part I., pages 153-202.
Geography—Natural School, pages 1-48.
History—Mace's Primary, pages 1-131.
General Lessons—Agriculture for Young Folks—Wilson.
Blair's Sewing Tablet No. 2.

Grade 6 A.

Reading—Elson's Reader, Book Two, pages 175-342. Searson and Martin, Fifth Reader, second half.
Spelling—Complete sixth grade work of speller from lesson 36.
Writing—Exercises from the Palmer Manual.
Language—Robbins and Row, Book One, pages 220-290. Supplementary, Williams' Language.

Arithmetic—Wentworth-Smith complete, Part I., pages 202-251.
 Geography—Natural School, pages 48-85, (with special Montana).
 History—Mace's Primary, pages 131-267.
 General Lessons—Agriculture for Young Folks—Wilson.
 Blair's Sewing Tablets No. 2.

Grade 7 B.

Reading—Elson Reader, Book Three, pages 15-210. Searson and Martin Advanced Reader.

Spelling—First thirty-six lessons in grade seven of speller.

Writing—Exercises from Palmer Manual.

Grammar—Robbins and Row, Book Two, pages 1-50 and 223-255. Supplementary, Gowdy's English Grammar.

Arithmetic—Wentworth-Smith complete, Part II., pages 1-54.

Geography—Natural School, pages 87-130.

History—Mace's Primary History, pages 267-396.

General Lessons—Agriculture for Young Folks—Wilson.

Blair's Sewing Tablet No. 3.

Grade 7 A.

Reading—Elson Reader, Book Three, pages 211-396. Searson and Martin Advanced Reader.

Spelling—Complete seventh grade work of speller from lesson 27.

Writing—Exercises from Palmer Manual.

Grammar—Robbins and Row, Book Two, pages 50-101 and 255-288. Supplementary Gowdy's English Grammar.

Arithmetic—Wentworth-Smith complete, Part II., pages 54-108.

Geography—Natural School, completed from page 130 and reviewed.

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

General Lessons—Agriculture for Young Folks—Wilson.

Blair's Sewing Tablet No. 3.

Grade 8 B.

Reading—Elson Reader, Book Four, pages 15-194. Searson and Martin, Advanced Reader.

Spelling—First thirty-seven lessons in grade eight of speller.

Writing—Exercise from Palmer Manual.

Grammar—Robbins and Row, Book Two, pages 101-150 and 288-311. Supplementary, Gowdy's English Grammar.

Arithmetic—Wentworth-Smith complete, Part II., pages 108-159.

Physiology—Conn's Elementary complete. Emphasize, Hygiene.

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

General Lessons—Agriculture for Young Folks—Wilson.

Blair's Sewing Tablet No. 4.

Grade 8 A.

Reading—Elson Reader, Book Four, pages 194-391. Searson and Martin Advanced Reader.

Spelling—Complete eighth grade work of speller from lesson 35.

Writing—Exercises from Palmer Manual.

Grammar—Robbins and Row, Book Two, pages 150-222, and 311-383, and review. Supplementary, Gowdy's English Grammar.

Arithmetic—Wentworth-Smith complete, Part II., pages 159-186 and general review.

Civics—Reinsch's Civil Government, Complete.

History—Gordy's United States, pages 297-433 and Review. Supplementary, Mace's School History.

General Lessons—Agriculture for Young Folks—Wilson.

Blair's Sewing Tablet No. 4.

The Rural School.

The rural school is still an unsolved problem. There are so many phases of the problem that its solution is not easy. For a long time the rural school and country village have been required to pursue the same studies that are required of the city school. When we take into consideration the different environments and the aptitudes of the majority of children in each system, it is plain there should be a line of demarcation in the courses of study above the fifth or sixth grade. All children should learn to read, write, spell and figure fairly well. But there should be a different emphasis on certain studies. The rural child should have phases of work emphasized that pertain to country life.

No child whose bent of mind is toward agriculture can be expected to get the most out of his school work if taught that the pleasures of life can be found in the city mainly.

I would, therefore, suggest that the course of study be so constructed that certain parts of it may be omitted in the rural school, and other studies taken in lieu thereof.

One of the greatest drawbacks in the rural school is the large number of classes. A teacher often has eight complete grades in her school, with thirty-five or more classes, giving but ten minutes to a class. No teacher can do effective work with such a program.

The rural school lacks for efficient supervision. The only supervision provided is that of the county superintendent. This official has all the office work to do and no specific provision for office help. The law should be so amended that office help in counties having thirty or more districts should be provided. There are so many changes, too, in the office of the county superintendent that much valuable time is consumed by a new superintendent in getting acquainted with conditions.

Consolidation.

Through the consolidation of school districts, where practicable, more children with no more classes can be brought together. There is more taxable property to bear the burden, hence more teachers may be employed and the school better graded, giving each class more time and better facilities generally. Where consolidation has been tried no one thinks of going back to the one-room school. Where children live

too far from the school they are transported at public expense. Thus they have all the advantages of the city schools and none of its drawbacks.

RURAL SCHOOL INSPECTOR.

Owing to the peculiarity of the conditions of the rural school, it should have expert supervision. The county superintendents often have given no thought or study to the rural school problem before being elected. Much time is consumed afterward in learning only the general scope of the problem. Its details are seldom solved. The state department of education has many general problems for solution and it recognizes that the rural school problem is one that can be solved only by careful study and thought. The department of education ought to be authorized to appoint an educational expert whose duty would be to deal with the country school and other districts of the third class.

Too much work now is done without a plan of any kind that can be justified. Buildings are erected without thought of sanitation, ventilation, light and heat.

Children in a short time after entering school for the day are uncomfortable and soon are unable to do much, if any, effective work. What value is it in a permanent way if a district does expend from \$1,000 to \$2,000 for a school house if it is not properly ventilated, lighted and heated? No child can make any progress worth while so long as his feet are almost freezing or his face nearly burning, and compelled most of the time to breathe foul air. There are many school houses in Montana that have been built in the past five years that are models of comfort. The buildings are not only well constructed but have been planned with respect to light, heat and sanitation. It is poor economy to continue supporting some of the rural schools in the present condition of the school building as fully one-half of the child's energy goes to combatting unnatural sanitary conditions.

The expert's duty would be to visit and advise county school officials and teachers.

Because of his knowledge of rural needs and his familiarity with proper equipment, every dollar expended would be for the betterment of the school conditions of the district. The legislature could do no better service than to provide the funds

and give the authority for a rural school deputy in the department of public instruction.

High Schools.

The high schools of Montana, both district and county, are doing a high grade of work. Those that have been accredited by the State Board of Education have proved that their students are well prepared to do higher work when they have entered the state's higher institutions of learning or when they have entered those of other states. The state course of study for high schools has been revised from time to time to conform to modern educational thought. The present course prepared by the Department of Education and authorized by the State Board of Education is believed to be fully abreast of the times. All phases of educational work are recognized. A manual was prepared to accompany the course.

SUGGESTED PROGRAM OF STUDIES FOR HIGH SCHOOLS OF MONTANA

	CLASSICAL.	SCIENTIFIC.	ENGLISH.
YEAR I. SEMESTER I.	Latin 5 English 5 Algebra 5 Greek History 5 Public Speaking 1	English 5 Algebra 5 Greek History 5 Physical Geography 5 Public Speaking 1	English 5 Algebra 5 Greek History 5 Physical Geography 5 Public Speaking 1.
SEMESTER II.	Latin 5 English 5 Algebra 5 Roman History 5 Public Speaking 1	English 5 Algebra 5 Roman History 5 Physical Geography 5 Public Speaking 1	English 5 Algebra 5 Roman History 5 Physical Geography 5 Public Speaking 1
YEAR II. SEMESTER I.	Latin 5 English 5 Plane Geometry 5 Medieval History 5 or German 15 or French 15 Public Speaking 1	English 5 Plane Geometry 5 German 15 or French 15 Public Speaking 1 Medieval History 5 Biology 5, Botany 5 Zoology 5	English 5 Plane Geometry 5 or Commercial Arithmetic 5 Public Speaking 1 Choose two German 15 or French 15 Medieval History 5 Biology 5 Botany 5 Zoology 5
SEMESTER II.	Latin 5 English 5 Plane Geometry 5 Modern History 5 or German 15 or French 15 Public Speaking 1	English 5 Plane Geometry 5 German 15 or French 15 Public Speaking 1 Medieval History 5 Biology 5 Botany 5 Zoology 5	English 5 Plane Geometry 5 or Commercial Arithmetic 5 Public Speaking 1 Choose two German 15 or French 15 Modern History 5 Biology 5 Botany 5 Zoology 5

	COMMERCIAL.	MANUAL TRAINING.	DOMESTIC SCIENCE.
YEAR I.			
SEMESTER I.	Algebra 5 English 5 Greek History 5 Physical Geography 5 Public Speaking 1	Algebra 5 English 5 Bench Work 3 Freehand and Mechanical Drawing 2 Public Speaking 1 Physical Geography 5 or Agriculture 5	Algebra 5 English 5 Sewing 3 Freehand Drawing 2 Physical Geography 5 Public Speaking 1
SEMESTER II.	Algebra 5 English 5 Roman History 5 Physical Geography 5 Public Speaking 1	Algebra 5 English 5 Bench Work 3 Freehand and Mechanical Drawing 2 Public Speaking 1 Physical Geography 5 or Agriculture 5	Same.
YEAR II.			
SEMESTER I.	Public Speaking 1 Commercial Arithmetic 5 Business English 5 German 5 or Medieval History 5 Choose one Plane Geometry 5 Biology 5 Botany 5 Zoology 5	Plane Geometry 5 English 5 Cabinet Work or Lathe 3 Mechanical Drawing 2 Public Speaking 1 Choose one Medieval History 5 German 15 or French 15 Botany 5 Zoology 5 Biology 5	English 5 German 15 or French 15 Freehand Drawing 2 Cooking 3 Greek History 5 Public Speaking 1
SEMESTER II.	Commercial Arithmetic 5 Business English 5 German 5 or Modern History 5 Choose one Plane Geometry 5 Biology 5 Botany 5 Zoology 5 Public Speaking 1	Plane Geometry 5 English 5 Cabinet Work or Lathe 3 Mechanical Drawing 2 Public Speaking 1 Choose one Modern History 5 German 15 or French 15 Botany 5 Zoology 5 Biology 5	English 5 German 15 or French 15 Freehand Drawing 2 Cooking 3 Roman History 5 Public Speaking 1

	COMMERCIAL.	MANUAL TRAINING.	DOMESTIC SCIENCE.
YEAR III.	SEMESTER I. English 5 German ii5 or Economics 5 Bookkeeping 5 Stenography and typewriting 5 Public Speaking 1	English 5 Mechanical Drawing 2 Iron Working or Advanced Wood Working 3 Physics 5 Public Speaking 1 Bookkeeping 5 Advanced Algebra 5	English 5 German ii5 or French iii5 Applied Design 2 Domestic Art 3 English History 5 or Economics 5 Public Speaking 1
YEAR III. SEMESTER I. (Continued.)		Economics 5 German ii5 or French i5 German ii5 French ii5	
SEMESTER II.	English 5 German ii5 or Economics 5 Bookkeeping 5 Stenography and Typewriting 5 Public Speaking 1	Same.	Same.
YEAR IV. SEMESTER I.	Bookkeeping 5 Stenography and Typewriting 5 United States History and Civics 5 Commercial Geography 3 Public Speaking 1	Public Speaking 1 English 5 United States History and Civics 5 Mechanical Drawing 2 Machine Shop or Advanced Wood Working 3 Chemistry 5 Solid Geometry 5 German ii5 or French ii5 German iii5 or French iii5	English 5 German iii5 or French iii5 United States History and Civics 5 or Chemistry 5 Applied Design 2 Domestic Science 3 Public Speaking 1
SEMESTER II.	Same except Commercial Law in place of Commercial Geography.	Same except Trigonometry in place of Solid Geometry	Same.

	CLASSICAL.	SCIENTIFIC.	ENGLISH.
YEAR III. SEMESTER I.	Latin 5 English 5 Physics 5 or English 5 History 5 or Economics 5 German 15 or French 15 or German 115 or French 115 Public Speaking 1	German 115 or French 115 English 5 Physics 5 Public Speaking 1 Advanced Algebra 5 English History 5 Economics 5	English 5 Physics 5 Advanced Algebra 5 or Bookkeeping 5 Public Speaking 1 (Choose one German 15 or French 15 German 115 or French 115 English History 5 Economics 5
SEMESTER II.	Latin 5 English 5 Physics 5 or English 5 History 5 or Economics 5 German 15 or French 15 or German 115 or French 115 Public Speaking 1	German 115 or French 115 English 5 Physics 5 Public Speaking 1 Choose one Advanced Algebra 5 English History 5 Economics 5	English 5 Physics 5 Advanced Algebra 5 or Bookkeeping 5 Public Speaking 1 German 15 or French 15 or German 115 or French 115 English History 5 Economics 5
YEAR IV. SEMESTER I.	Latin 5 English 5 United States History and Civics 5 Public Speaking 1 Choose one German 15 or French 15 German 115 or French 115 Chemistry 5 Solid Geometry 5	German 115 or French 115 English 5 United States History and Civics 5 Public Speaking 1 Choose one Chemistry 5 Solid Geometry 5	English 5 Chemistry 5 United States History and Civics 5 Public Speaking 1 Choose one German 15 or French 15 or German 115 or French 115 Solid Geometry 5
SEMESTER II.	Latin 5 English 5 United States History and Civics 5 Public Speaking 1 Choose one German 15 or French 15 or German 115 or French 115 Chemistry 5 Trigonometry 5	German 115 or French 115 English 5 United States History and Civics 5 Public Speaking 1 Choose one Chemistry 5 Trigonometry 5	English 5 Chemistry 5 United States History and Civics 5 Public Speaking 1 Choose one German 15 or French 15 or German 115 or French 115 Solid Geometry 5

ACCREDITED HIGH SCHOOLS,
County High Schools.

County.	Principal.	Salary.....	No. male assistants..	No. female assist- ants.....	Average salary male assistants.....	Average salary female assistants...	No. college graduates.....	No. normal graduates.....	Average attendance.....	No. recitations each teacher.....	Length of recitation.....	No. volumes in library.....	Value laboratory equipment.....	Enrollment Oct. 1, 1912.....	Boys.....	Girls.....
Beaverhead	L. R. Foote	\$2,400	4	4	\$1,195	\$1,150	6	1	86	5	45	1,549	\$ 3,000	97	42	54
Broadwater	J. M. Kay	1,800	1	3	1,200	380	4	2	51	7	45	1,200	600	61	27	33
Carbon	H. Westergaard	1,500	3	4	1,200	900	4	2	80	7	40	300	600	83	30	53
Custer	W. M. Vogel	1,850	3	4	1,308	1,235	3	4	123	5	40	900	1,800	128	48	80
Lawson	R. L. Hunt	2,700	3	3	1,350	1,100	5	...	180	5	50	1,144	3,000	182	33	49
Pergus	H. J. Sackett	2,600	7	7	1,250	1,300	8	...	130	4	45	1,200	8,000	137	71	66
Mathad.	B. E. Whitaker	3,000	5	10	1,270	1,120	13	2	261	5	45	2,350	3,500	272	127	145
Gallatin	E. J. Parkin	2,300	8	8	1,145	1,945	10	...	97	5	40	500	1,700	248	116	132
Granite	G. T. Bramble	1,800	3	3	1,035	1,062	4	1	60	5	45	300	4,000	62	31	31
Jefferson	H. E. Harry	1,800	6	6	1,240	1,200	31	...	40	5	45	1,200	2,000	41	22	19
Missoula	G. A. Ketchum	2,500	6	10	1,240	1,209	16	2	265	6	45	1,500	2,000	272	114	158
Park	L. Terwilliger	2,000	3	4	1,333	950	6	1	90	5	40	3,000	2,000	100	41	59
Powell	F. A. Stejer	1,800	5	5	1,130	5	1	66	46	5	45	350	1,500	48	16	32
Sweet Grass	C. V. Brown	2,000	1	3	1,100	1,000	3	1	69	6	40	800	1,000	70	25	45
Teton	B. J. Dean	1,800	1	2	1,200	1,050	...	...	26	6	40	700	1,250	30	11	19
		\$2,122	32	73	\$1,300	\$1,095	90	15	107	5	43	16,993	\$35,950	1,730	755	975

	Superintendent or Principal.	Salary.....	No. Teachers.....	Salary of Teach- ers (AVERAGE).....	No. Pupils Enrolled.....	Length of School Year.....
Alberton.....	Laura Cool	\$ 765	2	\$ 82.50	50	9
Anaconda.....	Wm. K. Dwyer	2,700	13	82.31	1,490	9 1/2
Armington.....	Emma Spencer	675	3	75.00	40	9
Augusta.....	Cecilia Hayes	900	4	85.00	80	9
Ballantine.....	H. M. VanSaum	765	2	75.00	54	9
Bearcreek.....	M. J. Kane	900	4	75.00	140	9
Belfry.....	R. H. Henderson	1,125	2	85.00	59	9
Belt.....	S. A. Remington	1,920	16	85.00	540	9
Big Timber.....	E. A. Erickson	1,600	8	78.56	224	9
Billings.....	Ward H. Nye	3,000	75	90.00	2,100	9 1/2
Bonner.....	J. A. McIntosh	1,740	5	82.80	180	9 1/2
Bozeman.....	Risdon J. Cunningham.....	2,500	36	83.71	982	9 1/2
Butte.....	George F. Downer	4,000	236	90.00	6,528	10
Cascade.....	Harvey L. Rowley	1,200	4	72.00	94	9
Chester.....	Eva C. Youell	810	4	75.00	140	9
Choteau.....	W. L. Stuckey	1,350	4	85.00	100	9
Columbia Falls.....	John R. Hansen	1,200	11	80.00	202	9
Conrad.....	J. A. Goodrich	1,440	17	92.00	347	9
Creston.....	Charles Troyer	765	2	75.00	70	9
Culbertson.....	Wm. A. Alexander	1,170	7	80.00	154	9
Cut Bank.....	Thomas Lewis	1,500	5	100.00	166	10
Darby.....	F. H. Madison	1,225	2	98.23	102	9
Deer Lodge.....	Owen D. Speer	1,425	13	80.00	359	9 1/2
Dillon.....	Grant E. Finch	2,500	19	130.00	448	9 1/2
Dodson.....	Victor Vaughn	810	2	82.50	9	9
Elliston.....	S. J. Billington	1,100	3	88.33	78	10
Eureka.....	F. M. Vancil	1,035	8	80.00	201	9
Forsyth.....	E. C. Bussert	1,800	15	98.33	254	9 1/2
Fort Benton.....	J. W. Lenning	1,600	10	90.00	331	9 1/4
Fromberg.....	A. O. Nelson	1,125	5	90.00	193	9
Goldford.....	W. J. Carroll	540	2	57.50	45	9
Glasgow.....	D. S. Williams	2,000	10	90.00	298	9
Glenlivet.....	R. H. Brown	2,000	13	80.00	415	9
Great Falls.....	S. D. Largent	3,500	101	86.19	3,173	10
Hamilton.....	Henry Scharm	2,200	19	90.00	659	9
Harlem.....	M. L. Littlejohn	1,200	5	85.00	115	9
Harrison.....	A. Smith	900	3	85.00	57	9
Havre.....	T. J. Troy	2,000	16	93.75	552	10
Hedgessville.....	Anna Whiting	810	3	81.00	65	9
Helena.....	John Dietrich	3,800	73	91.78	2,000	10
Hingham.....	Mary Indra	810	3	70.00	50	9
Hinsdale.....	V. E. Misener	1,125	3	91.66	65	9
Hysham.....	Alma Wagner	900	5	79.00	84	9
Inverness.....	Frederick Leslie	810	2	80.00	65	9
Joplin.....	W. W. Hart	675	2	62.50	62	9
Joliet.....	Thomas B. Quaw, Jr.....	1,125	4	77.50	151	9
Klein.....	Lura O. Killion	990	5	78.75	170	9
Kalispell.....	Wm. D. Swetland	2,500	31	87.37	1,165	9 1/2
Laurel.....	D. S. Clinger	1,700	8	82.50	162	9
Lavina.....	J. R. Leggett	720	2	77.50	25	9
Lewistown.....	H. A. Davee	2,000	22	84.44	700	9
Libby.....	George B. Neff	1,500	14	90.00	250	9
Lima.....	Frederick Dees	900	3	90.00	54	9
Livingston.....	B. A. Winans	2,400	28	85.90	905	9
Malta.....	A. Augustus Hallstone.....	1,170	4	85.75	156	9
Marysville.....	Benton Welty	1,125	4	85.00	125	9
Miles City.....	J. A. Burger	3,000	30	93.45	855	9 1/2
Missoula.....	J. Ulysses Williams	2,800	60	96.13	1,710	9 1/2
Paradise.....	W. J. Skelton	1,000	2	80.00	70	9
Phillipsburg.....	G. E. Garbutt	1,500	6	80.00	230	9
Plains.....	W. H. Shipley	1,350	8	86.43	189	9
Plentywood.....	Frank L. Houston	900	4	65.00	100	9
Polson.....	J. M. Stackhouse	1,125	7	75.05	276	9
Pony.....	Lee S. Tower	1,175	3	80.00	125	9
Poplar.....	Emogene Lectra	1,035	3	93.33	69	9
Red Lodge.....	A. C. Carlson	1,900	27	78.00	925	9 1/2

	Superintendent or Principal.	Salary.....	No. Teachers.....	Salary of Teachers (Average)....	No. Pupils Enrolled.....	Length of School Year.....
Roundup.....	F. P. Baird	1,680	11	82.00	375	9
Saco.....	Jas. H. Atwood	1,125	3	77.50	70	9
Sand Coulee.....	T. S. King	1,125	6	78.00	232	9
Shelby.....	W. M. Black	720	3	80.00	73	9
Sheridan.....	Arthur L. Lewis	1,125	6	82.50	180	9
Sidney.....	J. H. Nevins	945	4	66.25	148	9
Somers.....	Frank L. Byrnes .....	.....	4	70.00	180	9
St. Regis.....	S. P. Wells	900	2	87.50	36	9
Stockett.....	J. E. Young	1,200	10	80.00	250	9 1/2
Terry.....	C. W. Grandey	1,125	7	80.00	160	9
Thompson.....	A. R. Ford	1,200	6	91.00	130	9
Three Forks.....	Homer Thompson	1,350	4	80.00	135	9
Troy.....	E. E. Price	990	4	86.25	74	9
Victor.....	J. H. Holst	1,215	7	80.71	293	9
Virginia City.....	Wm. N. Tibbs	1,135	5	89.00	100	9
Whitefish.....	Harry L. Hayden	1,200	11	77.50	340	9
Wibaux.....	J. D. Carroll	1,200	6	75.00	138	9
Wisdom.....	Finis E. Dean	1,035	2	82.50	56	9
Zortman.....	Charles Coy	1,350	2	96.44	26	9

COUNTY SUPERINTENDENTS TO SERVE FROM 1911 TO 1913.

County.	Address.	Superintendent.
Beaverhead	Dillon	Margaret Ross.
Blaine	Chinook	Avy L. Short.
Broadwater	Townsend	Lizzie Barker.
Carbon	Red Lodge	Fannie Torreyson.
Cascade	Great Falls	Annie McAnelly.
Chouteau	Fort Benton	Daisy Blackstone.
Custer	Miles City	Mary Lee Wilson.
Dawson	Glendive	Harriet Kelly.
Deer Lodge	Anaconda	Echo Templeton.
Fergus	Lewistown	Alice O'Hara.
Flathead	Kalispell	May Trumper.
Gallatin	Bozeman	Ida W. Davis.
Granite	Phillipsburg	Lottie T. Irvine.
Hill	Havre	Sarah F. McHale.
Jefferson	Boulder	Elsie E. Halford.
Lewis and Clark	Helena	Lucile Dyas.
Lincoln	Libby	F. D. Head.
Madison	Virginia City	Phebe Williams.
Meagher	White Sulphur Springs	Belle Francisco-Spohr.
Missoula	Missoula	Paul T. Marshall.
Musselshell	Roundup	Maud Griffin.
Park	Livingston	Maude Brown.
Powell	Deer Lodge	Olga Johnson.
Ravalli	Hamilton	Minnie Bailey-Law.
Rosebud	Forsyth	Fay Alderson.
Sanders	Thompson	Helena Feeny.
Silver Bow	Butte	Mamie Burt.
Sweet Grass	Big Timber	Jessie F. Evans.
Teton	Choteau	Nellie R. Brown.
Valley	Glasgow	Flora Sims.
Yellowstone	Billings	Sara E. Morse.

TEACHERS' CERTIFICATES.

From the reports of county superintendents it appears that fewer teachers are teaching on low grade certificates than formerly. There is a spirit of progress manifest in all counties and nowhere is this more pronounced than in the attitude of trustees and patrons generally toward well qualified teachers for the schools.

More city systems are asking for teachers with state certificates or college or university diplomas than ever before. It is difficult for a teacher without experience to get a position. Even the normal school graduates who have good training, because of inexperience often have difficulty in getting a position. Teachers who give good satisfaction are employed from year to year in the city schools at good salaries. There are few states where good teachers are appreciated more than in Montana.

This is also shown in the salaries paid. The city schools pay from \$75 to \$115 per school month for nine or ten months. Rural schools pay from \$50 to \$100 per school month for from four to nine months. Gradually the length of term is increasing. The following statistics will prove of interest:

THE STATE FAIR CONTEST.

Prof. F. S. Cooley, superintendent of Farmers' Institute for the state, presented the feasibility to the State Fair officials of having a State Fair Contest for the boys and girls of the state, the idea being to interest more boys and girls in industrial work. The State Fair officials appointed a committee of three, consisting of Prof. F. S. Cooley, Hon. I. D. O'Donnell and Superintendent of Public Instruction W. E. Harmon, to work out a plan for industrial work and prizes for excellence.

The committee, after due consideration, sent out the following instructions:

Instructions to County Superintendents, Teachers, and Competitors.

The State Fair which will be held in Helena, September 23-28, will include a **Boys' and Girls' Industrial Department**.

One boy between 12 and 18 years of age will be admitted from each county on the basis of winning first place in a corn or potato growing contest; and one girl of like age from each county who puts up the best canned fruit or makes the best corset cover, according to rules accompanying.

The State Fair will pay the cost of lodging and meals in Helena during fair week, and give free admission to the fair to the successful competitors from each county. The boys and girls will be in charge of competent and reliable men and women while in Helena.

A school of stock judging under competent instructors will be conducted from nine to twelve o'clock each forenoon during the week, using the live stock on exhibition at the fair, to which the boys winning the county prizes will be admitted free.

A similar course of instruction in home science will be given during the same hours to the girls who have won like honors.

It is expected that prizes sufficient to cover cost of transportation to Helena to the fair will be offered to the successful boy and girl in each county, and that other prizes will be given to those whose products approach those of the winners of first honors.

The prizes will be awarded by judges selected by the county superintendent of schools, at such a time and place as she may

designate. The time should not be more than four nor less than one week prior to the State Fair. Wherever practicable the county fair may be designated and its judges appointed to decide these awards.

The county superintendents of schools may divide her county into convenient districts, each under the direction of a teacher designated to have charge of an exhibition in that district, the winners of the district prizes to compete for county honors, under direction of the county superintendent.

Numbers should be substituted for names on all exhibits, and a record of the number given to each against the names of its producer kept by the teacher or superintendent in charge, so that the judges may not be subject to the accusation of favoritism in making awards.

Yellowstone, Rosebud, Custer, Dawson and Valley counties are designated corn counties. In these boys will grow and exhibit corn. In all other counties potatoes will be the given crop for the contest.

Either canned fruit and jelly or a corset cover, whichever the county superintendent of schools may elect, will be the object for the girls' contest. It is understood that no county may compete in both.

Corn. Seed of Minnesota No. 13, Silver King, or Northwestern dent varieties is recommended. Old ground that has been deeply tilled, or alfalfa or clover sod, is good. Begin tillage early and cultivate often. Plant three kernels in a hill, 42 inches apart each way, about May 10th. Cultivate each week until plants are four feet high. Thin to two stalks in each hill. Select the best ten ears for exhibition, and keep enough reserve ears to replace any that may be lost or injured. Select ears that are of uniform size, even, well filled at tips and butts, small butts and cobs, deep kernels, straight rows, and particularly ears that are ripe, firm and tight in the kernel, and true to type. Take pains to dry ears thoroughly. Never leave them packed away from air for a very long time.

Potatoes. Burbank, Carman No. 3, or Hebron varieties of potatoes for irrigated land, or Early Ohio for dry land, are good. Select smooth, good sized seed and cut two eyes in a piece. Plant about May 1st in deep rich soil thoroughly pulverized. Frequent, thorough cultivation is important. Kill potato bugs with Paris green spray, one pound to 50 gallons

of water. Select large, smooth tubers with shallow eyes. Tubers that are even size from end to end, uniform, true to type, and nearly alike, are best. Twelve potatoes will make the exhibit. Save a few extra ones for emergencies.

Canned Fruit and Jelly. This exhibit will consist of one pint each of strawberries, cherries and peaches, and one glass of currant jelly. The fruits should be perfect, of uniform size, and neatly packed in the jar, which should be full, without bubbles, the spaces being filled with clear, pure syrup. A scale of points would give 60 for flavor and quality, 5 for clearness, 10 for uniformity and perfectness of fruit, 10 for color, 15 for neatness on can label, etc. For jelly the score would be: Flavor, 60, transparency, 10; texture, 15; neatness, 15. Ideal jelly has beauty of color, transparency, will quiver but not run from mold, keeps its shape when cut, is not brittle but will break, is not tough, gummy, or sticky.

Corset Cover. The corset cover should be of nainsook, made entirely by hand, and unlaundered. It should show hem, French or felled seams, gathers carefully stroked, and at least three buttonholes. The stitches must be well made and of uniform length. Trimmings, thread, and buttons should be suitable for the material; colored ribbons must not be used. The garment must be clean, well pressed, and neat in appearance.

Rules and Regulations for Boys' and Girls' Industrial Contest. In Competition for Trips to the State Fair.

1. Boys and girls between the ages of 12 and 18 years, October 1st, 1912, are eligible to compete.

2. Exhibits must be the work of the competitors. Corn and potatoes must be planted, cultivated, dug, and selected by exhibitors. Canned fruit must be prepared and put up and sewing exhibits all done by the hands of the exhibitors.

3. The same specimens may be used in the district, county, and state exhibitions, although other specimens may be substituted for originals in county and state contests, provided they are strictly the products of the exhibitor of the original entry.

4. Only such corn, potatoes, canned fruit, or garments as are prepared according to rules, and exhibited at the time and place designated by the county superintendent of schools, will be accepted in competition for the honor of representing the county at the State Fair.

5. The judges designated by the county superintendent of schools will determine which of the exhibits is most meritorious without knowing by whom exhibited, and their decision will be final.

The result of the contest exceeded the expectations of the promoters. Many boys and girls took part in the contest and those that did not win prizes expressed the desire to try again.

Those that were successful and visited the fair were the happiest lot of boys and girls one ever sees. They visited, with guides, every department of the fair. The fair will have some good advertising the coming year, if one can judge from the remarks of these boys and girls.

The result of the first contest insures the success of the department for years to come.

STATE AID FOR SCHOOLS.

Montana has twelve hundred and seventy-three school districts. In about one-fifth of them school is held less than six months in a year, in many of them four months. For the most part these districts are poor, having but little taxable property. They cannot raise money by taxation sufficient to run a six months' school yearly. Some states provide state aid for such districts. Montana is doing handsomely by its higher institutions, considering her present resources.

There are thousands of children in the elementary schools that would be greatly benefitted if the state would help in deserving cases to bear the burden, especially is this true of many rural schools.

The investment would pay big dividends. There is nothing that has given any state a greater return than the money spent for education. At this time, when the state is seeking to change its laws so that it may be able to do even more for the higher educational institutions, provision should also be made for the public schools. State aid should be extended to high schools that meet certain requirements. Some eastern states have by state aid built up some of the most efficient high schools in the United States. Montana has thirty-four accredited high schools and as many more that have been established but are not able yet to meet all the requirements of the board. A high school to be accredited must have three teachers in the high school, recitation periods must be at

least forty minutes in length and no teacher have more than seven classes daily.

There must be a good working library and a laboratory sufficient to carry on physical experiments.

If state aid were provided when high schools meet certain conditions, there is no doubt that fully three-fourths of the high schools of the state would be accredited.

CONSOLIDATION.

Ravalli County has taken the lead in the work of consolidating rural schools. Mrs. Minnie Bailey-Law began to advocate the plan when she became county superintendent of schools two years ago. About a year ago, Mr. Holst, superintendent of the Victor schools, took up the work and was successful in organizing the first consolidated school within three months from the time he began active work to bring about such a result. Pleasant View was the first district to unite with Victor, and the late R. G. Young was one of the signers of the petition. There were no active opponents of consolidation here at that time. The new board of trustees permitted Miss Jessie Poindexter to complete her term of school in Pleasant View.

The law forbids a change of boundaries or the formation of new districts between the first of March and the first of September. An active campaign for consolidation was waged during the winter and spring and before the first of June, Fairview and Roll districts had secured the necessary number of signers to petitions for consolidation with the Victor consolidated district. Curlew district, as a whole, refused to join the union, but the portion nearest to Victor petitioned to join. The petitions were laid over until the second and third of September, at which time all petitions for consolidation were granted by the county superintendent. Fairview, Roll and Curlew appealed to the county commissioners. The appeal was heard about six weeks after the opening of the school and the county superintendent was sustained in each case. It is a fact worthy of note that the parents of more than five-sixths of the children affected favored consolidation.

In preparation for consolidation, the board of trustees purchased five transportation wagons and secured drivers. When school opened they found that another wagon was neces-

sary and it was secured. The board of trustees, consisting of H. A. Briggs, Wm. Cole and J. H. White, undertook the work and expense of preparing for consolidation, trusting that the plan would finally carry. The various districts had met the Victor levy of ten mills and it did not seem wise to wait until the matter was finally decided and let many children lose more than a month of school by their failure to act.

Five of the wagons cost from \$225 to \$242.50. They accommodate from eighteen to twenty-five children each. In cold or bad weather the wagons can be closed by rubber curtains. Each wagon is provided with six lap robes, and when the weather requires, each is supplied with four Clark foot-warmers. The board is especially careful to secure responsible drivers. A contract and bond is required, and all regulations made by the board must be enforced. Salaries run from \$35 to \$70 per month. The routes vary in length from three and a half to seven and a half miles, the average being about five miles.

The results of consolidation in this instance will prove its value to any reasonable investigator. The report of the Pleasant View school for last year shows that it enrolled 23 pupils, had an average daily attendance of 13.6, and 131 cases of tardiness. During the first three months of the present term the consolidated school has enrolled 34 from that district; the average daily attendance has been 32, and there have been no cases of tardiness. The increase in average daily attendance has been 135.3 per cent. Fairview last year enrolled 22, had an average daily attendance of 15.7, and 47 cases of tardiness. During the first three months of the present term the consolidated school has enrolled 26 from that district, has had an average daily attendance of 24.6, and no cases of tardiness. The average daily attendance has increased 56.7 per cent. The Roll district last year enrolled 20, had an average daily attendance of 15.2, and 54 cases of tardiness. The consolidated district during the first three months of the present term has enrolled from that district 22 pupils, has had an average daily attendance of 21.6, and no cases of tardiness. The average daily attendance of the pupils representing those districts in the consolidated school would have been higher had not several children remained at home until the appeal was heard.

Reasons for Consolidation of Schools.

Consolidation is no longer an experiment. In at least 34 states it is a recognized factor in the educational system. The departments of education of several states have issued bulletins and pamphlets setting forth the merits of the system. The United States Department of Agriculture has issued bulletin No. 232, "Consolidation of Rural Schools and Organization of a County System," which gives much valuable information.

The conditions which obtain in the vicinity of Victor are, in general, the same as those which have impelled to the consolidation of rural schools in other parts of the country. An investigation this year revealed the fact that the six districts nearest to Victor had a census enumeration greater than that of the Victor district, yet during the four years ending June 1, 1912, the Victor school had graduated 62 from the eighth grade, while the six districts taken together had graduated but five. It was also found that there were comparatively few enrolled in the grades from six to eight inclusive in those districts. This seems to bear out the argument often made, that the rural school fails to interest and hold the older boys and girls.

The consolidated school is able to secure better teachers, to have better supervision, to systematize the work, to have more convenient and comfortable buildings, better libraries and equipment, and a more varied and adaptable course of study, and the school will have more dignity and character.

The consolidated school will be more interesting to the pupils, because the classes are larger, and friendly class rivalry tends to stimulate interest. The greater number taking part will make the games more interesting. The social life of the students will be widened, and individuality will be strengthened. The older boys and girls will be kept in school longer, and more will enter high school because more will have high schools to enter. Rich and poor will have more nearly equal chances in securing a high school education. All the children of the community will have the opportunity of securing educational advantages which, under the present system, only a small number have, and that at the expense of going away to the city.

Parents become more contented when school advantages are brought to them in the country, and the consolidation of rural

schools will tend to check the movement from the farm to the city which has become so prevalent in many parts of the country. Instead of sending their children away to school at an age when they most need the home influence, parents may have the assistance and companionship of their children until, through education, they are better able to withstand the temptations which come with new environments.

Transportation protects the children from storms and muddy roads, and from quarreling, fighting and immoral conduct on the road. It increases attendance and practically eliminates tardiness and truancy.

Objections.

Objections to consolidation are chiefly prompted by financial considerations. Where districts are consolidated with town schools the levy in the rural districts will usually be raised, and many, especially those without children, look upon this as a matter of prime importance. It is weighed against every advantage that may result.

It is not essential that some town school be made a member of the consolidated group, but it is generally an advantage because of the greater valuation of a small area. It is sometimes urged that the pupils from the rural districts will be submitted to temptation when transported to town, but since they reach school a few minutes before the opening and leave at the close, the objection does not seem valid.

Before consolidation was consummated at Victor it was asserted by opponents that teams and drivers would cost at least \$100 per month, but the average cost is \$48.90, and there is no reason to believe that the average cost will increase under present conditions.

It was argued also, that pupils would be compelled to start at daylight and that they would not get home until after dark, especially in winter. But parents living on the extreme end of the farthest route say that their children start no earlier in the morning than formerly and that they get home earlier in the evening. School in the consolidated district is dismissed at 3:35 in the afternoon during the short days.

It was also asserted that children would be required to wait for the wagons or that the wagons would be compelled to wait for the children. But during the three months that

the system has been in operation no complaints have been reported.

New Legislation.

The introduction of consolidated schools into Montana makes certain legislation imperative.

The law should be so revised as to permit consolidation at any time of the year.

The boards of trustees of the districts, parties to the consolidation, should be permitted to act jointly in determining when transportation should be put in operation.

The law should be more specific in providing for the membership and organization of the new board.

Who are legal petitioners, is a question which will arise whenever there is objection to consolidation, and the law should definitely determine the matter.

The limit beyond which it is obligatory upon the board to furnish transportation should be fixed by law. To leave this matter entirely to the board of trustees places too much responsibility upon them, and subjects them to unnecessary criticism. Judging by the experience of other states, it would seem that all pupils living more than two miles from school by the most direct route should be transported, and children between the ages of six and ten years, living more than one mile from school, should be transported.

The compulsory attendance law should be amended in view of changed conditions.

To encourage consolidation and thereby better rural educational conditions, the state should give a bonus from the state school fund to the consolidated districts. The law at present in some states provides for a bonus to certain high schools, and many states use this means to encourage consolidation. For example: Rhode Island pays \$100 yearly to the consolidated district for each old district represented in the union, and Washington pays \$170 annually to the centralized school for each former district less one. George K. Knorr of the United States Bureau of Statistics says:

“State aid to certain kinds and grades of public schools, for specific purposes, has accomplished great good; and, under the present imperfect system of financing schools, it is wise to utilize and even extend that practice. Few fields promise the state larger returns than does aid to consolidated schools,

whether for transportation, for high school courses, or for the teaching of agriculture and home economies. Vermont was the first state to extend financial aid specifically for transportation to communities furnishing conveyance for children to consolidate schools."

Call for Bids for the Transportation of Pupils.

The board of trustees of Victor Consolidated District No. 7, of Ravalli County, Montana, will receive sealed bids up to and including, 1912, for the transportation of pupils on the following described routes:

(Routes are numbered and described.)

A contractor must be an adult person of good character and must either drive the wagon himself or furnish a driver acceptable to the transportation committee. He must furnish a strong, gentle team which is not afraid of cars or autos. He must also furnish the necessary lap robes, and must see that the heaters are warm when the weather demands their use.

When school is dismissed for more than two days at any one time a deduction shall be made from the salary of the contractor in the proportion which the time during which the school shall have been dismissed bears to the total number of days in a school month. In other respects the contractor shall be paid by the school month, and there shall be no deduction for legal holidays when the same shall fall upon a school day. Contractors must give bond in the sum of \$100.

All bids must be submitted to the clerk of the board of trustees, and shall be so marked that they may be recognized as bids for transportation. Bids will be opened at o'clock on the evening of, 1912, or as soon thereafter as may be convenient. The board reserves the right to reject any and all bids.

A transportation committee, consisting of the superintendent of the school and the president and clerk of the board of trustees has been created. All matters relating to transportation, other than the letting of contracts and the approving of bonds shall first be brought before the transportation committee, but the transportation committee shall submit such matters to the board of trustees for final action at the next regular meeting when necessary.

Any contractor may transfer his contract to another party when such transfer is approved by the board of trustees.

CONTRACTS.

Transportation of Pupils on Route No..... to the Victor Consolidated School, of Ravalli County, Montana.

This agreement made by and between the board of trustees of Victor Consolidated District No. 7, of Ravalli County, Montana, party of the first part, and....., party of the second part.

Witnesseth, that said party of the second part agrees to transport the pupils to and from the Victor school on the route hereinafter specified for the full school year, in accordance with the specifications which form a part of this contract for the sum of \$..... payable monthly, which sum said party of the first part agrees to pay for services well and truly rendered in accordance with the specifications of this contract.

Specifications.

1. Said party of the second part agrees to transport all pupils on route No..... as specified below, to and from the Victor school.

2. To furnish the necessary lap robes to keep the children warm in moderate weather, and to see that the heaters are kept warm in cold weather.

3. To provide a strong, gentle team to haul the vehicles and children, said team must not be afraid of the cars nor of autos, and must be driven by the contractor or a good trusty person, said team and driver to be acceptable to the transportation committee, and said driver shall have full control of the children while under his charge, and shall be responsible for their conduct. No profane or immoral language, quarreling, or improper conduct shall be allowed in the conveyance.

4. To cause conveyance with pupils to arrive at the school house in Victor not earlier than 8:50 a. m., nor later than 9:00 a. m, railroad time, barring unavoidable hindrances.

5. To collect the pupils on the following described route....

 President of the Board.
 Clerk of the Board., Victor,
 Montana,, 1912, A. D:

Bond.

KNOW ALL MEN BY THESE PRESENTS, that we, as principal, and and as sureties, are held and firmly bound unto the board of trustees of the Victor Consolidated District No. 7, in the sum of one hundred dollars, for the payment of which we jointly and severally bind ourselves.

The conditions of the above obligation is this: That the said contractor has this day entered into above contract to transport pupils on route No. ... to and from the Victor Consolidated school. Now, if the said contractor shall well and truly perform the conditions of said contract on his part to be performed, then this obligation shall be void; otherwise it shall remain in full force and virtue in law.

Bond approved this day of, 1912, A. D.

....., Clerk., Surety.

....., President., Surety.

TEXT-BOOKS.

Montana has a uniform text-book law. This law as a whole is satisfactory. The books selected by the commission are among the best published. State uniformity enables the state to have a course of study which is definite and specific. Pupils of one county or district on moving to any other county or district are not forced to change their books but are able to enter school and pursue their studies as before.

The present set of books were chosen for a period of five years, from September 1, 1912.

The text-books and publishers are appended:

		Supplementary Reading.	
PUBLISHERS.	NAME OF BOOK.	F. O. B. Chicago Price.	Retail Price.
Little, Brown & Co., Boston, Mass.	The Wide Awake Readers—		
	Primer	\$0.22 $\frac{1}{2}$	\$0.30
	First Reader .....	.22 $\frac{1}{2}$	.30
	Second Reader .....	.26 $\frac{1}{4}$	.35
	Third Reader .....	.30	.40
Rand, McNally & Co., Chicago, Ill.	The Little Kingdom Books—		
	By Nettie A. Sawyer.		
	Primer .....	.22 $\frac{1}{2}$	.30
	First Reader .....	.24	.32
Newson & Co., New York, N. Y.	The Aldine Series of Readers—		
	Primer .....	.24	.32
	First Reader .....	.27	.36
	Second Reader .....	.31	.42
	Fourth Reader (Fourth and Fifth Grade Readers Combined) .....	.49	.65
Ginn & Co., Chicago, Ill.	Blodgett Readers—		
	Primer .....	.18	.25
	Book One .....	.22	.30
	Book Two .....	.26	.35
	Book Three .....	.30	.40
	Book Four .....	.30	.40
American Book Co., Chicago, Ill.	Baldwin & Bender's Readers—		
	First Reader .....	.22	.30
	Second Reader .....	.26	.35
	Third Reader .....	.33	.45
	Fourth Reader .....	.33	.45
Row, Peterson & Co., Chicago, Ill.	Reading Literature Readers—		
	By Free & Treadwell.		
	Primer .....	.22	.30
	First Reader .....	.26	.35
	Second Reader .....	.30	.40
Silver, Burdett & Co., Chicago, Ill.	Progressive Road to Reading—		
	Book I. ....	.26	.32
	Book II. ....	.32	.40
	Book III. ....	.39	.48
	Book IV. ....	.40	.50
	Plan of Work .....	.20	.25
World Book Company, Yonkers, N. Y.	The Practical Primary Reading Chart by Jennie Pettibone. (Complete Equipment)	15.00	10.00
University Pub. Co., Lincoln, Nebraska.	Studies in Reading by Searson & Martin—		
	Four Book Series.		
	Fifth Grade Reader .....	.34	.45
	Sixth Grade Reader .....	.37	.50
	Seventh Grade Reader .....	.45	.60
	Eighth Grade Reader .....	.45	.60
	Three Book Series.		
	Fourth Reader, Book I. ....	.45	.60
Fifth Reader, Book II. ....	.50	.65	
	Advanced Reader, Book III. ....	.53	.70
Wooster Pub. Co., Chicago, Ill.	Wooster Primer .....	.20	.25
	Wooster Primary Industrial Chart..	8.00	10.00
Frank D. Beattys Co., New York, N. Y.	Summers Readers—		
	Manual .....	.40	.50
	Primer .....	.24	.30
	First Reader .....	.29	.36
	Second Reader .....	.34	.42
Silver, Burdett & Co., Chicago, Ill.	Rational Method in Reading—		
	Primer .....	.27	.36
	First Reader .....	.27	.36
	Second Reader .....	.33	.44
	Third Reader .....	.36	.48
	Fourth Reader .....	.41	.54
	Fifth Reader .....	.44	.58
Houghton, Mifflin Co., Boston, Mass.	Children's Classics in Dramatic Form—		
	Book One .....	.23	.30
	Book Two .....	.26	.35
	Book Three .....	.30	.40
	Book Four .....	.38	.50
	Book Five .....	.45	.60

PUBLISHERS.	NAME OF BOOK.	F. O. B.	
		Chicago Price.	Retah Price.
Selections from Riverside Literature Series—			
Houghton, Mifflin Co., Boston, Mass.	For Fifth Grade .....	.30	.40
	For Sixth Grade .....	.30	.40
	For Seventh Grade .....	.30	.40
	For Eighth Grade .....	.30	.40
Little, Brown & Co., Boston, Mass.	Merry Animal Tales .....	.37 1/2	.50
	Boy Blue and His Friends .....	.30	.40
Houghton, Mifflin Co., Boston, Mass.	American Classics, 7th and 8th Grade .....	.56 1/4	.75
	Single Numbers .....	.11 1/4	.15
	Double Numbers .....	.22 1/2	.30
	Triple Numbers .....	.33 3/4	.45
	Quadruple Numbers .....	.37 1/2	.50
	Special Editions, Nos. R-T, Etc. ....	.15	.20
Supplementary Language and Grammar.			
J. D. Williams Co., Chicago, Ill.	A Language Book by James Douglas Williams .....	.32	.40
Silver, Burdett Co., Chicago, Ill.	Guide Book to English, Book One...	.36	.45
Allyn & Bacon, Chicago, Ill.	Gowdy's Grammar .....	.60	.80
The Macmillan Co., Chicago, Ill.	Emerson & Bender's Grammar, No. 2.	.45	.60
American Book Co., Chicago, Ill.	Webster's School Dictionaries—		
	Primary Dictionary .....	.36	.48
	Common School Dictionary .....	.54	.72
	High School Dictionary .....	.73	.98
	Academic Dictionary	1.12	1.50
W. A. Moore Book & Stationery Co., Helena, Montana.	Webster's New International Dictionary, Sheep, indexed	10.80	12.00
	Webster's Collegiate Dictionary, Sheep	3.60	4.00
	Webster's Collegiate Dictionary, Cloth	2.70	3.00
Supplementary Arithmetic.			
Wooster & Co., Chicago, Ill.	Wooster Arithmetic, Book I. ....	.20	.25
	Wooster Arithmetic, Book II. ....	.28	.35
Scott, Foresman & Co., Chicago, Ill.	First Journeys in Numberland .....	.28	.35
Houghton, Mifflin Co., Boston, Mass.	Hoyt and Pete's First Year in Number.....	.26	.35
Supplementary Geography.			
The Macmillan Co., Chicago, Ill.	Tarr & McMurry's New Geographies, Second Book .....	.82	1.10
Educational Pub. Co., Chicago, Ill.	Fairbank's Home Geography .....	.42	.60
D. C. Heath & Co., Chicago, Ill.	Winslow Geography Readers—		
	Book I. ....	.40	.50
	Book II. ....	.40	.50
	Book III. ....	.40	.50
	Book IV. ....	.40	.50
	Book V. ....	.40	.50
Houghton, Mifflin Co., Boston, Mass.	The British Isles—Tomlinson .....	.45	.60
American Book Co., Chicago, Ill.	Carpenter's Geographical Readers—		
	North America .....	.45	.60
	South America .....	.45	.60
	Europe .....	.52	.70
	Asia .....	.45	.60
	Africa .....	.45	.60
	Australia, Our Colonies and Other Islands of the Sea .....	.45	.60
	Carpenter's Readers on Commerce and Industry—		
	How the World is Fed .....	.45	.60
	How the World is Clothed .....	.45	.60
	How the World is Housed .....	.45	.60

Silver, Burdett & Co., Chicago, Ill.	Around the World Series—		
	Book One .....	.29	.36
	Book Two .....	.34	.42
	Book Three .....	.39	.48
	Book Four .....	.44	.54
	Book Five .....	.48	.60

Little, Brown & Co., Boston, Mass.	Little People Everywhere Series—		
	Kathleen in Ireland .....	.36	.48
	Marta in Holland .....	.36	.48
	Betty in Canada .....	.36	.48
	Manuel in Mexico .....	.36	.48
	Gerda in Sweden .....	.36	.48
	Hassan in Egypt .....	.36	.48
	Ume San in Japan .....	.36	.48
	Fritz in Germany .....	.36	.48
	Rafael in Italy .....	.36	.48
	Boris in Russia .....	.36	.48
	Donald in Scotland .....	.36	.48
	Josefa in Spain .....	.36	.48

Supplementary History.

Rand, McNally & Co., Chicago, Ill.	Mace's School History of the U. S. (Supplementary to Gordy) .....	.75	1.00
American Book Co., Chicago, Ill.	McMaster's Brief History of the United States .....	.75	1.00
The Macmillan Co., Chicago, Ill.	Meany's United States History for Schools .....	.75	1.00
D. C. Heath & Co., Chicago, Ill.	Bourne & Benton's Introductory American History .....	.45	.60
	Warren's Stories from English History .....	.52	.65
American Book Co., Chicago, Ill.	Eggleston's Stories of Great Americans for Little Americans .....	.30	.40
	Eggleston's Stories of American Life and Adventure .....	.37	.50
	Guerber's Story of the Thirteen Colonies .....	.48	.65
	Guerber's Story of the Great Republic	.48	.65
Grace Raymond Hebard Laramie, Wyoming.	The Pathbreakers from River to Ocean .....	.56	.75
Little, Brown & Co., Boston, Mass.	The Boy's Parkman .....	.45	.60
Scott, Foresman & Co., Chicago, Ill.	Harding's Story of Europe .....	.48	.60
A. C. McClurg & Co., Chicago, Ill.	Montana—The Land of Shining Mountains—Judson .....	.75	.75
	Tappan's European Hero Stories....	.48 ³ / ₄	.65

Supplementary Physiology.

Little, Brown & Co., Boston, Mass.	The Boston School Kitchen Text Book—Lincoln45	.60
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Supplementary Civics.

D. C. Heath & Co., Chicago, Ill.	Dunn's, The Community and the Citizen56	.75
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Drawing.

Educational Pub. Co., Chicago, Ill.	Augsburg's Drawing System—		
	Color Manual21	.30
	No. I. ....	.53	.75
	No. II. ....	.53	.75
	No. III. ....	.53	.75
	Shorter Course Tablets Nos. 1 to 8 inclusive, each .....	.10	.15

Industrial Subjects.

Webb Publishing Co., St. Paul, Minn.	Wilson's Agriculture for Young Folks .....	.75	
	Blair's Sewing Tablets, No. 1. ....	.45	
	Blair's Sewing Tablets, No. 2. ....	.45	
	Blair's Sewing Tablets, No. 3. ....	.45	
	Blair's Sewing Tablets, No. 4. ....	.45	
	Blair's Sewing Tablets, No. 5. ....	.45	
	Blair's Sewing Tablets, No. 6. ....	.45	
	Blair's Sewing Tablets, No. 7. ....	.45	

PUBLISHER.	NAME OF BOOK.	Exchange Price.....	F. O. B. Chicago Price.....	Retail Price.....
Reading.				
Houghton, Mifflin Co. Boston, Mass.	The Riverside Readers—			
	Primer	\$0.15	\$0.23	\$0.30
	First Reader .....	.18	.26	.35
	Second Reader .....	.20	.30	.40
	Third Reader .....	.25	.38	.50
	Fourth Reader .....	.28	.41	.55
D. C. Heath & Co., Chicago, Ill.	Gordon Readers—			
	Book I. ....	.18	.22	.30
	Book II. ....	.18	.22	.30
	Book III. ....	.24	.30	.40
	Book IV. ....	.30	.37	.50
	Teacher's Manual .....		.45	.60
	Phonic Charts and Letter Squares, per set .....		.90	1.20
Scott, Foresman & Co., Chicago, Ill.	Elson Grammar School Reader			
	Book I. ....	.25	.38	.50
	Book II. ....	.25	.38	.50
	Book III. ....	.30	.45	.60
	Book IV. ....	.30	.45	.60
Spelling.				
Lyons & Carnahan, Chicago, Ill.	The Lyons Graded Speller, by Powers .....	.15	.18 $\frac{3}{4}$	.25
Writing.				
A. N. Palmer Co., New York, N. Y.	Palmer Method of Business Writing .....		.17	.25
	Primary Cards, each .....		.05 $\frac{1}{2}$	.10
	Primary Practice Tablet.....		03 $\frac{1}{2}$	.05
Language and Grammar.				
Row, Peterson & Co., Chicago, Ill.	Essential Studies in English			
	Book I. Robbins & Row....	.20	.30	.40
	Essential Studies in English			
Book II. Robbins & Row....	.25	.36	.50	
Arithmetic.				
Ginn & Company, Chicago, Ill.	Wentworth & Smith Arithmetics			
	Three Book Series—			
	New Elementary .....	.21	.25	.35
	Complete, Part One .....	.24	.30	.40
	Complete, Part Two .....	.24	.30	.40
Geography.				
The Macmillan Co., Chicago, Ill.	Tarr & McMurry's New Geogra- phies—First Book .....	.39	.48	.65
	American Book Co., Chicago, Ill.	The Natural School Geography— Second Book75	.93	1.15
History.				
Charles Scribner's Sons, Chicago, Ill.	Gordy's United States History (Indiana Edition) .....		.64	.90
	Rand, McNally & Co., Chicago, Ill.	Mace's Primary History Stories of Heroism33	.48	.65
Physiology.				
Silver, Burdett & Co., Chicago, Ill.	Elementary Physiology and Hy- giene—Conn .....	.36	.45	.60
	World Book Co., Yonkers, N. Y.	Principles of Public Health— Tuttle40	.50
Civics.				
Benj. H. Sanborn & Co., Chicago, Ill.	Reinsch's Civil Government (with Montana supplement) .....	.33	.52	.65

COUNTY SUPERINTENDENTS' CONVENTION.

In a previous report I noted the good accomplished by the State County Superintendents' Convention. The last two years have demonstrated beyond all question that there is no educational meeting of the year that contributes so directly to the welfare of the schools of each county. The sentiment is growing that successful county superintendents should not be restricted to two terms in office. While formally scarcely a superintendent has been able to be elected for the third term and many not for a second term, it is now not unusual for county superintendents to be elected for three and even four terms.

Better work can be done by a superintendent the longer she remains in office.

City systems advocate longer terms in office, then why not make it more universal in the office of county superintendent that her term of office shall be determined by efficient service?

The last County Superintendents' Convention met at Dillon. The Normal School faculty gave the convention an invitation to meet at the Normal College, and its invitation was accepted.

The place of meeting proved of great interest, pleasure and profit to the visiting county superintendents.

The advantages that are afforded the students of the Normal College were shown and every county superintendent went home with a good impression of the facilities of the Normal College for training teachers.

The increased attendance at the Normal College this year is not a surprise as the positive influence of thirty-one county superintendents directed toward any institution is a potent factor in increasing the influence and worth of such institution. The following program was well rendered by the ones designated:

PROGRAM OF THE ANNUAL CONVENTION OF COUNTY SUPERINTENDENTS OF MONTANA HELD THURSDAY AND FRIDAY, FEB. 15 AND 16, 1912, AT THE MONTANA STATE NORMAL COLLEGE, DILLON, MONTANA.

Thursday, February 15.

- 9:45 a. m.—Invocation.
 9:50 a. m.—Music, "Onward Christian Soldiers."
 10:00 a. m.—Some Habits the School Should Enable the Child to Acquire,
 DiscussionMiss Helena Feeny
 10:40 a. m.—School Libraries, Uses and Abuses.....Mrs. L. T. Irvine
 Discussion.....Miss Annie McAnelly, Mrs. Minnie Bailey-Law
 11:20 a. m.—Round Table. Some Advisable Changes in School Laws. Lead-
 er, Miss Mary L. Wilson. Miss Fay Alderson, Miss Lizzie Barker

Afternoon Session.

- Visit to the Training School of the Montana State Normal College.
 3:30 p. m.—The Problems of the Summer School.....Miss Margaret Ross
 Discussion.....Miss Alice O'Hara, Miss Jessie F. Evans
 4:10 p. m.—How Can the County Institute Be Made More Effective.....
 Discussion.....Miss Daisy Blackstone
 Discussion—Miss Maud Brown, Miss Mamie Burt, Miss Flora Sims, Miss
 Sadie Maguire.

The Superintendents will be entertained at dinner Thursday evening at seven o'clock, by the Faculty of the Normal College, at Normal Hall.

Friday, February 16.

- 9:00 to 11:30 a. m.—Visits to the Model School and the Normal College.
 Through the courtesy of the Beaverhead Club an auto ride has been arranged for the Superintendents through the Beaverhead valley along the route of Lewis and Clark, Friday noon immediately after luncheon.

Afternoon Session.

- 1:00 p. m.—Advisability of a Special Course of Study for the One Room
 Rural School.....Miss May Trumper
 Discussion.....Mrs. Pearl T. Marshall, Miss Lucile Dyas
 1:40 p. m.—The School as a Social Center.....Mrs. Sarah E. Morse
 Discussion—Miss Echo Templeton, Miss Maud Griffin, Miss Harriet Kelly.
 2:20 p. m.—How May We Interest Most Effectively Boys and Girls in the
 State Fair Contest?.....Miss Ida W. Davis
 Discussion—Mr. F. D. Head, Mrs. Phebe C. Williams, Miss Fanny Torreyson,
 Mrs. Belle Francisco-Spöhr.
 3:00 p. m.—Country Life and Its Problems.....Prof. F. S. Cooley
 3:40 p. m.—AddressSupt. W. E. Harmon

**RESOLUTIONS BY THE COUNTY
 SUPERINTENDENTS.**

Be it Resolved, That we, the county superintendents of Montana, in convention assembled, hereby extend to our State Superintendent, W. E. Harmon, our thanks for bringing this convention to Dillon for its annual session, and that we also express to him our sincere appreciation of his earnest efforts to assist us in our labors and to improve the conditions of our schools.

Resolved, That we appreciate the generous hospitality extended by the president and faculty of the State Normal College, who have made our visit to Dillon delightful as well as instructive.

Resolved, That we extend to the Beaverhead Club our gratitude for their generous consideration in making it possible, by a splendidly planned auto ride, for us to see the beauties of the country surrounding Dillon.

Resolved, That we again heartily endorse the eighth grade examinations, which have done so much toward raising the standards of education in the State of Montana.

Resolved, That it is the desire of this convention that the education commission should make provision that the holders of special primary certificates may teach second and third grades as well as first.

Resolved, That we recommend the amendment of the present school law in regard to the requirements for copying the school census for the Bureau of Agriculture, Labor and Industry.

Resolved, That we also recommend the amendment of the present law in regard to the creation of new school districts so that provision will be made for the protection of older districts.

Resolved, That teachers be urged to demand written contracts of trustees.

Resolved, That the county commissioners who have furnished office help to their county superintendents be commended by this convention for their attitude in thus assisting in promoting the educational interests of the state.

Resolved, That we extend to Prof. F. S. Cooley our thanks for his excellent address and for his interests and helpful suggestions regarding the State Fair contest.

Resolved, That we express our gratitude to the State Fair Board for so generously offering to care, at the State Fair, for the boys and girls who may be selected to represent their respective counties in the industrial contest.

Resolved, That in the death of Dr. Oscar J. Craig and of Mr. B. T. Hathaway, the state has lost two of its most prominent educators.

MAY TRUMPER.
HARRIET KELLY.
MRS. PEARL T. MARSHALL.

THE NEED OF INSTITUTES.

The personnel of Montana's teaching force is constantly changing. Owing to the remarkable development of the agricultural sections of the state, the past two years, the number of school districts in some of the counties have more than doubled. To meet the resulting demand for teachers, we must import hundreds (of teachers) every year. These teachers come from practically every state in the Union. They come strangers to the situation that confronts them; strangers, not alone to the educational problems of a new people in a new land, but also to the system established to meet those problems. One of the most difficult tasks that confronts the County Superintendents, is the transformation each year, of this cosmopolitan group of new teachers, into a homogeneous corps of Montana teachers.

Undoubtedly the most potent factor in this transformation is the teachers' institute. Coming as it does in most of the counties, before the Thanksgiving holiday, it catches the new teacher at the psychological moment. She is a stranger in a strange land, her environment is in the pioneer stage of development. Perhaps she is a homesteader, far removed from contact with congenial spirits. Generally she becomes possessed by a sense of isolation, a sense of loneliness that magnifies both the professional and social difficulties of her position. She goes to the institute where she meets others who are experiencing or have experienced difficulties similar to and perhaps greater than her own. Between the new-comers there springs a sympathy, a fellow feeling that begets courage for the future. From the old-timers with their enthusiasm for Montana and all that pertains to it, she catches the Montana spirit. Henceforth she is a **Montana** teacher.

The institute is designed to serve many other purposes. It should stimulate a desire for professional improvement and, to a degree, should satisfy the desire stimulated. By giving the latest thought on the nature of education and its processes; by impressing upon the teachers the dignity and nobility of their profession, filling them with an ambition to take high rank in that profession; by inciting in both the teacher and the public an enthusiasm for education; by promoting a professional spirit which will work itself out in greater professional efficiency; by recommending books for reading and suggesting

problems for study and research whereby strength will come to the individual and advancement to the profession; by all these means, and many others, the institute may stimulate a desire for professional improvement so strong as to be satisfied only by marked professional growth. The institute helps to satisfy this desire for improvement by providing a place of meeting for those who are experiencing similar difficulties where they can talk over with each other their methods of meeting their difficulties and the results obtained; or, if the problem is beyond their power to solve, they can submit it to one of the instructors, each of whom should be an educational expert.

Another purpose the institute could well serve is the improvement in service of the school trustees—the rural and village trustee especially. Upon him falls almost entirely the responsibility for the successful administration of his school. His only knowledge of the needs of the school, his only standard for judgment of the conduct of the school, is a hazy memory of how things were done in his school days. Teachers are hired and “fired,” instruction and discipline commended or condemned by this standard. The school supply agent gets liberal orders for expensive and useless trash, the teacher gets but little money for absolutely necessary material. Something more than moral honesty and business capacity along other lines is necessary for the successful trustee. The schools would be benefitted financially and educationally if at least one day of the institute could be given to the trustees and their problems.

Another class of people that might well attend the institutes is the high school teachers. They are exempt by law from attendance, consequently but one or two counties have their presence at institutes. As a reason for non-attendance, they say the institute offers them nothing in the way of instruction in the teaching of high school branches, hence it is useless for them to attend. It is true that institutes in this state do not have on their programs specific work for high school teachers. It is quite as true that they have but little specific work for any kind of teacher unless it be the primary teacher. If any class of teachers can justly make complaint of lack of specific help in solving their particular problems, it is the rural teacher. Yet the rural teacher waives this objection, and comes a great distance—some in this state travel over two hundred miles,

on horseback, by stage, by train, by one or all methods—at a great expense, which her small salary can little afford; suffering many hardships to attend an institute in a city where the high school teachers are exempt, though right at home and under no expense either of money or suffering. There is as much in the institute for the high school teacher as there is for most other teachers—as much in inspiration, as much in general method, as much in fellowship and a whole lot more in co-operation. The chasm between the eighth grade and high school that is constantly swallowing up so large a percentage of our pupils never will be bridged, especially in this state, where we have county high schools, independent in support, in administration, in every way from the graded schools—in this state in particular, the chasm never will be bridged until the high school teachers come onto common ground, professionally, with the grade teachers; come onto common ground, intellectually, with the grade pupils. When the high school teacher bases her work upon the pupil's grade preparation rather than upon her college preparation, when she knows the common branches and their teaching so well that she can and does meet the pupil at his level, there will be much less destruction of educational life between the eighth grade and high school than there now is. There is no place better for the high school teacher to come into sympathetic touch with the work of the grades than in the institute.

Many Montana teachers spend their vacations in attendance upon summer schools. It would be but simply justice if these teachers, who are willing to give their time and money for their professional improvement, were excused from attending the institute, if they so requested.

The benefit of the institutes could be greatly increased if the instructors would bring their talks to bear directly upon the problems confronting the teachers in each county. In institute work as in class work, the first consideration is the needs of those instructed. In a state with conditions so diverse as they are in Montana, it is quite improbable that the educational needs of all the counties are so similar that institute workers can profitably give the same work to all the institutes. If the County Superintendent would formulate, for the guidance of the instructors, the difficulties confronting the teachers of her

county, the instructors could make their instruction specific rather than general.

It cannot be too strongly emphasized at this point that, to bring helpful counsel to all of the classes of teachers present at every institute, the instructors must be experts in education. Limited experience and ordinary skill in teaching are not sufficient to cope with the diverse difficulties that confront the average assembly of teachers in Montana. The Illinois Report for 1910, says concerning the character of instructors employed:

"It is not a difficult matter to secure instructors if no standard of qualification is erected. The difficulty is to select from the vast number willing to give instruction in institutes those who are qualified to do so. If the institute is to serve the purpose for which it is intended, if it is to promote the scientific and professional spirit of teachers and arouse a permanent interest in the philosophy of education and its practical application in the school room, if it is to stimulate the earnest thought of the teachers and the public on educational questions and evoke sincere devotion to educational ends, the competence of instructors must be unquestionable. They must be able and disposed to present sane views and solid matter. Without decrying the introduction in the institute of new theories and methods, without disparaging the employment of that amount of humor necessary to awaken the flagging attention of teachers, it may be said emphatically that the institute is no place for visionaries and fun makers. Professional entertainers have their place and function and contribute a necessary social service, but their place is not in the institute. If entertainment is made the end of institute instruction the main purpose of the institute is defeated. The only instruction that is likely to be of permanent value is that which is instructive in character and serious in purpose. The purpose need not always be strictly pedagogical. The instruction which enlarges life's ideals and purposes may be no less valuable to the teacher than that which enlarges professional knowledge. In general, however, it may be said that an institute instructor should be acquainted with the principles and methods of teaching and observe them in the presentation of his own instruction; that he should possess a knowledge of the problems, the difficulties, the defects, the achievements, and the ideals of our common schools; that he should have enthusiasm and the ability to

present the material of his instruction in clear and forceful English, and that he be successful in securing the response of teachers to the presentation of his subject matter."

During the past year, three types of institutes have been held in Montana. Joint institutes were held in Butte, Missoula, Havre and Livingston, Silver Bow, Deer Lodge, Powell and Jefferson united their 500 teachers for the Butte institute, the largest gathering of teachers in Montana. Missoula and Ravalli counties joined forces at Missoula. Hill and Blaine counties had their institute at Havre, while Park and Sweet Grass had theirs at Livingston.

The sentiment for joint institutes is spreading over the state. When the teachers of several counties have a meeting place easily accessible to all, this type of institute provides a quality of instructors, the smaller institute cannot afford, and generates an enthusiasm and inspiration that can come only with numbers. Twenty counties held the usual type of county institutes at their respective county seats. In Fergus County the experiment was made of holding two-day sessions in each of three places, Lewistown, Moore and Stanford. In counties where distances are great or the county seat inaccessible, thereby causing institute attendance to work a real hardship, this plan will materially relieve the teachers affected.

But outside of the very few counties where the county seat is difficult of access, the sentiment of the teachers of the state seems to favor a joining of forces in institute work to the end that more instructors, better instructors and a whole week of institute may be obtained.

EDUCATIONAL CODE COMMISSION.

The Twelfth legislative assembly provided for a commission of five members to be appointed by the governor to codify, revise, and collate the school laws of the state to recommend legislation to make the schools more efficient. The governor appointed the following persons as members of the commission: Superintendent John Dietrich of Helena, Superintendent T. J. Troy of Havre, Superintendent Grant E. Finch of the State Normal at Dillon, Attorney B. F. Maiden of Libby, and Superintendent of Public Instruction W. E. Harmon.

The commission organized by making Superintendent Harmon chairman and Superintendent Dietrich secretary. The

commission spent more than four weeks codifying, revising, collating and writing new measures to be passed on by the legislature. The commission recommended a large number of changes in order that Montana might have wise, progressive and efficient school laws. Some proposed changes provide for: the consolidation of school districts; officers in districts of the second and third classes; assistants for the county superintendents; a change in classification of certificates; additional branches for state and life certificates; summer schools when county superintendent thinks advisable; the extension of tenure of office for superintendents, principals and teachers; rural school inspector; fewer changes in text-books; making the compulsory school law more efficient; requiring the same qualifications for district and county high school teachers; the establishment of district high schools in counties having a county high school and allowing them to draw from the county high school fund for support under certain conditions; the submission of all plans of school houses to be erected to the state board of health; the proper care and sanitation of all school buildings.

There were many minor changes made in order to simplify the provisions of the laws in its different applications. The commission will submit the entire law to the Thirteenth legislative assembly for approval. If the proposed code is enacted into law, the state will have made a long progressive step educationally.

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 following tables show the number of school children in each county of Montana entitled to apportionment money and the amount due to each county, based upon the census of 1910 and 1911:

COUNTIES.	FEBRUARY—1911.	
	No. Children.	Amount at \$3.00 per capita.
Beaverhead	1,508	\$ 4,524.00
Broadwater	839	2,517.00
Carbon	4,054	12,162.00
Cascade	7,888	23,664.00
Chouteau	4,460	13,380.00
Custer	3,482	10,446.00
Dawson	3,009	9,027.00
Deer Lodge	3,131	9,393.00
Fergus	4,357	13,071.00
Flathead	4,884	14,652.00
Gallatin	3,905	11,715.00
Granite	805	2,415.00
Jefferson	1,269	3,807.00
Lewis and Clark	5,078	15,234.00
Lincoln	823	2,469.00
Madison	1,946	4,838.00
Meagher	842	2,526.00
Missoula	4,716	14,148.00
Park	2,704	8,112.00
Powell	1,410	4,230.00
Ravalli	3,093	9,279.00
Rosebud	1,153	3,459.00
Sanders	958	2,874.00
Silver Bow	11,570	34,710.00
Sweet Grass	1,054	3,162.00
Teton	1,927	5,781.00
Valley	3,203	9,609.00
Yellowstone	4,737	14,211.00
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	88,805	\$266,415.00

COUNTIES.	FEBRUARY—1912.	
	No. Children.	Amount at \$3.50 per capita.
Beaverhead	1,700	\$ 5,950.00
Broadwater	903	3,160.50
Carbon	4,340	15,190.00
Cascade	8,229	28,801.50
Chouteau	6,122	21,427.00
Custer	4,140	14,490.00
Dawson	4,070	14,245.00
Deer Lodge	3,248	11,368.00
Fergus	4,353	15,235.50
Flathead	5,206	18,221.00
Gallatin	4,169	14,601.50
Granite	786	2,751.00
Jefferson	1,277	4,469.50
Lewis and Clark	4,980	17,430.00
Lincoln	967	3,384.50
Madison	1,898	6,643.00
Meagher	1,036	3,626.00
Missoula	5,220	18,270.00
Musselshell	1,210	4,235.00
Park	2,684	9,394.00
Powell	1,471	5,148.50
Ravalli	3,001	10,503.50
Rosebud	1,466	5,131.00
Sanders	1,256	4,396.00
Silver Bow	12,891	45,118.50
Sweet Grass	1,113	3,895.50
Teton	2,319	8,116.50
Valley	3,708	12,978.00
Yellowstone	4,924	17,234.00
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	98,687	\$345,404.50

FINAL WORD.

It is with mingled feelings of pleasure and regret that I sever my connection with the department of public instruction. It has been a pleasure to be associated with so many who are earnest, zealous, and uncompromising in their endeavors to build up educationally a state that shall rank with the best.

The work of the department has been strongly supported by superintendents, principals, teachers, and school officials, and notably by the state board of education and the county superintendents. But for this support much of the work that was accomplished would have failed of fruition.

Much of the work in the last few years has been changed from chaos to system and order. Instead of multiplicity of standards there is now something given as a guide. The best found in the best educational systems in other states is found in Montana. No one pretends to think the system is perfect but all admit that distinct educational progress has been made and better things are being planned and are in the making. I regret that I have not been able to accomplish more. Many of the recommendations in this report if carried into execution will mark distinct educational progress and I hope my successor will be able to carry them into effect, along with other policies that he may inaugurate.

I desire to thank one and all who have in any way aided the department in its work.

Since issuing my last report, Mr. B. T. Hathaway, my able deputy, who was in the department for more than six years, has passed to the great unknown. He was faithful, earnest, loyal, and always stood for good things. His Arbor Day and Pioneer Day Manuals attested his literary genius and I now take pleasure in acknowledging his superior work.

Mr. G. A. Ketcham who was appointed in his place filled the duties of the office with marked ability. His course of study for high schools which was endorsed by the state board of education is acknowledged to be one of the best issued by any state. His library list which will soon be printed represents months of diligent work in its selection and is a distinct contribution to library work and ranks with the lists compiled by Wisconsin, Iowa, and other progressive states. Mr. Ketcham was appointed principal of the Missoula County High

School and resigned his position after one year of splendid service.

Mr. Byron E. Toan was appointed as deputy, September 1, 1912. He has rendered efficient service in institute work, having aided in eighteen institutes. His subjects were school administration, including the proper heating, lighting, seating and sanitation of school rooms. As this service affects all parts of the state, I desire to acknowledge this efficient service together with routine official office duties.

Acknowledgements are also due to Miss Elizabeth Murphy and Miss Lela Bryant for efficient and loyal service at all times for stenographic and clerical work.

Respectfully submitted,

W. E. HARMON.

COUNTY SUPERINTENDENTS' REPORTS.

Those not acquainted with school conditions in the several counties of the state can obtain much valuable and interesting information by reading these reports. It will be noticed that many of the reports describe frontier conditions. Montana is a great state in area and undeveloped wealth. There are many fertile valleys, and in these valleys for the most part fairly good educational opportunities are offered to the rural boys and girls to get a fair common school education. The development of the dry farming areas has brought about other school problems, as may be seen by reading the reports. It is hoped that these reports will be read by all interested in the full development of the state.

Beaverhead County.

Margaret Ross, County Superintendent.

School conditions in Beaverhead County show constantly increasing improvement. Patrons and trustees are taking a livelier interest than in previous years. This fact is shown in many ways; more concern is manifested in school elections; many new school houses are being planned; patrons are visiting the schools in greater numbers, and in many districts mothers' meetings are held; at the beginning of the present school year, twenty-one, of the thirty-four schools now in session, requested the county superintendent to choose the teacher. The practical result of this is: The teachers hired hold higher grade certificates, are better trained, and the efficiency of the work is vastly increased.

The figures, comparing certificates of teachers in 1910 and 1912, are interesting, and are quoted below:

	Nov. 1910.	Nov. 1912.
State and Life Diplomas (highest grade)	14	23
Professional Certificates	1	2
First Grade Certificates	11	13
Second Grade Certificates	1	6
Third Grade Certificates (lowest)	15	5

In order to obtain more efficient teachers, new buildings, fuller equipment, and better salaries were urged. The result was: Eight new buildings since 1910, with several more proposed; much new apparatus and furniture, such as convection heaters, maps, charts, books, improved desks, etc.

In twenty-two districts out of thirty-eight, the salaries of teachers have received a material raise.

The pay roll increased since 1910 (sum of 22 districts)	
per month	\$1,065
The pay roll decreased since 1910 (in one district) per	
month	5

Thus leaving a net increase of, per month..... \$1,060

Teachers' institute was more largely and enthusiastically attended than ever before. In 1910 thirty-three out of fifty-six teachers in the county attended—58 per cent. In 1912 fifty out of a possible fifty-one attended—98 per cent.

The attendance of pupils has increased from 75 per cent in 1910, to 92 per cent in 1912. This improvement has been made possible by creating a sentiment, among children and parents, in favor of punctuality and regularity, by talks or letters to teachers and parents; personal appeal made on report cards which were furnished to every child in the county from the county superintendent's office; by written comparison between schools of excellent and poor attendance sent to teachers, thus preserving the ideal in districts where the attendance was already good, and spurring the poorer ones on to greater effort.

School conditions, in general, can be improved not so much by legislation, as by the creation of public sentiment in favor of all things which go to the making of "better schools."

Blaine County.

A. L. Short, County Superintendent.

Patrons' Interest in Schools.—About average. Mostly willing to leave everything to the teacher.

School Buildings.—Chinook, Harlem and Wagner have commodious, well-built school houses. The new rural school houses built this summer are models in arrangement. Five new buildings are under way and several more planned.

Equipment.—Very poor except in the town schools. The high school in Chinook is as well equipped as any school of its size in the state.

Teachers' Preparation.—Better than the average. Most of the teachers in Blaine county have had college or normal school training.

Text-Books.—Only a few districts have free text-books. The plan has not proved satisfactory in rural schools.

Libraries.—Small, much used libraries are the rule.

Course of Study.—State course followed in all schools.

Interest in Agriculture and Domestic Science.—Unawakened.

Attendance.—Splendid. Children walking and driving long distances. The attendance question has been neatly solved in the Chinook school by a system of credits. For perfect attendance and punctuality, 15 credits are added to the student's grade, either in one subject or divided among several, as the faculty may decide.

The problem in this county is to get the school to the children. The coming of the homesteader has made a great change in conditions. Organizing new districts, building school houses, holding school wherever a building can be secured, arranging for transportation for the children, and getting the new-comers started, crowd other questions to the background.

Broadwater County.

Lizzie Barker, County Superintendent.

The schools of Broadwater County, taken as a whole, have made a healthy growth during the past year, the census rolls showing an increase of children of school age, the employment of more teachers, enlargement of receipts and expenditures and the erection of several new school buildings.

The census reports show an increase of 5 per cent, the enrollment an increase of 15 per cent, employment of teachers 12 1-2 per cent. The increase in receipts amounted to \$15,228, and the expenditures \$13,370. The amount expended during the year for building purposes amounted to \$12,921.64.

Several proposed school districts are now in the process of organization for the accommodation of the children residing in the mountainous districts.

There was a great increase in the number of eighth grade graduates for the year, and about 95 per cent of our graduates entered higher institutions of learning.

Agriculture is rapidly taking its place in the schools, especially the summer schools of the rural districts. It has a tendency to develop interest among the children, and in time will prove to be of great importance in the schools.

The Townsend Public School ranks first among the grade schools, having an enrollment of 180 pupils. This district has a \$35,000 building which has been under construction during the past year.

Carbon County.

Fanny Torreyson, County Superintendent.

The population of some parts of Carbon county has increased so rapidly within the last year that it has been necessary to provide more school houses and in rural parts of the county to create new school districts. Five new districts have been created since September 1, 1911. Three of those were created since September 1, 1912. The dry farmers have been the most interested parties in all three of these districts.

In the towns and in the more thickly settled parts of the county the population is largely foreign. In the coal mining towns we have Finns, Italians, Montenegrins, Austrians, and in the center of the beet sugar industry we find Germans and Japanese.

A large part of the foreign patrons take little or no interest in the schools. In some cases the trustees have compelled the parents to send those children to school and in many other cases nothing has been said to the parents and they have never sent their children to school. In the towns where truant officers are employed all of the children attend school regularly. There are, however, a few of those people, especially among the Finns, who take as great an interest in school affairs as any of their American neighbors. The foreign children are, with few exceptions, bright, and many of them show marked talent in music and drawing. At least half of the patrons of schools in Carbon County take little or no interest in school affairs. Among the other half many interested and helpful patrons are to be found.

There are in Carbon County about thirty-two good, substantially built school houses, about ten of which are properly lighted. All of the other school houses have the windows on opposite sides of the room. There has been a great improvement in the method of heating the school houses' during the past two years. Several more of the districts have bought heating plants to succeed the old stove. Eight of the buildings are good but too small for the school or in need of repairing. Eleven old log school houses are still being used for school purposes. Three of those are so old that it is a risk to the health of both teachers and pupils to remain in them during the winter. There are only about five of the school houses that do not contain good, substantial seats. In some cases the seats

are not adjusted to the children, but those cases are in the minority. Several rural districts and all of the towns have found it necessary to order new seats this year. Most of the schools are provided with maps, globes and dictionaries, but very few of the schools furnish any material for construction work or drawing, etc. Even in towns having schools of three and four departments do not furnish material for those purposes. In the Bearcreek school there is not even a map or globe.

The teachers of the rural schools are, with a very few exceptions, untrained. Only four teachers during the term 1911 and 1912 were Normal or College graduates. About eight others had attended Normal or College for one year. The Normal summer school held in Billings and Dillon made a noticeable improvement in the work of the six teachers of this county who attended. Many of the teachers in both rural and graded schools are from other states and in too many cases the teachers do not take enough interest in Montana and its possibilities. One eastern teacher told me that she thought other things so much more important to the children than Montana History that she was not going to observe Pioneer Day in her room at all. I believe all teachers should teach Montana History in their schools, and to that end should prepare themselves for it.

The text-books are bought by the children in all but one district in this county. I have found the children well supplied with text-books where they are able to obtain them from the dealers. In some cases the children buy the supplementary readers as well as the basal. All of the teachers consider the new text-books a great improvement over the old ones.

The school libraries are composed exclusively of story books. Very few books of poems and no reference books are to be found in any of the school libraries with the exception of the Red Lodge school. I have found no harmful books in any library, neither have I found any supplementary readers. I hope the new "Course of Study" will recommend reference books for school libraries.

There is no school in this county that has in its curriculum the subjects of Agriculture or Domestic Science. I have heard teachers say that the children know more Agriculture than they do.

I believe a "Course of Study" for rural schools would be of great value to teachers here. So many teachers try to teach seven or eight grades without combining classes because they do not find anything in the "Course of Study" that authorizes them to combine. I think a program showing how classes may be combined in a large one-room school should appear in the next "State Course."

If the school officers could be induced to hire teachers in the spring or early summer instead of late in the summer, I believe that the teaching force could be greatly improved. This year several boards of trustees of large schools having a term of nine months neglected to hire their teacher until two weeks before school was to begin. An improvement in school officers would improve the schools more than anything else I know of at the present time.

Cascade County.

Annie McAnnally, County Superintendent.

During the past two years there have been nineteen districts created in this county and one is now pending, making in all twenty new districts, the total number in the county being seventy-five. Twenty-one school houses have been built in this county during my term of office. One in Great Falls, the Franklin, at a cost of \$39,000; one in Simms, costing \$3,500, and one in Raynesford at a cost of \$3,500. The other eighteen buildings are in country districts and all of these have been constructed on improved plans as to heating, lighting and ventilating.

In all but ten districts a special tax has been levied this year and in addition many districts have raised money by holding basket socials, dances and donations that the school might have a library and a longer term. Each district tries to have at least eight months of school during the year.

The course of study has been in the hands of each teacher and has been followed as nearly as possible.

This is one of the best guides to the country teacher, a good course of study.

Many of the patrons of the schools regret the change in so many text-books at once as it imposes an extra expense and is a hardship on large families.

As for teachers, the majority in this county are trained and experienced workers. The young teacher entering into the

work without a knowledge of how it should be done is the greatest hindrance to progress in the country schools. For this reason I believe that the law for granting certificates should be amended making it impossible for a young teacher to be a candidate for any grade of certificate without having had at least one year's training in a normal school.

I have endeavored to visit each school once during the school year and have tried to place good teachers in the different districts.

During the year 1912 there have been three hundred and forty-six applicants for eighth grade diplomas. Of this number two hundred and seventy-nine were successful in receiving diplomas.

Custer County.

Mary Lee Wilson, County Superintendent.

Custer County is one of the largest counties in Montana, being 104 miles from east to west and 128 miles from north to south. The county is in the southeastern corner of the state and probably represents more pioneer conditions than any other county, as the whole county was given up entirely to grazing until the advent of the Milwaukee railroad in 1908.

Incident to the advent of the Milwaukee, the settlement of the country and the demand for new schools have been phenomenal. The number of schools in 1908 more than doubled in 1909. From 1906 to 1912 the number of school districts increased from 19 to 60 and the number of schools from 39 to 150. Work of organization is coming in every day.

The new settler has shown indomitable courage and pluck in getting schools against all odds.

The new settler, as a rule, has very little but his 160 or 320 acres of land on which most of them pay no taxes as they are not required to pay taxes until they have lived on their land five years. As the school funds are raised principally by a 4-mill general tax levied by the county commissioners and a special tax on all the property in the district, levied by the trustees of the district, about all the new districts can depend upon is their per capita proportion of the general 4-mill levy. This has made it necessary, in a good many instances, for the people to donate material and labor to put up the school house, the trustees furnishing the teacher and necessary supplies. Or, perchance a "honyock" in the neighborhood donates the use of

his shack during the day, piling his bed, cooking utensils, derby hat and all worldly possessions on boards which are placed on the rafters above. This is usually only a temporary condition. As soon as conditions warrant, bonds are issued for building and furnishing purposes. In many of the new districts, a few of the best-to-do residents have given their joint note and borrowed the money for their district at their own risk.

In nearly every new district, the new settlers have shown a far more progressive spirit than the "old timers;" a greater willingness to levy a special tax and issue bonds.

The new buildings have been costing from \$500 to \$1,200 for one room rural schools. These are an improvement, in most cases, over the schools in the old district. More attention has been given to the placing of windows and to equipment in general.

In nearly all the new schools, adjustable seats have been selected with reference to the size of the child; maps, globes, charts and good libraries have been provided.

The libraries are usually chosen by the teacher, with the assistance of the county superintendent. Hardly a school, no matter how poor, is not provided with the best books suitable to the pupils of all grades, professional books are also purchased for the teachers' use.

Out of 60 districts, 56 of them furnish the text-books free—supplementary text-books are furnished freely. Such equipment as this may be found almost from the beginning. Trustees have been urged to feel that they cannot start school without the necessary equipment. Teachers have been urged to recognize it as their business to know their needs and see that they are supplied.

Most rural schools furnish uniform exercise, composition and drawing paper; paints, pens and ink. Pupils are urged from the first of the year to save exhibit work for the county fair. The past few years, much of the rural school work would have been a credit to town schools. Representative school work is insisted upon for these exhibits.

The teachers in rural schools on the whole are of a high grade. Many of them are graduates from normal schools or have had some normal training. Of nearly 200 teachers in the county, only four have had less than a high school training and only ten are teaching their first term. A great many pro-

gressive, excellent teachers have taken up claims and are teaching the school near their claims.

In some of the rural communities, however, the boarding advantages are so poor and the distance to school such that it is almost impossible to get any but the poorest equipped to take those schools. These schools, though, are very much in the minority.

Six years ago, few rural schools in Custer paid more than \$50. At the present time, \$50 is the minimum, but very few pay less than \$60 and some pay \$75. (See report for exact figures.)

None of the small town schools pay less than \$75 and most of them insist upon having normal graduates. Some of them pay from \$80 to \$90.

In towns of from 100 to 600 inhabitants we find from two to five teachers and good modern school buildings, splendidly equipped. In Fallon, a town of about 50 inhabitants, two teachers are employed for 20 pupils, one at a salary of \$75, one at \$95. Bonds to the amount of \$8,000 were recently sold.

Terry, a town of about 600, employs five teachers, the principal at a salary of \$1,500, with house furnished, and the assistant at a salary of \$900. Both are college men and excellent school men. The school house cost \$15,000 and is splendidly equipped.

Miles City, a town of 5,000, has three fine grade brick buildings of from 8 to 12 rooms and one handsome high school building—all of which any large city might be proud. This does not refer simply to outside appearance but to interior arrangement and utility. In the matter of sanitation and health of the pupils, every known safeguard has been provided to promote the health of the children. Dr. Tuttle of the State Board of Health has passed upon the sanitary conditions of the new \$50,000 Washington building as being as nearly ideal as is possible to make them.

Music, art, domestic science, manual training and commercial work have all been installed in the Miles City schools the past four years.

Teachers in the grades must be normal graduates with two years' experience in graded schools to be eligible to positions. The salary is from \$80 to \$95. High school teachers must be college or university graduates with two years' experience

teaching the particular subjects for which positions they may be applicants. The salaries are from \$900 to \$1,500, according to previous experience. Salary of the city superintendent, \$3,000.

A good deal has been done to beautify the school grounds with trees, lawn and shrubbery.

While there has been a marked advancement in the schools of the county the past few years, particularly in the town and village schools, the rural schools are far from what they should be when it comes to sanitary conditions and the general appearance of the building and grounds. Much more stress has been laid upon the grade of teacher and supplies, which is an excellent thing as far as it goes.

Most of the schools are too small, are heated by an ordinary stove and have not done away with the open water pail and the common drinking cup. Often these schools are located on the open range, no fence, no trees, no grass, no well, no anything.

Montana might do a great deal more for her rural schools if she would follow the example of Minnesota and some of the other states that have done so much toward the elimination of the inefficient rural school by means of state aid.

School boards should also be required to conform to certain conditions in building and equipping schools, especially as to dimensions, the placing of windows, the amount of blackboard, the location of wood house or coal shed. They should be required to submit their plans to a board competent to judge. It would be well for the State Board of Education, assisted by the State Board of Health, to issue a pamphlet giving suggestions for the building and equipment of both town and rural schools.

Very little agriculture is taught in the rural schools of Custer County, because the teachers are not prepared for the work and have no definite line of instruction mapped out for them.

Logically, two other steps should be taken to further advance our schools. The first is medical inspection, and the second is a proper organization of play ground activities. A step toward the latter has been taken in Miles City.

A great deal is being done in many schools to secure the cooperation of the patrons of the school through the Mothers' Meetings, Patrons' Day, and through special programs.

Through the Brownlee system and in many other ways, we are trying to keep before the schools of the country the im-

portant truth that character building is the highest aim in all education. Respect for authority, obedience, regard for the rights of others, being on time, faithfulness to duty and other common lessons of character building are urged as a vital phase of education.

Dawson County.

Harriet Kelly, County Superintendent.

The conditions of the schools of Dawson County is gratifying. The improvement within the past year is marked. There is much intelligent interest shown on the part of the patrons, and even non-patron residents show an interest in the welfare of the schools. The educational spirit manifests itself in active, aggressive efforts to give the children of the county the best opportunities possible, within the limits of the means at hand. The buildings are being better and more substantially built and, where funds permit, the equipment is very creditable and indicates careful thought and good judgment in its selection. Especial care has been given to the library equipment, the best and most helpful books available have been provided. The necessity of the three important factors of a successful school, a suitable building, good equipment and a competent teacher, have made their appeal to the residents of Dawson county and have met a hearty response. Just any kind of a teacher will no longer answer and as the demand usually creates a supply so it has proved in this county. The teachers are as good as can be found in the country places, and some are of marked excellence. The children of this county have reason to be well pleased at the painstaking care which is exercised in their behalf. Only those teachers worthy of positions are given license to exercise jurisdiction over any school in this county, so far as that can be judged, from the tests given for such decisions. The course of study is followed as far as possible, but in one-room rural schools it is not always practical or wise to follow it too closely. Judgment is exercised in this respect and results show that in most cases good judgment has been shown. Interest in agriculture and domestic science is rapidly growing, and the dignity and worth of these all important but once despised subjects are making themselves felt. In view of the agricultural possibilities of the state of Montana, it would be well to arouse in every way possible, interest in these subjects. If some demand in regard to these be made

upon the teachers, it would be of benefit to schools in general and increase the attention given to these branches.

If third grade certificates could be eliminated it would greatly increase the efficiency of the schools. Teachers' institutes should be lengthened to six weeks' summer school and practical instruction given in subjects to be taught by teachers. A certificate of attendance should be demanded of each teacher entering a school the following term; or in lieu thereof an examination upon some work which would require an equal amount of thought upon definite school subjects. This would make an improvement in the educational status of teachers. The boys and girls of our schools are of sufficient importance to justify the utmost care in securing the best instructors possible and in demanding constant improvement on the part of those who are employed. The lazy and indifferent would necessarily be driven out, and this is right. Let such seek employment where they will do less harm. As the school is, so the boy is; as the boy is, so the man; as the man is, so the nation; as the nation, so the Can.

The school is all important and should not be used as a step-ladder to other professions. It should call for professionals and should receive them. If we aim high, we attain high. If we fail to reach what we seek, we can comfort ourselves with Lowell's thought that "not failure but low aim is crime."

Flathead County.

May Trumper, County Superintendent.

The greatest improvements in Flathead County schools in recent years have been in the teaching force and in school buildings. Trustees have begun to give much care in most districts to the selection of well trained teachers. It is not unusual to find the normal or college graduate, who could easily secure a position in city schools, working from choice in a rural district, while city and village schools employ, almost without exception, normal and college graduates of experience.

Trustees have had to raise salaries in order thus to improve their teaching force, as is shown by a comparison of the average salaries paid men and women in 1907, 1910 and 1912. In 1907 the average for men employed was \$67 per month as compared with \$86 in 1910 and \$92 in 1912. The women in 1907 averaged \$47 per month, while in 1910 they averaged \$63 and

in 1912, \$72. In 1907 there were 21 normal and college trained teachers employed in the county, while in 1910 there were 44 and in 1912 there are 63.

The trained teacher has proven herself worth the extra cost. This fact is evidenced by the more satisfactory work being done and by the increase in interest on the part of patrons and trustees. In the county high school courses in domestic science, agriculture and manual training have been established and in the towns of Whitefish, Columbia Falls, Somers and Polson high school work has been started with very satisfactory results. Elementary work in manual training has been started in the Bad Rock rural school, and general interest seems awakened in most districts in the subjects of agriculture and sewing, which have added to the course of study this year.

In 1907 there were but two two-room rural school buildings in the county, while in 1910 there were eight and in 1912 there are 13 such schools employing two teachers and provided with comfortable, well equipped rooms. All of the newer buildings have arranged their lighting to the back and left of the children, thus leaving one entire side of the room for blackboard space. It has sometimes been difficult to get away from the old-fashioned plan of building with windows on opposite sides, but the newer buildings, with lighting properly arranged, have proven so much more satisfactory that the windows of three old buildings have been closed on one side and the seats arranged with rows the short way of the room. The next step which the trustees of these schools plan to take is to place the now closed windows on the opposite side of the building, so as to furnish the needed amount of light for the room. This arrangement proves a great improvement to the old school room with its cross lights.

The newer buildings are all substantially built, with the exception of a few on Flathead reservation, where funds are lacking. A great majority of the buildings are equipped with the Smith or Waterbury heaters and ventilators or with basement furnaces. Whitefish and Polson have erected splendid brick buildings in the past two years, while all of the other towns have had comfortable and well equipped buildings for several years.

The equipment of all schools is gradually being improved. Trustees have begun to see that satisfactory work can not be

done without the necessary tools. All but a few districts are provided with good maps, globes, dictionaries and blackboards, and it is not easy to find a district without at least the beginnings of a school library. The sentiment upon this point especially has changed within recent years. The prejudice which formerly existed in many places, that school libraries led children to neglect their regular work, has fast given way to the knowledge that nothing can assist the teacher more in interesting her pupils and in giving them valuable information in connection with their regular work than a well selected library.

In many districts children drive or ride horseback to school from three to five miles, transportation being furnished as yet by their own families, except in the Swan river district, where trustees have purchased a team of horses. A large spring wagon is furnished by one of the parents, and one of the large boys of the school, without pay, cares for the horses and brings the children from his neighborhood regularly to school. This appears to be the beginning of transportation of pupils in this county, and is made possible in this district only by the great improvement of the roads in this vicinity. As soon as roads are further improved in other localities, doubtless several districts with two-room schools will be enlarged by the annexation of adjoining districts and will provide still larger school buildings.

The trustees in a number of districts have also awakened to the necessity of providing good drinking water for their schools, knowing that they will be amply repaid for the expenditure of several hundred dollars for their well, by the benefits to the health of children and teacher, and by increased possibility for the school buildings to be kept in a sanitary condition. While the number of schools which have provided good wells is large, still it is not as large as it would be, if trustees had to spend a week or two at the school and receive their drinking water from a bottle or from a creek.

The system of giving a small certificate of award each month for perfect attendance and a large certificate of award at the end of the year has greatly improved the punctuality in all districts where teachers have really taken an interest in carrying out the plan.

An effort has been made to try to have the teachers become

a part of the community in which they work, in the belief that this will do more than any other agency, especially in rural districts to strengthen the work of the school. Community gatherings in the school buildings under the authority of the trustees are encouraged, for the reason that most neighbors need to meet more frequently, to know one another better, to learn to treat with proper respect thir school building, and to look upon their school as the very center and life of their community.

Gallatin County.

Ida W. Davis, County Superintendent.

There are at present seventy-four school districts in Gallatin County, ten of these having been organized within the past two years. In the organization of two of these districts, those concerned have had cause to feel the injustice of the present law in providing neither protection nor consideration for the old districts.

The school buildings are probably much the same as found elsewhere in the state. Bozeman has three brick buildings and thirty-six teachers. Belgrade has five teachers in overcrowded rooms, but the present substantial brick building is being doubled in size by an addition like the original building in design. Three Forks employs five teachers ;and Manhattan, four. Four districts maintain two-room schools. The others have one-room buildings.

The town of Trident has a neat cement building. There are five log houses in the county. One of these, which was recently built in a new district, is along modern lines with the light coming in over the left shoulder of the pupils. The other one-room buildings are all frame.

The usual type of building is entered through a cloak-room running the width of the building and lighted by windows in either end. The school room itself has three or four windows along each side. Across the front of the room is a good black-board, while smaller ones are between the wndows on the sides. In the réar is a cupboard book-case. A case of maps—either Johnston's or Rand-McNally's—hangs above the front board, while above the maps floats the flag. On the platform in front are the teacher's desk and chair, the dictionary stand with the usual unabridged dictionary, and an organ,

on the top of which stands a globe and behind which are rolled from two to five unused charts, bought at a cost to the district probably of one-fifth as much as the school house itself. On either side of the stove, standing in the middle of the room, range a row of double desks.

The room is made attractive by its cleanliness, a few pictures, and white sash curtains for twenty or more as fine, wholesome, happy, busy children as can be found in the land—all under the instruction of a teacher, who is above the average in preparation, in right ideals, and in ready sympathy for children.

This is the usual type. But the type is gradually changing its material aspect, thus making better work possible on the part of teacher and pupils. The few modern school buildings are in different parts of the county and are attracting attention. Twenty-two school rooms are made comfortable by even heat and good ventilation through the use of the Smith or the Waterman-Waterbury Heaters. A few schools have installed drinking fountains. The single desk is replacing the double; the last two orders being for the indestructible steel desk. A book-case with glass doors is being moved to the front of the room, where the bright covers of the books beautify the room and tempt the children to good reading.

More care is being used in the selection of library books. All but seven districts, four of which are new ones, have made at least a start toward a library.

Only three districts have voted for free text-books, though the usual custom of providing desk copies for the teacher is being largely followed. This year the work has been handicapped by the late arrival of some of the text-books and by the radical change in texts.

Proper legislation is certainly needed to amend the present law in regard to text books, to provide protection for old districts in the creation of new ones, and to eliminate from the state, men who sell useless charts at exorbitant prices.

For more than a year Gallatin County seemed immune from the visits of these men, but last year one succeeded in taking a large sum of the school children's money out of the county. It is good to know that by no means were all of our school officers induced to buy from him.

As a rule school officers seem alive to the interests of the

schools. More than two-thirds of the districts levy a special tax and all seem in favor of a long term of school, the majority having a term of nine months and the average having a little more than eight months. The summer term and the short term are passing out in Gallatin County. Last year only one four months' term was taught. This coming year there is to be no summer school in the county.

The rural schools have attempted little along industrial lines. On the day the teachers attending institute were entertained through Pres. Hamilton's courtesy at the college. Mr. F. S. Cooley of the Farmers' Institute gave an address on the Teaching of Agriculture in the Elementary Schools, which has encouraged the teachers to feel that his plans are feasible in the rural schools. The visit to the college domestic science rooms, where the teachers were royally entertained by Miss Harkins and her pupils, has roused much interest in home science. But in Gallatin County it is conceded that the rural schools are hindered not only for lack of room for industrial work but for lack of time in an already crowded program.

The Course of Study is followed closely in all but two schools. The result of the State Examinations for eighth grade pupils indicate that good work has been done. Out of one hundred and fifty, who wrote in May and June, one hundred and thirty-five were granted certificates admitting them to high school. One hundred and sixteen of these are now enrolled for high school work.

The average attendance in the elementary schools during the past school year was 94%, and 1682 of the 1752 children between the ages of eight and fourteen years were enrolled in the elementary schools. However, this percentage of attendance does not seem due to the compulsory school law, which is apparently ineffective in rural districts but rather to school conditions.

Gallatin County children are the peers of any children. They are easy to control and willing to work under right influences. The teachers are loyal to the schools and are willing to cooperate in any way to bring about better conditions. Last year just half the teachers in the county were either college or normal school graduates; twenty-one being from colleges and thirty-four from normals. These figures do not include the teachers in the County High School, all of whom are college

or university graduates, but only the teachers in the elementary schools. Since the teachers' examination in November, only three are teaching on third grade certificates and these expect to raise their certificates in February. But it is the spirit of the Gallatin County teachers toward their work and toward the children rather than the grade of certificates, which is making for the steady improvement in our schools.

Granite County.

Mrs. Lottie T. Irvine, County Superintendent.

There is no doubt that Granite County is a live center and that excellent progress has been made in an educational way, within the last few years.

There is perhaps no place in Montana where the people are more interested in good schools, and more willing to pay for them, than are the people of Philipsburg. The school-buildings are modern, the equipment complete, the teachers trained for their special lines of work, most of them being graduates of normal schools, or universities, and in some cases of both normal schools and universities.

In the matter of text-books, wherever and whenever an improvement can be made in text-books, or other supplies, that will in any way increase the efficiency of the schools, the patrons of the schools purchase these supplies without complaint.

The schools are gradually being supplied with libraries, a liberal appropriation being made for that purpose each year.

The Granite County High School has one of the finest, modern-equipped, buildings in the Northwest. This school emphasizes the industrial phase of education. It has a manual training department, a domestic science department, a commercial department, physics and chemical laboratories. All these departments are thoroughly equipped with the most modern apparatus. The school owns its own gas-plant. It has a water motor for running machinery, and is lighted throughout with electricity.

The people of Granite County are justly proud of this institution, and the pupils are taking advantage of the opportunities offered.

The district school house in Philipsburg is a beautiful building modern and up-to-date and having a well-kept lawn and fine shade trees.

Drummond can boast of one of the finest little school buildings in the country, both in appearance and equipment; it cost about \$10,000 and is a credit to the town. Hall has a comfortable new house, two stories high. Other buildings have been re-constructed and improved.

Teachers' salaries have been increased and the teacher's position is more permanent than it was two years ago.

While school conditions are better than ever before, there is room for improvement along some lines. In the country schools, the teachers, teaching, and school organization have improved but the improvement of the conditions under which teachers and pupils must work has been overlooked to a great extent.

In every school we should like to have trustees who will put the school-house, yard, and equipment in the best condition, see that the heating ventilation and light are good, that every child has a seat and desk which fits him, that the walls are clean and cheerful, and provided with a few good pictures, the library ample and suited to the children and that sanitary drinking water and appliances are provided.

All these things add to the efficiency of the school and the children on the ranches are entitled to as good educational advantages as those of the towns. These conditions cannot be brought about until there has been an awakening among the patrons of the schools.

So long as a suggestion for better surroundings, better buildings, better teachers, better equipment raises a great protest lest taxes may be increased a mill or two, nothing better can be given these children than they are now receiving.

We hope however that the time is coming when people will not be self-seeking in school matters but will work with an eye single to the benefit of the child to be educated.

Hill County.

Sarah F. MacHale, County Superintendent.

Patrons' interest in the schools throughout the county is very keen. In many instances the patrons of new school districts have built and furnished school houses by subscription. In some cases the salary of the teacher has been paid by them when the funds of the district did not provide for a term of sufficient length.

During the year of 1912, the following new school buildings have been erected:

Chester, a five room white brick building, heated by hot water, modern in every detail. Estimated cost \$15,000.00. Chester District has also built five, one-room rural schools.

Galata, two-room, frame building, with a large assembly room up stairs. Hot air heating plant. Estimated cost \$6,000.00.

Concord, a building similar to that of Galata. Estimated cost \$5,000.00.

Box Elder, remodeled old building. Has two rooms, and a large assembly hall on second floor. Estimated cost, \$2,500.00.

Havre has built two new schools, Lincoln and Devlin. They are similar in architecture, brick, four rooms and a full basement, heated by hot air. Estimated cost, \$11,000, each.

Gildford has a building on the same order as Galata, built in 1911.

School buildings in rural districts are mostly just places of shelter, as yet, though we have a few rural schools that are built with regard to ventilation and lighting. We still have with us, the log cabin with the trembling stovepipe, and the frame building with the cross lights.

The equipment in the city and two-room village schools is practical and adequate. In the old established rural schools it is also adequate, but in the new schools established since the coming of the "dry lander" it is a negative quantity.

Teachers' preparation in the city and village schools is excellent, nearly all of them holding state certificates. In the rural schools, conditions are different. In some of the rural schools we have college graduates teaching, while in others, we have teachers, who can barely secure a third grade certificate.

Eighty per cent of the districts in this county, furnish free text books.

The old established districts have fairly good libraries, but none are found in the new districts. They use most of their fund for supplementary text books. There is no regular system employed in distributing books, and the interest is not great.

The course of study is used as much as could be desired. Our supply has never equalled the demand.

Little interest is manifested in Agriculture or Domestic Science, except in the Havre Schools. It will probably be introduced here in a year or so. Unsettled conditions, due to the settlement of the prairies here, and the bringing in of a large school population, with very little taxable property to support schools, is one of the reasons why this lack of interest prevails. Another good reason, an outcome of the first, is lack of money.

Attendance in the city schools is good, also in some rural schools in session in the summer. Lack of attendance in village and rural schools is due to the fact that children are kept at home to help in the busy seasons.

Schools in this county can be improved by a closer supervision by the County Superintendent, by requiring higher qualifications for teachers, increasing salaries of "good" rural teachers, and later, if practical, consolidating rural schools.

Lewis and Clark County.

Lucile Dyas, County Superintendent.

I find that the teachers in Lewis and Clark County have had excellent preparation and training. Very few teachers who have had no experience are teaching in the county. If all the schools were in session at one time, about 135 teachers would be employed. Of this number, 53 were graduates from a normal school and 18 from a college; 28 hold Life Certificates; 36 hold State Certificates; 3 hold Professional Certificates; 26, First Grade Certificates; 8, Second Grade Certificates and 8 hold Third Grade Certificates. The balance hold, either State Normal Diplomas and will eventually be granted Life Certificates or have had special primary or kindergarten training and have been granted Special Certificates.

Many of the teachers are interested in the work of the community and have organized clubs and are creating an enthusiastic interest among the residents of the various districts. I do not think that the patrons take as much interest in the schools as they should. Their interest is of rather a negative sort. If no complaints are made, if there is no trouble, they do not look after affairs to any extent.

The law in regard to the purchase of library books is not carried out. Some of the districts own excellent books, while others own a dozen or less copies.

The schools are all well supplied with text-books, or were before the text-books changed. At present they are in the transition period and are endeavoring, more or less successfully, to obtain a supply of books.

The general equipment of the various schools is fair. Some schools are splendidly equipped, while others have little or nothing. Several good school buildings have been built during the school year and are a great improvement over the old houses.

The teachers follow the Course of Study very closely and do not like to teach without a copy. Many have had to do this, however, since the number of copies was exhausted.

The teachers and pupils in some of the schools have planted gardens and have carried on the work in agriculture. Very little has been done along the lines of domestic science, outside of the city of Helena.

The attendance has been very good during the past year. More children seem to stay in the grades than formerly. The Eighth Grade Diploma is a great incentive, and in some homes, it is treasured more than is many a college diploma.

It seems to me that there will never be any great improvement in the country schools until the employment of the teacher is not a matter of chance, or of the caprice of the trustee. There should be inspectors of the schools, two visits a year by the county superintendent is not enough; these inspectors should report to some central board which would employ all teachers for a given number of districts.

At present, if certain persons feel that too high a school tax is levied, they cause themselves to be elected to the board of trustees, and cut the tax, whether the school needs the money or not. There should be some equalization of the tax law and the school law, so that a man with no family and consequently with no interest in the school cannot be elected, in order to injure the school by cutting off the means of revenue.

Bulletins should be issued which would advise the trustees as to the best equipment for their schools, the best architectural plans for the school houses, modes of heating, etc. State Aid is given in many states to such schools as comply with certain regulations and this incentive is most beneficial.

Lincoln County.

Forrest D. Head, County Superintendent.

No. of School Districts in the county in 1909.....	13	
No. of school census children in the county in 1909	756	
Assessed value of School Districts in 1909		\$3,826,428.00
No. of census children in the county in 1910.....	823	
No. of pupils who took the 8th grade examination in 1910	28	No. passed, 13
No. of census children in the county in 1911.....	965	
No. of pupils who took the 8th grade examination in 1911	30	No. passed, 22
Assessed value of School Districts		\$5,202,305.00
No. of School Districts in the county in 1912.....	20	
No. of census children in the county in 1912.....	1072	
No. of census children under 6 years of age in 1912.....	526	
No. of pupils who took all of 8th grade in 1912.....	24	No. passed, 18
No. of pupils who took Geography and Physiology in 1912	60	No. passed, 58
Assessed value of School Districts		\$5,495,890.00

On account of the rough features of our county it is hard to furnish school facilities to all of the school children at this time, but there are very few who have farther than two miles to travel in attending school. In 1909, we had only four teachers who were college or normal graduates; this year we have eighteen teachers who are college or normal graduates. Some interest has been awakened in Agriculture—and Domestic Science, through the efforts of Supt. Harmon—and F. S. Cooley, (Supt. of Farmers' Institutes in Montana). The seed has been sown which will bring forth fruit.

The value of our school libraries in 1909, was \$1,166.45; in 1912, it is, \$2,598.80. Amount spent for teachers' wages, in 1909, \$15,717; in 1912, \$33,086.50. Teachers' and school boards of our county, in general have shown a willingness to co-operate with the county and state superintendent in the betterment of our schools.

Madison County.

Phebe Comfort Williams, County Superintendent.

In Madison County there are five small towns of not more than 500 inhabitants each so that forty-eight districts out of the fifty-three in the county are rural. There is very little of the foreign element and the patrons of the schools are of an unusually intelligent class and, while greatly interested in the education of its youth, and willing to do any thing in reason financially, to assist them, they do not show their enthusiasm by frequently visiting the schools.

There are fourteen log school houses, thirty-one frame, one

concrete and eight brick. The buildings in the towns are all new with furnace heat and electric lights, and would do credit to, much larger places in finishing, furniture, equipment and libraries. The rural schools, with few exceptions, are well equipped and have carefully selected libraries.

If all schools were open at the same time seventy-three teachers would be employed but many of the summer schools are taught by teachers having short winter terms. During the year just past 17 out of the number were normal graduates and eleven college graduates. Most of the others having had more or less normal training. The eleven male teachers receive an average salary of \$101.00 and the sixty-two female an average of \$67.00 per month.

Only six schools in the county have free text books but school boards are very careful to see that no child is without the necessary books.

The well planned Course of Study furnished all districts has done much toward raising the standard of the schools and gaining uniformity in the work. State Superintendent Harmon deserves great credit for this excellent guide book.

Interest in Agriculture and Domestic Science is growing but there are no special teachers in these departments in the county. Very creditable displays of maps, drawings, weaving and sewing are made in the Educational Department at the county fair held in Twin Bridges each fall. With the premium money good pictures have been bought for many of the school rooms.

Missoula County.

Pearl T. Marshall, County Superintendent.

Missoula County is especially fortunate in having citizens who take a great interest and pride in our public schools.

During the past four years I have received the hearty support and splendid co-operation from the patrons of the schools of which I have had the honor to be superintendent. In my opinion, the schools are better now than they have ever been in the history of the county.

Missoula County contains 45 school districts. The assessed valuation of the county is nearly eighteen million dollars and is now in the third class. We have 60 school buildings, 44 frame, eight brick and eight log. The following school districts

have new school buildings, or have added substantial additions: Cold Springs, two new buildings; O'Brien Creek, Quartz, Nimrod, Canyon and Carter have built good one-room school houses. Potomac will soon have a modern four-room building, Alberton has one of the best two-room buildings in the county. The trustees of the Clinton, Saint Regis and Bonner districts have enlarged and completely renovated their school houses. The Bonner school has eight rooms. Its own water system and heating plant and is one of the most complete school houses in the state. There are 14 rented buildings in the Arlee school district to accommodate many of the one thousand one hundred and eighteen pupils. One cannot realize the magnitude of the Arlee school district until he considers that it is almost half as large as the state of Rhode Island. There are 25 teachers, five trustees and one clerk to look after this school system which three years ago had just one teacher. A supervising principal would greatly relieve the over-worked trustees, and would also reduce the work in the office of County Superintendent.

The Missoula County High School occupies an excellent brick building erected at a cost of about \$80,000. The school has the usual forms of equipment for a high school of its size. Seventeen teachers are employed. All but one are university graduates. Several have had normal school training or advanced degrees. The school now offers six courses of study, Classical, Scientific, English, Commercial, Manual Training, Domestic Science. There is a narrow range of electives within each of these courses. The great need of the school is more room. It is fairly comfortable at present but cannot expand its work further in any direction until in some way more space is provided.

Generally the school equipment is good. Most of the schools are supplied with patent heaters, which also ventilate; sanitary towels, soap, and water jars, or drinking fountains where there are water systems. The trustees purchase modern furniture, desks, bookcases, maps and globes. Several of the school districts furnish free text-books. The Bonner and Missoula schools adopted free text-books last year so now over half of the school children in the county have free books. Nearly all of the school houses are equipped with flags. Many of the school districts have placed some play-ground apparatus in the

school yards. We need more. Every school yard should be a well equipped play-ground.

Thirty-nine out of 45 districts levied a special tax for school purposes this year. All schools, with the exception of five, maintained eight, nine and ten months' terms last year. The terms will not be shorter this year. When I assumed the duties of my office four years ago there were one hundred and five teachers in the schools of Missoula County and three thousand seven hundred and seventy-seven pupils of school age. At present there are one hundred and sixty-five teachers, of whom 50 are college graduates and 52 are normal school graduates, and eight thousand five hundred children, of whom five thousand eight hundred and eighty-four are of school age. Six hundred and seventy-eight eighth grade diplomas have been granted within the past four years.

I wish to thank State Superintendent W. E. Harmon for his careful inspection of the Missoula County Schools, and for his valuable work in our institutes. Without his visits and counsel the many perplexing problems, which constantly arise in such a large system, could not have been met as well as they have. The teachers and I appreciate his endorsement of our efforts, but first of all we value the assistance which he has given us in making our schools what they are. The Course of Study which he compiled is recognized by authority as one of the best in the United States and has been one of the principal factors in bringing the Montana schools up to the high standard of proficiency which they now occupy. Every school in Missoula County bears the indelible mark of his earnest work as state superintendent of public instruction. We wish him success in all his future undertakings.

I have enjoyed every day that I have been superintendent of Missoula County Public Schools, and I have a deep appreciation for the courtesies extended to me by State and County officials, teachers, school officers, patrons, children and citizens. In retiring I leave my best wishes for the future progress and welfare of the schools and the children, and to those who may have the training of the children in charge.

Park County.

Maude Brown, County Superintendent.

The patrons' interest in the schools is increasing. Social gatherings at the school house are quite common. A literary program is prepared, lunch is served and the people enjoy a pleasant evening and talk over the welfare of the school.

In my visits around the county I find the school buildings improved since my last visit. A number of them in new districts do what they can each year. I find log buildings boarded over, the inside sealed and painted and the outside painted. The first year they could only afford the log building. Four new buildings are to be erected this year.

I am very much pleased with the equipment added this year. New desks have taken the place of the old home-made ones and worn out ones. A teacher's desk stands where a table stood. Maps, charts, planetariums, blackboards and organs have been added. Nine schools have installed the Smith Heating System and Sanitary Drinking Fountains.

The teachers are better qualified for their work. We have 28 teachers who hold state or life diplomas, four who hold professional, 20 who hold first grade, 22 who hold second grade and nine who hold third grade certificates. Several who hold second and third grade certificates are planning to raise their grades and take additional subjects for second and first grade certificates. The majority of the teachers have had some normal training. Several of them attended the summer term of the state normal.

The new text-books are being used and the teachers seem to think that they are an improvement over the old ones.

Fifteen districts have added sets of "Students' Reference Books" to their libraries. New bookcases, supplementary text-books and good stories for boys and girls have been bought.

We miss our complete course of study for the new text-books. The old one was thought more of and used more than any text-book. We hope to have a complete course made out for the new text-books and have enough of them so that each teacher may have two copies. The teachers would be glad to buy a copy for their own use.

I am glad Wilson's Course in Agriculture has been adopted. The teachers say that the boys and even the girls are taking quite an interest in the study.

Where the teacher has so many classes and short periods for each class the girls are willing to come earlier at noon for their sewing lesson.

We have the names of the schools and teachers printed in the county papers who have not had any tardy or absent pupils during the month. Several districts have not had an absent or tardy pupil since school began.

I would like to see more nine-month terms of school. The terms are too short in a number of the districts and by the time the teacher becomes familiar with her pupils and their needs school closes and a new teacher is hired for the next year. I wish that the trustees would increase a good teacher's salary and hire her for the next term.

Powell County.

Olga Johnson, County Superintendent.

There are 33 schools in Powell County. Four of these schools have formed within the last year. Two new school houses are being constructed at the present time. They are being built on modern plans for school houses and will be heated and ventilated properly. In several school houses, the Smith System or the Waterbury System of heating and ventilating has been installed.

Many teachers in this county are normal, college or university graduates, and hold state certificates in this state. In the rural schools, several teachers are high school or academy graduates, holding county certificates. They are doing good, conscientious work in their schools.

Only a few schools in this county have good libraries.

Interest in agriculture and domestic science is growing. Courses in these subjects were established in the Powell County high school this year. The pupils are taking great interest in these courses. Some rural schools are giving elementary work in these subjects.

I should like to see a good working library in every school in this county, modern systems of heating and ventilating, and better lighting in many schools.

Ravalli County.

Minnie Bailey-Law, County Superintendent.

Both the local and general conditions have greatly improved within the past two years. There has been a general awaken-

ing throughout the county, the results of which are far-reaching and will not end with the out-going year.

The patrons of the various districts have become unusually interested and have manifested their interest in many ways. Due largely to the system of eighth grade examinations now in use in the state, the parents are more concerned about the education of their children and make an effort to keep them in school until they have finished the eighth grade. Two results are very noticeable; a greater percentage of rural children apply for admission into the high schools and a greater percentage of the same children enter some high school or equivalent institution. Approximately 50 girls and boys who have finished the eighth grade in the rural schools in the past two years are now in attendance in high schools and other educational institutions. The successful teachers and patrons alike heartily endorse the present system of examinations.

The patrons of the country districts are realizing that the conditions in their respective districts will remain as they have been for many years past just so long as they themselves are content to have them so, and are awakened to the fact that their children are entitled to the same school advantages as their city cousins and are striving to place those same advantages within their reach.

This is the result of and is being shown by the deep interest taken in the consolidation which I introduced into the county soon after assuming the duties of this office and in which I was later ably assisted by Prof. J. F. Sharp, Prof. J. H. Holst and Dr. J. M. Hamilton of the State Agricultural College.

The movement was first introduced into the northern part of the county and later into the southern and central parts, and a consolidation of four school districts into one with the central school at Victor was consummated. This was the first consolidated district in the state of Montana and is proving a worthy example for other parts of the state as well as the county. Many rural districts in this county are anticipating consolidation and are waiting only to see the plan successfully tried out at Victor. Several schools will apply for consolidation within the next year.

Our corps of teachers, I believe, is above the average. Of the 85 teachers employed, 60 are normal, college, or university trained. Only three of the remaining number are inexperi-

enced. I believe it would be difficult to find a better record.

The teachers quite generally endorse as a whole the recent adoption of text-books by the state text-book commission.

Within two years, two teachers have been added to the corps in each of districts No. 9, 15, 18, 22 and 28.

The Hamilton high school has added to its curriculum a commercial course, sewing and music. In Victor, a commercial course, public speaking, and music have been added. Victor has also a splendid system of supervised playgrounds. Stevensville has added agriculture and sewing. Both vocal and instrumental music, and sewing are taught in several rural schools.

Beautiful new school homes have been erected in districts No. 22, 32 and 36. The buildings in districts No. 32 and 36 are up-to-date structures in which all rules of sanitation, lighting, heating and ventilation were strictly observed in the building. The interior of these structures are tastefully and artistically finished. The library is built into the building in district No. 36. District No. 22 erected a brick building containing two recitation rooms and a large room to be fitted up later for an assembly room. District No. 16 has voted bonds for a new two-room building. Districts No. 9 and 18 have each added one room to the old structures.

Other conditions have developed that show improvements but the above are sufficient to show that we of the Bitter Root Valley have been very active during the two years about to close.

Ravalli County is justly proud of her schools and the present conditions are such that the outlook for continued improvement is good.

The citizens of Ravalli County appreciate very much what you have done to raise the standard of the schools of the state and county and regret that you are to retire from your present official duties but anticipate much efficient work from your successor.

Sanders County.

Helena Feeny, County Superintendent.

School affairs in Sanders County are looking much better than a few years ago; but there is still a great deal of room for improvement. Our patrons are very much interested in school, more visits are made every year, and a better under-

standing between teacher and patrons of school conditions is the result. The patrons just now are very much interested in consolidation of schools wherever it is possible.

We have had the state book of school house plans from Minnesota and as a result better and more modern buildings are being erected. Equipments are improving. The old-time stove has been replaced by the modern system of heating, sanitary drinking fountains are being introduced in all schools. The preparation of the teacher is of a much higher standard; 75 per cent of the teachers are normal or college graduates or have had a year or more of normal work. Text-books are furnished to pupils by three-fourths of the districts; libraries are receiving considerable attention from school boards. The library list sent out by the state department has been an aid in the selection of suitable books for school libraries. Our county has not a sufficient number of the "Course of Study." In the resolutions adopted at our last institute, September 30 to October 1-2, it was recommended that the "Course of Study" be changed to allow one full year's work in civics and physiology during the eighth grade, otherwise it meets the requirements. All teachers and pupils are interested in agriculture. Many rural schools have gardens on school grounds. We have not done much with domestic science. Consolidation, where it is possible, will improve our schools. Better educated men elected for trustees, better trained teachers and higher salaries should obtain, then the attendance will take care of itself.

Silver Bow County.

Mamie Burt, County Superintendent.

The patrons of Silver Bow County take a great interest in everything connected with the welfare of our schools.

At the present time there are in the county 34 buildings, 18 brick and stone, 12 frame and four log. These buildings contain about 245 class rooms.

Generally speaking, the schools of the county are well equipped as to the general furnishings of the rooms and material for teachers and pupils' use.

Our teachers are well prepared for their work; 61 are normal graduates and 48 are college graduates. The others have fitted themselves for good teachers by experience and along special lines.

Our schools are using prescribed text-books. Two districts, 1 and 2, providing free books. All the districts have libraries and with one or two exceptions are quite well supplied with books.

The schools are using the new course of study and adjusting themselves to the new work as rapidly as possible.

Our city system has well equipped departments in manual training and domestic science. Exceptionally great interest is shown in this line of work. The work has been satisfactory and helpful to the pupils. The high school has a manual training annex. Throughout the city we have four centers; one each at the Washington, McKinley, Blaine and Jefferson schools. While the boys are taking a course in manual training, the girls are having instructions in sewing under special supervisors. Not much of this work is carried on in the outside schools.

Something should be done for the physical welfare of our students. The matter of school play grounds is an important question. It is one of the most urgent needs of the city schools.

Teton County.

Nellie R. Brown, County Superintendent.

It is very gratifying to be able to say that the general condition of the schools in the county is improving, though they have not reached the standard desired. I have noticed a marked improvement in the rural schools during the past year.

Parents and school boards, in most cases, are very anxious to have only the best of teachers and are keen for good buildings, better equipment and longer terms of school. We, however, have a few districts that, regardless of qualifications, look for the teacher who can be secured for the least money. More interest is being taken in the attendance of the boys and girls, although in a few of our rural schools this interest slackens when it interferes with the work that the boy or girl can accomplish when he or she is at home.

Owing to the great distance from the county seat it is impossible to maintain a very strict supervision over all the rural schools, though all are visited more than once a year if possible. The majority of our school buildings are in good repair and comfortably equipped. Owing to lack of water, little interest is taken in beautifying the grounds. Fourteen new school dis-

tricts have been established during the last two years, six of this number having been organized since September 1. The total number of school districts to date is 39.

The work of the Teton County high school has been entirely satisfactory. This school has been under the able management of Byron E. Toan for the last two years and made an enviable record. Four teachers are employed and the annual expense amounts to \$10,000. District high schools have been established at Conrad, Valier, Cut Bank and Shelby. The high school at Conrad will no doubt be placed on the accredited list this year. Fourteen new frame school buildings were erected in rural districts during the past two years, the cost ranging from \$800 to \$1,000. Brady erected a very substantial two-room school building during the last year; Valier and Cut Bank have used stone in building, while Sweet Grass and Shelby have concrete buildings. The average cost of the stone and concrete buildings is \$25,000. These four new buildings are modern and the equipment is of the best. The number of certificates issued during the last two years is 112. Of this number, three have been professional, 23 first grade, 39 second grade and 47 third grade. In most cases the second and third grade have been raised at subsequent examinations.

Twelve of the teachers employed in the county have state certificates, 10 have professional grade, 25 have first grade, and the remaining number have either second or third. In the new districts the library fund is not set aside and where a library is maintained the fund is derived from entertainments, suppers, etc. They prefer this way as it gives them funds for a longer school term.

I find that as a rule much care is taken in the selection of library books. The selection is taken from the library list and made by the teacher. Agriculture and domestic science are not taught in our schools as yet. There is, however, a great amount of interest taken in those subjects and we hope to be able to start those subjects in the town schools next year. I have been re-elected to the office of county superintendent of schools and realize the importance of being diligent and untiring in the work which I willingly undertake to perform to the best of my ability.

Valley County.

Flora Sims, County Superintendent.

The rapid influx during the past two years of settlers to the fertile lands of Valley County has necessitated the opening of many new schools and has greatly increased the work connected with the caring for and the supervision of these schools.

Since January, 1912, ten new school districts have been created and 23 new school houses built. The following towns have recently opened the doors of new and up-to-date school buildings: Mondak, Antelope, Medicine Lake, Vandalia Froid and Nashua.

A marked interest is being shown by patrons in securing the best for the schools. The voters consent with all readiness to bear expense and raise taxes for school purposes. In some of the new districts where the fund is insufficient to provide for building this is done by subscription or by the voluntary labor of the patrons of the community.

The equipment of the school is improving. All districts have the free text-book system. The lack of a school library is becoming rare and occurs chiefly in the schools in the new districts.

Attention is being directed to the improvement of the play ground not only in the towns but in the rural communities and we hope to see much good work done along this line in the next year.

The Glasgow high school has courses in domestic science and in manual training this year.

The subject of agriculture has not been neglected. The corn and potato contest has done much to awaken practical interest in the subject.

In a few instances the consolidation of the rural school has been attempted and has proven successful. However, the yet sparsely settled condition of the country hardly permits of the plan being adopted in many sections.

The improvement in the quality of the teacher must not be overlooked. The large percentage of the teachers now employed are normal school graduates or have had some normal school training. The demand for the teacher with training is increasing and this must lead to higher salaries, this especially in the rural schools. Efforts should be made by all persons

interested in education to secure for the teachers adequate compensation for their work.

The average monthly salary paid to male teachers the past year was \$87.50 and to female teachers \$62.60.

Of the 32 school districts, 29 had a term of not less than eight months and three had a term of four months.

The school census for 1912 is 4,833 and the average daily attendance 1,813.

Yellowstone County.

Sara E. Morse, County Superintendent.

My schools are very well equipped. Buildings are very good; the only thing I regret about the buildings is that the lighting is not as good as I would wish. The architects pay too little attention to the ventilation and lighting. They think more of how the building looks from the outside. As a whole my teachers are well equipped. The only thing I can complain of is that too few teachers in the rural schools are prepared to deal with the little "tots." Many are graduates from colleges and universities but are not well prepared to teach the primary grades. In nearly every school the libraries are growing and more supplementary books are ordered now. A few years ago the library was more of a library for the "grown ups" but this year the trustees are ordering more books that will be of service to the children in interesting them in their studies.

I think our contest in sewing and in corn raising has done much to interest the children in agriculture and domestic science—the interest is increasing and each teacher this year is doing something along the line. Many are using the sewing tablets and a number of the teachers have a part of the noon hour for sewing.

We have a series of rural teachers' meetings in my county—have four sections meeting about once in seven weeks. At these meetings we have a paper along the lines of agriculture and domestic science, suggesting practical things to be done in the rural schools.

UNIVERSITY OF MONTANA.
FINANCIAL STATEMENT OF FUNDS FOR THE TWENTY-FOUR MONTHS
ENDING NOVEMBER 30, 1912.

MAINTENANCE.

Receipts.

Balance December 31, 1910	\$ 19,683.39
One Year Appropriation to March 1, 1912 (less claims paid out of Interest and Income Fund, in accordance with ruling of State Board of Examiners)	
Interest and Income Fund, Dec. 1, 1910 to March 1, 1912	\$6,000.00
One Year Appropriation to March 1, 1913 (less claims paid to date out of Interest and Income Fund in accordance with ruling of State Board of Examiners)	
Interest and Income Fund, March 1, 1912 to November 30, 1912...	89,000.00
Transfers from Library Book Fund	3,194.69
	<u>\$197,878.08</u>

Disbursements.

Expenditures as shown by quarterly analysis, Dec. 1 1910 to Nov. 30, 1912	\$175,646.09
Balance on hand, Nov. 30, 1912	22,231.99
	<u>\$197,878.08</u>

LAW SCHOOL MAINTENANCE.

Receipts.

One Year Appropriation to March 1, 1912	\$ 6,000.00
One Year Appropriation to March 1, 1913	6,000.00
	<u>\$12,000.00</u>

Disbursements.

Expenditures as shown by quarterly analysis, Dec. 1, 1910 to Nov. 30, 1912	\$10,461.15
Balance on hand Nov. 30, 1912	1,538.85
	<u>\$12,000.00</u>

SUMMER SCHOOL MAINTENANCE.

Receipts.

One Year Appropriation to March 1, 1913	\$ 5,000.00
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Disbursements.

Expenditures as shown by quartely analysis, Dec. 1, 1910 to Nov. 30, 1912	\$ 5,000.00
Balance on hand Nov. 30, 1912	

UNIVERSITY EXTENSION—(Legislative Appropriation.)

Receipts.

One Year Appropriation to March 1, 1912	\$ 1,000.00
One Year Appropriation to March 1, 1913	1,000.00
	<u>\$ 2,000.00</u>

Disbursements.

Expenditures as shown by quartely analysis, Dec. 1, 1910 to Nov. 30, 1912	\$ 1,655.44
Balance on hand Nov. 30, 1912	344.56
	<u>\$ 2,000.00</u>

BIOLOGICAL STATION BUILDING.

Receipts.

Appropriation to March 1, 1913	\$ 5,000.00
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Disbursements.

Expenditures as shown by quarterly analysis, Dec. 1, 1910 to Nov. 30, 1912	\$ 3,254.26
Balance on hand Nov. 30, 1912	1,745.74
	<u>\$ 5,000.00</u>

Receipts.

FENCE AND SEWERS.

Appropriation to March 1, 1913	\$ 2,000.00
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Disbursements.

Expenditures as shown by quarterly analysis, Dec. 1, 1910 to Nov. 30, 1912	\$ 1,839.50
Balance on hand Nov. 30, 1912	160.50
	<u>\$ 2,000.00</u>

ATHLETIC FEE.

Receipts.

Balance on hand Dec. 1, 1910	\$ 395.68
From Fees	60.00
	<u>\$ 455.68</u>

Disbursements.

Expenditures as shown by quarterly analysis, Dec. 1, 1910 to Nov. 30, 1912	\$ 455.68
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LAW SCHOOL TUITION.

Receipts.

From Tuition Fees	\$ 868.00
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Disbursements.

Transfers to Library Book Fund	\$ 28.31
Balance on hand Nov. 30, 1912	839.69
	<u>\$ 868.00</u>

SUMMER SCHOOL TUITION.

Receipts.

From Tuition Fees	\$1,060.00
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Disbursements.

Expenditures as shown by analysis Dec. 1, 1910 to Nov. 30, 1912..	\$ 510.68
Balance on hand Nov. 30, 1912	549.32
	<u>\$1,060.00</u>

LIBRARY BOOK.

Receipts.

Balance on hand Dec. 1, 1910	\$1,284.12
From Matriculation Fees	4,019.00
Transfer from sundry accounts:	
Course Deposits	\$611.77
Law School Tuition	28.31
Extension Lecture Fees	7.57
Extension Correspondence Fees	9.06
Library Bulletin Exchange	147.75
Office Fines	110.35
Sundry	37.00
	<u>951.81</u>
	<u>\$6,254.93</u>

BIENNIAL REPORT.

Disbursements.

Expenditures as shown by analysis Dec. 1, 1910 to Nov. 30, 1912...	\$1,090.24
Transfer to Maintenance Fund	\$3,194.69
Balance on hand Nov. 30, 1912	1,970.00
	<u>\$6,254.93</u>

INCIDENTAL FEES.

Receipts.

From Fees	\$1,060.00
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Disbursements.

Expenditures to November 30, 1912	\$ 960.00
Balance November 30, 1912	100.00
	<u>\$1,060.00</u>

OFFICE FINES.

Receipts.

Balance on hand Dec. 1, 1910	\$ 49.15
Collections (less refunds)	96.65
	<u>\$ 145.80</u>

Disbursements.

Transfer to Library Book	\$ 110.35
Balance on hand No. 30, 1912	35.45
	<u>\$ 145.80</u>

CERTIFIED PUBLIC ACCOUNTANCY.

Receipts.

From examination fees	\$ 100.00
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Disbursements.

Expenditures as shown by quarterly analysis, Dec. 1, 1910 to Nov. 30, 1912	\$ 56.59
Balance on hand Nov. 30, 1912	43.41
	<u>\$ 100.00</u>

W. A. CLARK GIFTS.

Receipts.

From W. A. Clark for Biological Station, 1911	\$ 500.00
From W. A. Clark for Geological Exploration, 1911	200
	<u>\$ 700.00</u>

Disbursements.

Expenditures as shown by quarterly analysis Dec. 1, 1910 to Nov. 30, 1912	\$ 450.00
Balance on hand Nov. 30, 1912	250
	<u>\$ 700.00</u>

W. W. DIXON MEMORIAL LAW LIBRARY.

Receipts.

Gifts of Mrs. W. W. Dixon	\$2,000.00
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Disbursements.

Expenditures as shown by quarterly analysis, Dec. 1, 1910 to Nov. 30, 1912	\$2,000.00
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LIBRARY BULLETIN EXCHANGE.

Receipts.

Balance on hand Dec. 1, 1910	\$ 64.15
From Sale of Bulletins	104.70
	<u>\$ 168.85</u>

Disbursements.

Transfers to Library Book	\$ 147.75
Balance on hand Nov. 30, 1912	21.10
	<u>\$ 168.85</u>

SCHOLARSHIPS AND PRIZES.

	Balance Dec. 1, 1910.	Receipts.	Total.	Expenditures per annum.	Balance Nov. 30, 1912.
Bennet Prize	\$ 37.75	\$ 36.00	\$ 73.75	\$ 20.00	\$ 53.75
Bonner Scholarship	90.00	600.00	690.00	655.00	35.00
Buckley Oratorical Prize		40.00	40.00	40.00	
Houston Debating Scholarship	10.00		10.00	10.00	
Joyce Memorial	67.00	18.00	85.00	43.00	42.00
Keith Debating Scholarship	25.00		25.00	25.00	
1904 Class		30.00	30.00	30.00	
C. A. Duniway Honor Scholarship		415.00	415.00	400.00	15.00
	\$229.75	\$1,139.00	\$1,368.75	\$1,223.00	\$145.75

UNIVERSITY EXTENSION—FEES.

	Balance Dec. 1, 1910.	Fees.	Total.	Expenditures per annum.	Transfer.	Balance Nov. 30, 1912.	Total.
Correspondence	\$69.15	\$470.00	\$539.15	\$386.41	\$13.06	\$139.68	\$539.15
Lecture	14.57	395.02	409.59	371.42	7.57	30.60	409.59
	\$83.72	\$865.02	\$948.74	\$757.83	\$20.63	\$170.28	\$948.74

MISCELLANEOUS RECEIPTS.

Receipts.

From Sundry \$ 215.16

Disbursements.

Expenditures \$ 87.10
 Balance on hand Nov. 30, 1912 128.06
 \$215.16

CRAIG HALL—BOARD.

Receipts.

Balance on hand Dec. 1, 1910 \$ 181.86
 Transfer from Room and Reserve Accounts 815.82
 From Board \$14,394.35
 \$15,392.03

Disbursements.

Expenditures as shown by quarterly analysis, Dec. 1, 1910, Nov.
 30, 1912 \$14,406.78
 Balance on hand Nov. 30, 1912 985.25
 \$15,392.03

CRAIG HALL—ROOM.

Receipts.

Balance on hand Dec. 1, 1910 \$ 152.19
 From room rents 4,328.50
 \$4,480.69

Disbursements.

Expenditures as shown by quarterly analysis Dec. 1, 1910 to Nov.
 30, 1912 \$3,755.72
 Transfers from Board Account 652.42
 Balance on hand Nov. 30, 1912 72.55
 \$4,480.69

BIENNIAL REPORT.

CRAIG HALL—RESERVE.

Receipts.

Balance on hand Dec. 1, 1910	\$1,272.19
Insurance rebate	44.40
	<u>\$1,316.59</u>

Disbursements.

Expenditure as shown by quarterly analysis Dec. 1, 1910 to Nov. 30, 1912	\$ 903.45
Transfer to Board Account to make up deficit	163.40
Balance on hand Nov. 30, 1912	349.74
	<u>\$1,316.59</u>

Summary.

	Total receipts.....	Expenditures per quarterly analysis.....	Transfers.....	Balance Nov. 30, 1912.....
I.—State Appropriations.				
Maintenance	\$197,878.08	\$175,646.09	\$.....	\$22,231.99
Law School	12,000.00	10,461.15	.....	1,538.85
Summer School	5,000.00	5,000.00	.....	.....
University Extension	2,000.00	1,655.44	.....	344.56
Biological Station Building.....	5,000.00	3,254.26	.....	1,745.74
Fence and Sewers	2,000.00	1,839.50	.....	160.50
	*\$223,878.08	\$197,856.44	\$.....	\$26,021.64
II.—Income from Students.				
Athletic Fee	\$ 455.68	\$ 455.68	\$.....	\$.....
Course Deposits	4,998.22	2,781.84	662.52	1,553.86
Law School Tuition	868.00	.....	28.31	839.69
Library Book	6,254.93	1,090.24	3,194.69	1,970.00
Incidental Fees	1,060.00	960.00	.....	100.00
Summer School Tuition	1,060.00	510.68	.....	549.32
Office Fines	145.80	.....	110.35	35.45
	\$14,842.63	\$5,798.44	\$3,995.87	\$5,048.32
III.—Miscellaneous.				
Certified Public Accountancy....	\$ 100.00	\$ 56.59	\$.....	\$ 43.41
W. A. Clark Gifts	700.00	450.00	.....	250.00
W. W. Dixon Memorial Law Library	2,000.00	2,000.00	.....	.....
Library Bulletin Exchange	168.85	.....	147.75	21.10
Scholarship and Prizes	1,368.75	1,223.00	.....	145.75
University Extension Fees.....	948.74	757.83	20.63	170.28
Miscellaneous Receipts	215.16	87.10	.....	128.06
	\$5,501.50	\$4,574.52	\$168.38	\$758.60
IV.—Craig Hall.				
Board	\$15,392.03	\$14,406.78	\$.....	\$ 985.25
Room	4,480.69	3,755.72	652.42	72.55
Reserve	1,316.59	803.45	163.40	349.74
	\$21,189.31	\$18,965.95	\$815.82	\$1,407.54

	† Total receipts.....	Expenditures per quarterly analysis..	Transfers.....	Balance Nov. 30, 1912.....
I.—State Appropriation	*\$223,878.08	\$197,856.44	\$.....	\$26,021.64
II.—Income from Students.....	14,842.63	5,798.44	3,995.87	5,048.32
III.—Miscellaneous	5,501.50	4,574.52	168.38	758.60
IV.—Craig Hall	21,189.31	18,965.95	\$15.82	1,407.54
	\$265,411.52	\$227,195.35	\$4,980.07	\$33,236.10
Less Transfers	4,980.07			
Totals	\$260,431.45	\$227,195.35	.....	\$33,236.10

† Total receipts includes balance Dec. 1, 1910 and transfers, with refunds deducted.

* The total of \$223,878.08 includes \$3,194.69 transferred from Library Book and balances from Dec. 1, 1910, of \$19,683.39, leaving \$201,000.00 as the legislative appropriations available for the biennium March 1, 1911 to March 1, 1913.

STATEMENT OF BALANCES NOVEMBER 30, 1912.

Balance of all funds		\$33,236.10
Interscholastic Prize Money .....		.98
Student Aid Fund		149.60
State Treasurer	\$26,021.64	
Western Montana National Bank	6,721.79	
Cash Advanced (pay rolls, etc.)	489.25	
Cash in Office	154.00	
	\$33,386.68	\$33,386.68

Abstract Report of Executive Board of Agricultural College of Montana.

FINANCIAL ESTIMATES FOR THE TWO YEARS, MARCH 1, 1913 TO FEBRUARY 28, 1915 INCLUSIVE.

	1913-1914.	1914-1915.
Salary of Faculty	\$66,250.00	\$63,225.00
Equipment, Apparatus, Etc.	17,700.00	17,745.00
Salaries of Administrative Officers	13,950.00	14,300.00
Maintenance, Buildings, Grounds, Etc.	28,290.00	27,090.00
Extension Department	5,000.00	5,000.00
Payment of Three Blocks of Land	5,400.00	.....
Addition to Heating Plant	10,000.00	15,000.00
Building for Irrigation, Etc.	25,000.00	50,000.00

From the above \$50,000 should be deducted each year, this being the amount of the annual appropriation of the United States government, Acts of Congress August 30, 1890, and March 4, 1907. The Agricultural College interest and income fund, derived from the Agricultural College land grant amounted to \$26,331.34 in 1912. The land grant should produce at least \$27,000 in 1913 and \$28,000 in 1914. The interest and income fund must be included in the legislative appropriation

but is used to diminish the amount taken from the state general fund. In estimating the appropriations these United States and land grant funds must be taken into consideration. There are limits, however, placed upon their expenditure by the Acts of Congress granting them. The First Morrill Act of July 2, 1862, and the Second Morrill Act of August 30, 1890, each have this clause: "No portion of said moneys shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation or repair of any building or buildings." The Acts of Congress, August 30, 1890, and March 4, 1907, provide that the \$50,000 appropriation shall be "applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural and economic science, with special reference to their application in the industries of life and to the facilities for such instruction."

"The salaries of purely administrative officers, such as treasurers, presidents, secretaries, bookkeepers, janitors, etc., can not be charged to this fund." Opinion Assistant Attorney General of United States, March 7, 1894. The same opinion prohibits its use for furniture, heating, lighting, and other maintenance expense.

"No part of the funds received under the provisions of the acts of 1890 and 1907 may be used for any form of extension work and all instruction must be given at the institution receiving these funds." Ruling 7, United States Commissioner of Education, November 2, 1911.

The total amounts asked for in this report for the next two years for salaries for faculty, purchase of equipment, administrative expenses and general maintenance are as follows: For 1913-14, \$120,190, and 1914-15, \$122,360, from each of these sums will be deducted U. S. funds \$50,000, leaving to be appropriated by the Legislative Assembly 1913-14, \$70,190, and 1914-15, \$72,300. These amounts will be diminished by \$27,000 and \$28,000, respectively, so far as the state general fund is concerned, these being the sums which the land grant can reasonably be expected to produce. Deducting the amounts of the interest and income fund, the remainder which must be taken from the general fund is for 1913-14, \$43,190, and for 1914-15, \$44,360.

The Lever Bill for Agricultural College Extension has passed

the national house of representatives and has every prospect of becoming a law before March 4, 1913. This measure will give \$10,000 annually to each state and beginning with July 1, 1913, an additional amount on condition that the state appropriates dollar for dollar to meet the increase. The farm management division of the United States Department of Agriculture will provide money for co-operative extension work if the state can furnish its portion. Five thousand dollars each year is the least amount that the state can expend to avail itself of the money offered by the United States Government.

A year ago the executive board recommended and the state board of education approved the purchase of Blocks 10, 11 and 12, Capitol Hill Addition to Bozeman. This land is between the college and the city and was placed upon the market at an exceedingly low figure. These blocks are 360 by 300 feet and will be necessary for buildings when the north side of the campus is used. No lots have been sold out of them and no buildings erected thereon. The contract price is: Block 10, \$2,400; Block 11, \$2,400, and Block 12, \$1,800. Of this sum, \$1,200 has been paid, leaving \$5,400 to be appropriated by the state.

The college and station have two heating plants. The first buildings were placed on the highest part of the grounds and a plant erected nearby. Later the agricultural and other farm buildings were located at the bottom of the hill. The steam plant higher up could not be used to heat them and a second heating plant was built. The superintendent of heating plants estimates that for \$25,000 an addition to the lower plant can be constructed and equipped which will effect an annual saving of \$1,000 in coal and \$1,500 in labor. One boiler can be transferred and the remainder of the equipment and the building on the hill used for mechanic arts. One boiler will have to be replaced next year at the lower plant if no addition is made and no more buildings can be heated without some addition.

No progress can be made in instruction or experimental work in irrigation and highway engineering and other branches connected with agriculture and country life until a building is erected. Colorado leads in such work and its building cost \$75,000. Some such plant and equipment is needed in Montana. Such a building was asked for two years ago and approved by

the State Board of Education. The legislature made an appropriation of \$60,000 for the building but the money was not available.

Summary.

The following amounts are asked for and for the purposes set forth:

	1913-1914.	1914-1915.
Maintenance (Includes Interest and Income Fund) ..	\$70,190.00	\$72,360.00
Extension Department	5,000.00	5,000.00
Payment of Land	10,000.00	15,000.00
Building for Irrigation, Etc.	25,000.00	50,000.00

Respectfully submitted,

J. M. HAMILTON,

President Executive Board.

Montana State Normal College.

J. E. Monroe, Acting President.

During the biennial period which ends with November 30, the Montana State Normal College has made definite progress towards the attainment of conditions for the ideal training of teachers. Without yielding to the temptation of endeavoring to increase the numbers on the student roster, by offering courses of study which do not have for their primary object the training of teachers for work in the elementary schools of the state, the growth in numbers, while not rapid, has been steady. The increase in attendance has been hindered greatly during the past two years by unfortunate conditions connected with building and heating constructions in progress during the time of school session, and, in a large measure, in my judgment, by a lack of energy in bringing its work to the attention of the people of the state by legitimate advertising. Notwithstanding these hindrances, there has been a gradual increase in the numbers of different students enrolled. For the year ending November 30, 1911, 255 students were enrolled, 11 more than the aggregate enrollment of any previous year; while for the year ending November 30, 1912, the enrollment totals 298. 43 more than any enrollment for a previous similar period. Each year the enrollment shows a representation from every county in the state. Correspondence now indicates that a very substantial increase over this number will be had during the remainder of the school year now in progress. During the year which ended November 30, 1911, 31 students were graduated from the Normal College; five from the four-year course, who received the degree B. Pd., and 26 from the three-year course. During the past year, 25 were graduated; six receiving the

degree B. Pd., and 19 completed the three-year course; all of these with three exceptions are engaged in teaching at present in Montana or Idaho; two of these three married, and left the profession, and the third, after beginning what promised a successful career in teaching, was stricken with illness, which, after a short duration, ended in death.

The Normal College has held steadfastly to the idea that successful teaching requires professional training, and effective training can be based only on sound scholarship. For this reason, an amount of academic and collegiate work has been required in connection with the course in training, greater in amount than is required generally in normal schools.

From the very nature of the situation, that high school students are generally immature in age, and not generally inclined to careful, thoughtful reasoning upon the problems which confront them, and that, as yet, a large part of the faculties of our high schools have not been trained for teaching, it follows as a matter of course that many of our high school students have never been "taught," but have simply "learned" subject matter. This has made it appear necessary to maintain courses in connection with the Normal College, and require students to pursue subjects which they thought they had finished in high schools.

The scholastic year has been divided into four quarters, of 12 weeks each, during the past year, instead of semesters of 20 weeks, as formerly. The fourth quarter has become available to a class of teachers, who desire to advance along both scholastic and professional lines. That there is a real demand for such work for teachers on the part of the teachers themselves is evidenced by an increase in attendance of 34 per cent in the summer of 1912, over that of the summer of 1911, at the Normal College.

The equipment of the school compares favorably with the best training schools of the country; but additions must be made to this, to keep the college in front rank. The addition of domestic science, rural school training, and kindergarten work is expected for the coming biennial period.

The training school is one of the most thoroughly organized and practical of those connected with normal schools throughout the country. Instead of being a "model school," it is a city school system, presenting every phase of organization and

instruction that is to be found in the ordinary school system in the same way these problems occur in such a system. Pupil teachers trained in this way have actual, practical experience in teaching.

The school buildings are commodious and well adapted to their purpose, and are situated on a campus, which, though small, is beautiful and well kept. The dormitories are well arranged and have space to provide homes for 120 young women; while a larger number of both sexes may be accommodated for meals in the dining rooms, where the fare is excellent and the cost nominal.

The faculty of the college proper consists of 16 members, to which should be added the 14 critic teachers of the training school.

The appropriation of \$41,820 for each of the fiscal years of this biennial period, barely suffice to maintain the work of the school, as organized at present. To increase its usefulness by expanding into those fields, made so important by the rise of the vocational idea in school work, a larger appropriation will be necessary for the succeeding biennial period.

The buildings approximate in value \$190,000; the grounds, \$15,000; the equipment, \$20,000. Upon the buildings, an insurance of \$80,000 is carried.

The demand for teachers trained at the Normal College is far greater than the supply. During the past two weeks, applications for 11 teachers for elementary school positions have been received, in which trained teachers were required, and we have no one to send in response to the demand. With a liberal policy, such as has characterized the State Board of Education and the legislative assemblies in the past continued, and continued commensurate with the increasing demands in the educational field, the Montana State Normal College will be enabled to contribute in a much larger measure to the advancement of the educational work, than has been possible heretofore, although there is much reason for gratification in the amount of work that it has been able to accomplish already.

MONTANA STATE SCHOOL OF MINES.

Butte, Montana.

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 minerals of the west and in the operation of the various smelters and reduction works. By keeping strictly within the limits of its original purpose it has been possible to obtain a degree of excellence equal to the best offered in the west in this line of learning.

The school was opened in 1900 and has graduated ten classes, giving the degree of Engineer of Mines to 89 young men, and it may be offered in support of the excellence of the training given these young men that 94 per cent of them are now engaged in the pursuit of their profession. None are seeking employment.

The control of the school is vested in the State Board of Education. The immediate supervision 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:

C. H. Bowman, President and Professor of Metallurgy.

George W. Craven, Professor of Mathematics and mechanics.

Theodore Simons, Professor of Mining Engineering.

Darsie C. Bard, Professor of Geology and Mineralogy.

Lester J. Hartzell, Professor of Chemistry.

Edward B. Howell, Lecturer on Mining Law.

Arthur E. Adami, Assistant Professor of Mining Engineering.

Earle B. Young, Instructor in Mathematics and Mechanics.

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 Maintenance.

Main Building, constructed at a cost of	\$120,000.00
Mill Building, constructed at a cost of	25,000.00
Gymnasium Building, completed, 1911, at a cost of	15,000.00
Equipment in general, approximately	75,000.00

The last legislature appropriated \$68,000 for maintenance of the school for two years ending March 1, 1913. Of this amount

approximately \$48,000 will have been used for salaries and the remainder for repairs, improvements and equipment.

Entrance Requirements and Course of Study.

All 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.

The following is the course of study pursued at the school last year:

FRESHMAN YEAR—FIRST SEMESTER.

	1st term hrs. per week.	2nd term hrs. per week.
Higher Algebra	3	3
Trigonometry	5	5
Chemistry, Lectures	3	3
Chemistry, Laboratory	9	9
English	2	2
Descriptive Geometry	2	2
Mechanical Drawing	6	6

FRESHMAN YEAR—SECOND SEMESTER.

	1st term hrs. per week.	2nd term hrs. per week.
Analytical Geometry	5	5
Plane Surveying, Theory	3	3
Descriptive Geometry	2	2
Chemistry	3	3
Chemistry, Laboratory	6	6
English	2	2
Mechanical Drawing	9	9

SOPHOMORE YEAR—FIRST SEMESTER.

	1st term hrs. per week.	2nd term hrs. per week.
Calculus	5	5
Physics	6	6
Chemistry, Lectures	2	2
Mineralogy, Lectures	2	2
Mineralogy, Laboratory .....	..	6
Surveying, Field Work	15	..
Topographical Drawing .....	..	9

SOPHOMORE YEAR—SECOND SEMESTER.

	1st term hrs. per week.	2nd term hrs. per week.
Calculus, Anal. Mechanics	5	5
Physics	4	4
Chemistry, Lectures	1	1
Chemistry, Laboratory	9	9

Mine Surveying, Theory	2	2
Mineralogy, Lectures	3	3
Geology, Lectures .....	..	3
Mineralogy, Laboratory	6	6

JUNIOR YEAR—FIRST SEMESTER.

	1st term	2nd term
	hrs. per week.	hrs. per week.
Mechanics	5	5
Mining	2	2
Geology	5	5
Metallurgy, Lectures	3	3
Mine Surveying, Practice	15	..
Chemistry .....	..	6
Graphics .....	..	9

JUNIOR YEAR—SECOND SEMESTER.

	1st term	2nd term
	hrs. per week.	hrs. per week.
Mechanics and Hydraulics	5	5
Mining	2	2
Geology, Lectures	5	5
Metallurgy, Lectures	3	3
Engineering Design	6	6
Geology, Field Work	3	3
Metallurgy, Laboratory	3	3
Chemistry, Laboratory	3	3

SENIOR YEAR—FIRST SEMESTER.

	1st term	2nd term
	hrs. per week.	hrs. per week.
Geology	5	5
Mining	2	2
Ore Dressing, Lectures .....	..	3
Metallurgy	3	3
Power Transmission	3	3
Assaying	15	..
Geology, Field Work .....	..	3
Ore Dressing, Laboratory .....	..	3
Engineering Design .....	..	6

SENIOR YEAR—SECOND SEMESTER.

	1st term	2nd term
	hrs. per week.	hrs. per week.
Mining	3	3
Ore Dressing, Lectures	2	2
Ore Dressing, Laboratory	3	3
Metallurgy, Lectures	3	3
Metallurgy, Laboratory	3	3
Mechanical Engineering	5	5
Engineering Design	6	6
Petrography	5	5
Mining Law	5	..

MONTANA SCHOOL FOR THE DEAF AND THE BLIND.

It pleases me to report that the Montana School for Deaf and Blind and Backward Children is in a prosperous condition. Our main plant, consisting of 40 acres of land and five brick buildings, three frame buildings, water tower, etc., is valued at \$200,000. The ranch, consisting of 370 acres of land, with good

house, cow barn and other buildings on it, is valued at \$26,500, and the new building for Backward Children is valued at \$80,000. At present we have ten literary teachers and six teachers of manual training and domestic sciences.

Our total enrollment during the last year was one hundred and eighty-five (185). Of these 60 are in the department for the Deaf, 35 in the department for the Blind and 90 in the department for Backward Children.

Respectfully yours,

H. J. MENZEMER, President.

STATE REFORM SCHOOL.

The present condition of our school is good. There has been a decided improvement in the past two years.

Our work is from the first to the eighth grades, inclusive. We follow the regular state course of study, and are under the supervision of the State Board of Education.

Where we formerly had the school session three and one-half hours in the afternoon and nearly all were required to attend at that time, we now have a full day session, each pupil attending school four hours and working the other half day. School continues the year round and this gives them nearly as much time in a school year as given in the public school. All are required to attend except on account of sickness.

The hospital building has been remodelled and two good school rooms have been fitted up. This takes the school from the boys' building and is a very decided improvement in our school system.

The school is in charge of two exceptionally good men teachers and, we feel, that the school has now reached that standard, for the first time, where we can get good results from the school work.

The following is a list of grades and the number of pupils in each, viz:

First Grade	6
Second Grade	8
Third Grade	20
Fourth Grade	11
Fifth Grade	9
Sixth Grade	15
Seventh Grade	10
Eighth Grade	6

Respectfully submitted,

H. W. GEORGE, President, State Reform School.

EDUCATIONAL REPORT OF THE SCHOOL OF THE
STATE ORPHANS' HOME AT TWIN BRIDGES,
MONTANA.

Class	Grades.	No. of pupils in grade.
B.	Sixth	1
B.	Fifth	3
A.	Fourth	11
B.	Fourth	5
A.	Third	11
B.	Third	13
A.	Second	13
B.	Second	10
B.	First	10
Primer	.....	25
		<u>102</u>

108 Acres of Land	\$ 7,500.00
Buildings and Improvements	155,000.00
Furniture	1,600.00
Dry Goods and Shoes	2,300.00
Hardware and Dishes	418.00
Provisions	350.00
Drugs	100.00
Tools and Farm Implements	885.00
Thirteen Cows	500.00
Three Horses	500.00
Four Hogs	40.00
Poultry	50.00
	<u>\$169,243.00</u>

MONTANA WESLEYAN UNIVERSITY.

Moral and Religious.

This school is under the patronage of the Methodist Episcopal church but it is in no sense sectarian. Questions of creed do not figure in the teaching or requirements at any stage of the course of instruction. The high plane of moral and spiritual life that obtains in the greatest and best of denominational schools is kept in view constantly here. A chapel service is held each day, at which students are expected to attend. Singing, reading of the Bible and prayer are the regular order of this period. An essay from some student, an address from some member of the faculty or visitor occasionally may be introduced. The students are required to attend the church of their choice on Sunday morning. The Y. M. C. A. and the Y. W. C. A., although somewhat remittent in activity, have contributed much toward the spiritual growth of the students. A weekly prayer meeting for the students is held in the college chapel, to which attendance is purely voluntary. This meeting is led by the dean or some other member

of the faculty. This meeting is popular and aids greatly in maintaining the moral and spiritual ideals of the student body. Bible study classes for students are maintained in several of the churches in connection with the Sunday schools. Bible instruction has also a place in the regular curriculum of study.

History and Property.

This school was founded in 1888, opened for students in 1890 and has been in continuous operation ever since—the oldest school of continuous operation in the state. It has had its “ups and downs” along with the other enterprises of this state. Its first location, five miles out from the city of Helena, northward in the Prickly Pear valley, after the street car service was discontinued, made it necessary that its management should make other arrangements. Accordingly some buildings were secured in the heart of the city of Helena some 12 years ago and the school was transferred to the city. At this time the debt was something like \$35,000—enough to have daunted the stoutest heart. But the true friends of the school clung to it and this debt was cancelled. Through the generosity of Mr. Henry Klein, of the firm of Gans & Klein, a donation of over \$16,000 came to the school. It was from this fund that the trustees were able to secure the tract of ground, 22 acres in extent, two and a half blocks from the Capitol grounds, calling it the Klein Campus out of respect to the name of the generous donor. The original building in the valley, a fine specimen of architectural beauty, costing approximately \$50,000, is now under lease to the Deaconess-association and used for their school, reported elsewhere in this volume. In addition to the properties already named, the school has considerable real estate in various parts of the state, totalling over 300 acres. This land is increasing in value each year.

Faculty, Course of Study, Etc.

The faculty of the school has averaged about ten teachers during the past two years. Charles L. Bovard, D. D., is president, and Charles W. Tenney, A. M., is dean and vice-president. The other instructors have had fine training for their respective chairs—80 per cent of them being regularly trained in some of the best schools in our land.

The school advertises and has students in the following courses: Commercial, Teachers' Review, English, Music,

Academic and College. The graduates from these courses are successful and occupy some of the very best positions in their respective callings. The aim of the school has been thoroughness in all that has been attempted. The academic graduates have been especially fortunate in their entrance examinations in the great schools in the east. The course of study in the college department is based upon those of the very best in the land—conforming to the requirements of the college senate of Methodist schools.

The government of the school is vested in a board of 21 members, chosen as follows: Nine by the corporation, six each from the patronizing conferences—the Montana and North Montana. Dr. Edward Laird Mills is president; W. D. Tipton, secretary, and J. A. Doughty, treasurer. The following gentlemen constitute the board at the time this report is written:

Corporation.—Bishop N. Luccock, J. A. Doughty, W. D. Tipton, Gordon Williams, George D. King, H. G. Pickett, L. K. McNeill, Rev. Edward Smith, Richard Lockey, Jr.

Montana Conference.—Rev. I. S. Ware, Rev. Chas. D. Crouch, Rev. E. L. Mills, Rev. J. W. Tait, Albert May, Dr. O. M. Lanstrum.

North Montana Conference.—Rev. J. A. Martin, Rev. E. L. White, Rev. O. A. White, Rev. P. W. Haynes, Rev. W. W. VanOrsdel, C. R. Ellis.

Plans for the Future.

As must be the case with all the institutions of a new and growing state such as ours is, "the best is yet to be." The Montana Wesleyan has tried not to offend on the side of belittling our cherished hopes for the future of this great state. Our prospectuses call for at least half a million for buildings and endowment. Helena has recently contributed over \$50,000 for a building which is now in process of construction. Mr. J. J. Hill has made a conditional subscription of \$50,000 to a permanent endowment fund. Our two conferences have pledged their 8,000 members along with themselves to back the endowment campaign all the way. Over \$5,000 was contributed by the charges last year toward the expenses of administration. The pledge that realized this sum was made by the pastors on the basis of 8 per cent of their cash salaries, and cover a period of four years. Such substantial loyalty is cited to show that

the Montana Wesleyan's plans have advanced much beyond the stage of filmy dreamland.

There are new friends joining the hand of faithful promoters of this enterprise daily. The stage has been reached where people are saying, "We must do something to help the Montana Wesleyan to succeed." If this well-meant sentiment can be duly capitalized, our object shall have been attained.

MONTANA DEACONESS SCHOOL.

Location.

The Montana Deaconess School is situated five miles due north of Helena, in the Prickly Pear Valley; it utilizes the old Montana Wesleyan University building abandoned some thirteen years ago. The building stood idle for ten years, during which time it was badly mutilated, windows being broken and doors torn from their hinges, giving admittance to the coyotes, which welcomed this unique and unusual den, and manifested their chagrin at being unhoused by the present occupants with speech common to their canine life.

Purpose.

The long unused building was brought to some semblance of order and repair by deaconesses of the Methodist Episcopal church and a boarding school for boys and girls opened in September, 1909, while under the auspices of the Methodists it is in no sense of the word sectarian. Children from all denominations and from none at all; likewise, men and women of all religious beliefs are found both in the school and on its board of trustees. Its purpose is to provide a school and home for children who for various reasons find it necessary to attend school away from home.

High moral standards are constantly kept before the pupils; efficient teachers keep the scholastics up to par; and various outdoor exercises and sports intended to secure the best results in physical growth combine to make the institution ideal for mental, physical and moral development.

It is now three years old having made improvements on the afore mentioned building to the amount of \$14,000.00, making it a comfortable and attractive educational center. It has an enrollment of 59 pupils with a faculty in the educational department of six and in the home department of four, deaconesses who give their services. An atmosphere of kindness and

happiness pervades all the place, demonstrating that love and hard work "can do all things."

Scholastics.

Both boys and girls are admitted between the ages of five to fourteen inclusive; the only qualification required being that the moral character be good. The State Course of Study forms the basis of all school work and includes the eight grades. Pupils are required to take the state examinations at the end of their course when they are granted an attractive diploma and graduated with appropriate and pleasing exercises.

Endorsements.

Prominent men and women of Helena and throughout the state stand behind the school, as is evidenced by a glance at the personnel of the Board which is as follows:

J. Henry Longmaid, President.
 Edward Laird Mills, D. D., Vice President.
 W. W. Van Orsdel, D. D., 2d Vice President.
 L. K. MacNeill, Secretary and Treasurer.
 Richard Lockey, Jr.
 Governor Edwin L. Norris.
 J. P. Barnes.
 Mrs. Jennie L. Barnes.
 Mrs. Jacob Mills.
 Rev. Chas. D. Crouch.
 Chas. L. Bovard, D. D., President Montana Wesleyan.
 Cornelius Hedges, Jr.
 J. A. Doughty.

Sunday preaching services are regularly held at 3 P. M.; ministers from the various churches in Helena donating their services, thus showing their hearty indorsement and co-operation.

Faithfully submitted,
 ROXANNA BECK,
 Principal.

THE COLLEGE OF MONTANA.

Deer Lodge, Mont.

The College of Montana was chartered in 1884 and was opened in 1885. It was the first college in this state and was a pioneer in educational work in the Northwest.

The college campus contains seventeen acres. The institution is housed by five buildings: two dormitories, a manual training building, a heating and lighting plant, and one building containing class-rooms and laboratories. The excavation has already been made for a new gymnasium, to cost about \$20,000.

Laboratory and library equipment cost over \$3000.

All departments are coeducational.

The College of Liberal Arts offers the following general courses:

The Classical Course, leading to the degree of Bachelor of Arts;

The Literary Course, leading to the degree of Bachelor of Philosophy; and

The Scientific Course, leading to the degree of Bachelor of Science.

Candidates for admission to the Freshman class must present 15 credits in preparatory subjects.

The School of Music offers instruction in piano, voice and violin. Courses in this school lead either to a certificate, a diploma, or the degree of Bachelor of Music.

The Academy offers classical, scientific, commercial, and industrial courses.

In all departments taken together, 97 students have registered during the present school year.

The faculty is composed of thirteen in all. Of the 10 instructors in charge of classes in the college and academy, 7 hold a bachelor's degree or more, 4 hold a master's degree or more, and 3 hold a doctor's degree. All three of the instructors in music are graduates of conservatories.

Courses are arranged by semesters: At the end of each semester a report is made of standing in all subjects in which a student has passed. The report is returned to the college before the end of the succeeding semester, when more marks are added, one form finally containing a full report of all subjects completed during a four years' course. Reports of failures are made separately.

The College has an endowment fund of \$100,000 from which it derives an annual income of \$6,700.

The student's fees amount to about \$10,000 and the gifts will average perhaps \$2,500 a year.

The College emphasizes culture, character, and efficiency. It makes provisions for a broad and general culture rather than specialization. It is a College and not a University.

It seeks to develop character. It is a Christian College and has Christian ideas and aims. It believes that Education unfit which does not make fit citizens.

It aims at efficiency. Its purpose is to fit its students to fill with acceptance whatever positions they may attain in life. Its list of graduates is small but the percentage of those holding honorable positions is unusually large.

BILINGS POLYTECHNIC INSTITUTE.

This Institution was founded in 1908 through the generosity and far-sightedness of Hon. John D. Losekamp and other public spirited Billings citizens. Mr. Losekamp, who was the author of the present high school law of Montana had long felt that there was a great need in this state for an institution of learning that would meet the need of that great number of young people who did not fit into the regular public school system, and had long been planning how to organize a school that would meet this need and thus supplement the state educational institutions and the public schools in giving all the young people of Montana a training for useful citizenship.

Plan of This Unique School.

First and foremost the school plans to train boys and girls for all-round useful citizenship. The managers of the institution realize that the class-room work can fill but a small part of this training. It is a well known fact that many boys and girls who are sent to distant cities to attend classes in the state institutions and county high schools do not have the care and attention outside of the class room which develops self-control and good habits and for this reason they do not get the training which is most essential to useful citizenship.

The polytechnic controls the environment of its students 24 hours each day and seven days each week. In order to do this the institution has been built on a large irrigated farm three miles from Billings. This splendid farm is a gift of Mr. James J. Hill, who is deeply interested in the plan and purposes of the school. Here on this farm with its gardens, orchards, dairy and the fine farm crops is built a little community which has been organized into a complete self-governing state.

The officers which consist of Governor, Lieutenant-governor, Secretary-of-state, Chief Justice, Trial Judge, State Marshal and Legislators are elected by the citizens of the state. It is doubtful if there is a better governed community in the world than this little student republic. Its laws are just and are conscientiously enforced. The young man who spends a few years

in this community is trained to become a statesman and is ready to take a leading part in public affairs of his community.

The industries which are connected with the school include the raising of all kinds of farm crops on irrigated and dry land, the caring for fruit, the canning of vegetables, caring for stock, making of butter, the care of poultry and bees, the building of the various buildings, carpentry, blacksmithing, plumbing and furniture making. These various industries gives the self-supporting student an opportunity of working his way through school. Practical courses are offered in commerce, normal training for rural and graded school teachers, preparatory engineering, practical agriculture, domestic science, and music. There are no entrance requirements. Students of any stage of advancement are received and their school work is adapted to their individual needs. The students maintain a non-sectarian church, literary societies, and an athletic association. The aim of the managers is to train them in every department of life and to surround them while at the Polytechnic with many interests in order that their minds may be occupied with things worth while.

What the School Has in the Way of Equipment.

The institution is four years old, it receives no aid from the state. All that it has has been given to it by those interested in its plans and purposes. Mr. James J. Hill, of St. Paul, has given \$25,000 in cash which has been invested in the farm. The citizens of Billings have given nearly \$100,000 more for the erection of buildings and the purchase of equipment.

One thousand friends in different parts of the United States are giving regularly towards its maintenance. At the present it has accommodations for one hundred young people and preparations are being made to double the capacity this coming year. Applications for admission indicate that five hundred young people will be in attendance as soon as accommodations can be provided for them.

SUMMARY OF STATISTICAL REPORTS OF THE VARIOUS COUNTIES
FOR THE YEAR ENDING AUGUST 31, 1911.

Census for Apportionment of Public Funds.

COUNTIES.	No. of children be- tween ages of six and twenty-one.....	Male.....	Female.....	Under six years of age.....	Male.....	Female.....
Beaverhead	1,700	858	842	695	359	336
Broadwater	860	430	430	301	166	135
Carbon	4,340	2,157	2,183	1,923	995	928
Cascade	7,888	3,937	3,951	3,740	1,935	1,805
Chouteau	6,122	3,203	2,919	2,382	1,200	1,182
Custer	4,178	2,245	1,933	1,861	1,113	748
Dawson	4,070	2,192	1,878	2,088	1,104	984
Deer Lodge	3,119	1,554	1,565	1,549	803	746
Fergus	4,353	2,232	2,121	1,478	776	702
Flathead	4,884	2,504	2,380	1,958	992	966
Gallatin	4,169	2,061	2,108	1,580	835	745
Granite	803	416	387	303	155	148
Jefferson	1,277	624	653	446	232	224
Lewis and Clark	5,078	2,925	2,553	1,740	911	829
Lincoln	966	490	476	502	224	278
Madison	1,898	1,009	889	849	402	447
Meagher	636	314	322	191	89	102
Missoula	4,713	2,407	2,306	1,936	977	959
Musselshell	1,223	596	627	650	361	289
Park	2,684	1,373	1,311	1,295	660	635
Powell	1,471	761	710	579	287	292
Ravalli	3,001	1,556	1,445	1,198	593	605
Rosebud	1,470	749	721	643	311	332
Sanders	1,057	564	493	360	182	187
Silver Bow	12,891	6,240	6,651	5,461	3,032	2,429
Sweet Grass	1,103	565	538	358	251	77
Teton	2,318	1,211	1,107	998	510	488
Valley	3,708	1,872	1,836	1,900	998	902
Yellowstone	4,924	2,438	2,486	2,505	1,247	1,258
	96,904	49,083	47,821	41,478	21,720	19,758

SUMMARY OF STATISTICAL REPORTS—Continued.

COUNTIES.	No. of children between ages of 8 and 14.....	No. of such children attend- ing district school the entire term.....	No. of children attending pri- vate schools or were instruct- ed at home the entire term....	No. of months of school including holidays.....	No. of days actually taught....	Whole number enrolled during year.....	Average daily attendance.....	Average Number belonging...	Percentage of attendance.....
Beaverhead	631	656	4	290	6,454	1,120	775	775	91
Broadwater	324	521	....	156	3,033	572	412	426	89
Carbon	1,874	1,990	....	407	7,767	3,321	2,417	2,651	86
Cascade	3,551	3,244	312	434	8,420	5,770	4,478	4,808	85
Chouteau	2,359	1,699	....	484	9,413	2,797	1,831	2,045	89
Custer	1,635	1,408	86	316	6,124	2,508	1,620	1,932	91
Dawson	2,000	1,476	44	408	8,032	2,251	1,458	1,640	79
Deer Lodge	1,396	958	438	113	2,180	1,656	1,288	1,361	89
Fergus	1,643	821	....	....	9,153	2,606	1,977	905	89
Flathead	2,072	2,387	....	736	8,342	3,738	2,813	2,972	91
Gallatin	2,143	1,807	13	491	6,494	2,909	2,113	2,258	90
Granite	326	302	....	128	2,430	502	395	423	91
Jefferson	574	497	....	179	3,466	884	598	618	89
Lewis and Clark	1,991	1,579	732	278	5,523	3,119	2,266	2,387	91
Lincoln	429	369	....	150	2,919	735	509	516	90
Madison	805	799	7	352	6,661	1,480	1,069	1,159	91
Meagher	365	273	10	179	3,063	618	415	392	89
Missoula	2,169	1,625	544	371	7,097	3,374	2,423	2,602	89
Musselshell	531	387	....	98	1,916	789	506	4,504	88
Park	1,216	942	19	336	6,537	1,893	1,366	1,435	89
Powell	608	499	12	191	4,037	907	587	615	86
Ravalli	1,278	1,311	....	289	5,524	2,511	1,771	1,881	89
Rosebud	632	571	4	339	6,143	969	690	742	85
Sanders	574	522	12	107	2,185	851	292	697	84
Silver Bow	5,105	5,099	3,573	93	1,919	7,450	5,876	5,515	93
Sweet Grass	385	374	....	252	4,889	666	488	531	85
Teton	857	548	....	184	3,191	1,075	710	783	86
Valley	1,554	1,994	....	198	3,901	2,546	1,610	1,676	81
Yellowstone	2,075	2,237	....	227	4,440	4,131	2,823	3,105	83
	41,202	36,896	5,810	....	15,137	64,554	45,576	51,354	91

SUMMARY OF STATISTICAL REPORTS—Continued.

COUNTIES.	Total Number days attendance.....	Total number days absence.....	Total times tardy....	No. of private schools.....	Time private school was kept.		No. of pupils attending private schools.....
					Months.....	Days.....	
Beaverhead	129,393	8,181	3,662	1	2	1	1
Broadwater	63,210	6,727	2,094	.....	.....	.....	.....
Carbon	408,052	35,906	6,241	.....	.....	.....	.....
Cascade	785,874	54,876	8,934	4	22	427	312
Chouteau	313,821	25,508	6,167	.....	.....	.....	.....
Custer	241,187	9,014	1,018	5	9	180	83
Dawson	197,458	25,334	5,270	10	27	5	67
Deer Lodge	226,657	13,379	2,583	3	9	.....	800
Fergus	225,519	22,109	3,986	.....	.....	.....	.....
Flathead	467,088	32,898	6,519	.....	.....	.....	.....
Gallatin	365,524	25,045	6,990	4	8	75	12
Granite	56,950	5,130	1,220	.....	.....	.....	.....
Jefferson	107,992	11,350	2,501	.....	.....	.....	.....
Lewis and Clark	449,084	22,420	5,490	9	30	.....	732
Lincoln	85,347	6,392	1,393	.....	.....	.....	.....
Madison	163,590	15,803	4,943	1	9	175	7
Meagher	61,385	4,479	1,775	1	3	.....	3
Missoula	423,763	30,255	5,292	7	19	.....	650
Musselshell	81,416	7,899	1,199	.....	.....	.....	.....
Park	1,209,044	15,418	2,843	1	9	180	5
Powell	107,634	10,272	2,949	.....	.....	.....	.....
Ravalli	244,350	27,705	6,888	.....	.....	.....	.....
Rosebud	106,611	10,759	2,875	2	9	.....	4
Sanders	87,896	15,910	1,784	.....	.....	.....	.....
Silver Bow	1,108,022	46,006	2,196	10	10	.....	3,573
Sweet Grass	81,552	6,367	1,727	.....	.....	.....	.....
Teton	102,419	11,010	3,100	.....	.....	.....	.....
Valley	221,858	33,021	4,728	.....	.....	.....	.....
Yellowstone	414,732	34,946	4,798	.....	.....	.....	.....
	7,152,424	594,116	115,164	58	162	1,043	6,249

SUMMARY OF STATISTICAL REPORTS—Continued.

COUNTIES.	No. of teachers employed at the same time for 12 weeks or more.			No. of graduates from a normal school.....	No. College graduates.....	Average salary per mo.		Statistics on free text-books		
	Male.....	Female.....	Total.....			Male.....	Female.....	Free text-books, No. of districts supplying.....	No. of text-books owned by districts.....	Total amount expended for text-books during year ending Aug. 31, 1911.....
Beaverhead	3	49	52	28	5	\$105.00	\$67.35	8	4,639	\$ 307.08
Broadwater	4	25	29	10	4	70.00	63.57	.....	.....	.....
Carbon	17	99	116	38	13	84.83	61.73	3	.....	754.34
Cascade	20	183	203	59	30	103.65	63.72	3	13,681	809.19
Chouteau	15	106	121	36	14	94.00	65.00	38	11,885	3,329.00
Custer	20	100	120	39	5	70.20	55.70	38	13,651	3,507.00
Dawson	13	86	99	35	7	101.54	56.68	29	4,505	803.32
Deer Lodge	11	60	71	20	14	83.50	63.12	5	10,720	290.01
Fergus	17	98	115	26	15	82.03	61.08	.....	.....	.....
Flathead	19	96	115	46	10	92.80	58.04	29	20,627	2,266.39
Gallatin	12	101	113	33	17	98.61	64.26	4	717	130.20
Granite	2	22	24	8	3	117.50	64.00	6	472	44.40
Jefferson	8	28	36	10	3	110.10	68.44	12	1,619	365.29
Lewis and Clark..	16	114	130	51	21	98.42	82.20	24	12,677	715.43
Lincoln	12	27	39	5	2	96.66	69.00	17	3,588	845.00
Madison	7	64	71	12	13	108.00	65.00	7	1,544	222.00
Meagher	3	40	43	9	5	118.66	57.65	7	3,594	49.67
Missoula	18	104	122	35	38	91.72	68.64	15	11,829	3,224.45
Musselshell	5	25	30	5	6	125.00	63.85	.....	.....	.....
Park	11	80	91	48	15	73.33	62.50	2	139	150.00
Powell	5	38	43	11	5	61.63	69.00	.....	.....	.....
Ravalli	14	66	80	24	17	103.90	66.51	9	8,076	992.20
Rosebud	9	53	62	12	9	75.60	66.00	28	6,956	845.27
Sanders	5	36	41	13	9	104.53	70.55	5	2,699	416.26
Silver Bow	24	224	248	59	39	127.00	73.00	3	56,701	3,555.95
Sweet Grass	7	38	45	5	2	72.45	60.00	5	315	298.26
Teton	11	48	59	11	7	96.29	72.61	3	540	109.12
Valley	12	85	97	30	13	86.30	57.48	28	12,613	2,869.70
Yellowstone	17	107	124	55	24	100.56	82.45	8	1,643	150.00
	327	2,203	2,540	773	365	\$98.89	\$67.05	335	205,430	\$27,369.63

SUMMARY OF STATISTICAL REPORTS—Continued.

	District Libraries.		School Houses.				Total.....
	No. of volumes in district library..	Value of library..	Log.....	Frame.....	Stone.....	Brick.....	
Beaverhead	5,041	\$ 650.95	20	14	.....	4	38
Broadwater	1,828	970.50	7	16	1	1	25
Carbon	4,776	3,842.26	14	34	3	7	58
Cascade	8,365	8,331.50	7	71	3	11	92
Chouteau	9,158	7,689.00	9	62	.....	6	77
Custer	8,509	4,708.00	46	39	1	5	91
Dawson	4,827	3,365.00	22	61	.....	2	85
Deer Lodge	1,452	3,900.00	9	8	.....	7	24
Fergus	4,600	3,870.00	20	52	1	1	74
Flathead	7,301	4,110.00	7	43	.....	5	55
Gallatin	5,167	3,781.29	4	54	.....	5	63
Granite	2,678	1,850.00	4	9	.....	2	15
Jefferson	3,715	1,898.83	9	13	1	5	28
Lewis and Clark.....	7,707	5,065.25	16	21	3	12	52
Lincoln	2,875	1,911.00	12	14	.....	1	27
Madison	8,569	6,200.00	16	29	.....	8	53
Meagher	3,225	2,225.00	15	14	1	1	31
Missoula	11,643	6,343.35	10	41	.....	9	60
Musselshell	3,877	743.00	6	7	1	.....	14
Park	3,423	2,294.25	15	34	4	3	56
Powell	1,194	449.23	8	20	.....	1	29
Ravalli	6,242	3,371.00	3	29	.....	6	38
Rosebud	5,061	3,405.50	15	27	.....	5	47
Sanders	2,280	1,879.75	2	21	.....	3	26
Silver Bow	7,295	6,666.09	5	12	.....	19	36
Sweet Grass	3,360	1,712.50	16	18	.....	1	35
Teton	2,373	1,688.56	.....	29	2	.....	31
Valley	4,703	3,313.07	3	58	.....	5	66
Yellowstone	3,934	4,238.00	3	22	1	11	37
	141,998	\$100,472.98	323	872	22	146	1,363

SUMMARY OF STATISTICAL REPORTS—Continued.

	No. of visits of County Supl.....	Districts which built new school houses during year.....	Value of school houses, including site, if any.....
Beaverhead	36	.....	\$ 65,995.00
Broadwater	37	.....	22,160.00
Carbon	94	8	168,720.50
Cascade	122	8	531,943.52
Chouteau	76	2	158,883.00
Custer	105	5	132,700.00
Dawson	70	12	89,160.00
Deer Lodge	127	1	211,500.00
Fergus	61	2	167,823.00
Flathead	65	9	224,955.00
Gallatin	95	3	291,883.68
Granite	22	.....	51,160.00
Jefferson	31	5	60,460.00
Lewis and Clark	85	5	523,734.00
Lincoln	25	7	60,150.00
Madison	63	2	97,595.00
Meagher	19	2	52,540.00
Missoula	142	5	350,540.00
Musselshell	18	.....	21,655.50
Park	61	2	144,660.00
Powell	37	6	46,332.00
Ravalli	53	2	160,085.00
Rosebud	27	1	80,360.00
Sanders	14	15	99,300.00
Silver Bow	262	.....	975,020.00
Sweet Grass	53	1	68,240.00
Teton	16	8	72,195.00
Valley	80	10	144,780.00
Yellowstone	100	7	462,632.00
	1,997	118	\$5,537,162.30

SUMMARY OF FINANCIAL REPORTS—1911.

Receipts.

	Cash on hand Aug. 31, 1910.....	Amount apportioned to district during year.....	Proceeds of school lands.....	Raised by special tax.....	Amount received from sale of bonds..
Beaverhead	\$ 34,871.38	\$ 41,165.84	\$ 459.84	\$ 2,771.34	.....
Broadwater	11,664.32	13,667.31	2,517.00	4,988.27	.....
Carbon	24,499.10	36,925.00	675.00	48,608.22	21,500.00
Cascade	39,509.17	83,849.44	23,664.00	127,105.98	1,396.00
Chouteau	45,197.89	82,718.69	.....	49,731.81	.....
Custer	43,359.36	83,624.77	35.30	26,039.50	66,713.91
Dawson	26,224.72	50,425.95	3,728.08	39,219.92	33,609.05
Deer Lodge	17,508.04	34,091.54	10,445.30	32,007.84	.....
Fergus	65,421.02	67,146.00	16,245.00	45,323.04	37,380.00
Flathead	32,171.74	36,240.50	14,296.95	58,834.78	2,800.00
Gallatin	40,698.68	68,529.10	.....	51,038.53	13,500.00
Granite	14,443.46	15,770.81	.....	2,070.90	3,489.15
Jefferson	17,289.96	23,827.45	3,713.30	11,685.54	.....
Lewis and Clark	34,048.80	112,115.35	15,234.00	66,992.72	.....
Lincoln	18,586.05	27,550.71	2,469.00	14,543.19	.....
Madison	52,295.06	37,232.40	.....	24,264.32	1,900.00
Meagher	34,634.13	40,389.45	1,700.00	7,766.77	3,500.00
Missoula	120,964.66	65,982.00	20,265.90	54,407.10	17,500.00
Musselshell	6,389.15	14,292.51	1,635.75	14,919.42	22,500.00
Park	42,929.25	33,762.33	6,914.88	35,851.89	1,544.21
Powell	15,299.92	25,735.77	2,967.00	7,047.84	.....
Ravalli	37,340.51	32,610.75	.....	40,770.06	3,500.00
Rosebud	23,993.58	36,645.64	6,938.95	20,122.01	7,000.00
Sanders	27,894.62	18,611.50	2,380.50	20,159.60	.....
Silver Bow	166,721.82	161,895.11	33,669.00	161,856.60	.....
Sweet Grass	27,971.20	22,092.58	33,604.37	4,722.22	2,900.00
Teton	20,415.60	35,207.42	1,216.32	11,835.81	7,096.67
Valley	45,388.87	40,423.37	4,767.82	59,240.17	2,500.00
Yellowstone	99,141.01	84,495.05	12,342.00	157,072.63	30,500.00
	\$1,179,873.07	\$1,426,824.32	\$191,894.26	\$1,146,674.78	\$280,828.99

SUMMARY OF FINANCIAL REPORTS—Continued.

Receipts.

	Amount received from premium on bonds.....	Amount from all other sources not named.....	Total.....
Beaverhead	\$	\$	\$ 79,268.40
Broadwater .....	.....	2,215.46	36,552.36
Carbon .....	.....	4,509.50	136,716.82
Cascade	40.00	6,412.33	281,976.92
Chouteau .....	.....	236.89	168,885.28
Custer .....	.....	8,253.86	228,026.70
Dawson	1,537.59	1,950.55	146,673.91
Deer Lodge .....	.....	14,797.13	108,849.85
Fergus	16.26	12,361.65	243,892.98
Flathead .....	.....	13,057.73	157,401.70
Gallatin .....	.....	2,063.77	176,029.98
Granite .....	.....	809.33	36,583.65
Jefferson	5,000.00	1,753.77	63,293.36
Lewis and Clark .....	.....	2,423.60	230,814.47
Lincoln .....	.....	452.92	63,601.87
Madison .....	.....	100.76	115,792.54
Meagher .....	.....	271.22	88,261.57
Missoula .....	.....	537.05	279,656.71
Musselshell .....	.....	576.64	60,124.47
Park .....	.....	1,879.91	122,892.47
Powell .....	.....	1,292.26	52,342.79
Ravalli .....	.....	695.26	114,916.58
Rosebud .....	.....	5,069.63	99,769.81
Sanders	9,000.00	6,013.98	85,272.41
Silver Bow .....	.....	36,502.38	560,644.91
Sweet Grass	75.00	1,756.70	63,122.17
Teton	55.00	606.74	76,433.56
Valley	2,500.00	4,974.01	159,214.59
Yellowstone	417.50	2,421.30	386,389.79
	\$18,641.35	\$134,196.43	\$4,423,402.62

SUMMARY OF FINANCIAL REPORTS—Continued.

Disbursements.

	For teachers' wages.....	For libraries.....	For school apparatus.....	For school houses, out houses, repairs, furniture, etc.....
Beaverhead	33,384.25	964.68	3,979.16	5,990.11
Broadwater	13,607.80	89.75	313.31	4,797.53
Carbon	54,286.39	1,400.26	684.93	27,284.76
Cascade	133,091.45	1,050.43	12,242.54	52,376.33
Chouteau	72,227.16	1,507.79	2,576.30	25,921.99
Custer	63,339.24	1,668.22	4,240.56	44,543.04
Dawson	45,468.70	1,284.32	2,920.02	31,154.79
Deer Lodge	55,633.25	121.31	1,810.51	4,450.00
Fergus	76,768.45	2,151.68	.....	53,211.53
Flathead	76,013.70	947.05	3,317.37	20,119.62
Gallatin	72,613.15	472.30	1,302.46	21,690.14
Granite	13,246.93	285.90	2,264.45	5,114.75
Jefferson	26,015.46	581.91	1,192.08	9,729.91
Lewis and Clark	106,370.34	1,068.18	1,426.12	16,759.95
Lincoln	24,413.75	476.50	1,096.51	6,377.82
Madison	40,037.51	1,163.71	13.10	22,810.53
Meagher	22,729.00	715.69	1,343.18	20,263.87
Missoula	96,668.15	1,391.16	1,751.64	96,321.74
Musselshell	15,236.24	240.75	996.12	24,919.40
Park	45,610.45	428.11	831.96	6,905.73
Powell	24,135.25	194.83	422.65	5,474.28
Ravalli	53,411.71	541.97	1,950.27	19,464.90
Rosebud	31,376.79	945.12	2,789.90	1,431.60
Sanders	27,715.96	75.74	1,534.99	24,372.19
Silver Bow	244,104.00	4,041.70	18,879.86	98,693.39
Sweet Grass	21,655.66	439.47	2,176.64	3,213.14
Teton	33,085.00	420.89	1,148.18	16,266.23
Valley	53,367.99	791.46	5,642.83	21,303.98
Yellowstone	121,012.77	2,653.65	3,143.15	71,472.13
	\$1,696,626.50	\$28,144.53	\$81,990.88	\$772,435.38

SUMMARY OF FINANCIAL REPORTS—Continued.

Disbursements.

	Poor other incidental expenses.....	On bonded debt.....	Interest on bonded debt.....	Amount remaining on hand Aug. 31, 1911.....	Total.....
Beaverhead	\$ 1,831.11	\$.....	\$.....	\$ 23,129.09	\$ 79,268.40
Broadwater	3,378.30	1,564.61	660.00	12,141.06	36,552.36
Carbon	11,600.09	21,150.00	4,103.74	35,206.65	136,716.82
Cascade	32,192.20	671.70	12,233.00	38,129.27	281,976.92
Chouteau	26,976.04	.....	86.10	39,589.90	168,885.28
Custer	21,803.63	5,000.00	28,300.00	\$4,602.01	228,026.70
Dawson	7,872.90	2,345.88	4,667.08	51,576.43	146,673.91
Deer Lodge	11,966.07	.....	16,002.28	18,866.43	108,849.85
Fergus	35,057.75	800.00	4,751.55	71,152.02	243,892.98
Flathead	19,688.76	5,328.00	5,655.70	26,331.50	157,401.70
Gallatin	24,689.83	13,300.00	3,750.08	38,212.03	176,029.98
Granite	2,519.13	2,800.00	476.00	9,876.49	36,583.65
Jefferson	3,235.10	650.00	70.75	20,151.20	63,293.36
Lewis and Clark..	45,713.76	7,749.60	125.70	39,156.52	230,814.47
Lincoln	4,770.00	210.00	930.00	25,327.29	63,601.87
Madison	5,900.84	3,304.00	1,742.60	40,820.25	115,792.54
Meagher	4,315.19	3,000.00	1,838.07	33,854.57	88,261.57
Missoula	28,160.13	.....	.....	55,363.89	279,656.71
Musselshell	5,042.85	2,500.00	510.00	13,435.21	60,124.47
Park	19,368.37	.....	2,896.45	56,851.19	122,892.47
Powell	3,395.88	.....	.....	18,719.90	52,342.79
Ravalli	9,204.52	310.00	2,672.15	24,571.06	114,916.53
Rosebud	10,826.52	1,758.65	4,225.03	36,416.11	99,769.81
Sanders	8,539.81	4,000.00	1,392.50	17,060.35	85,272.41
Silver Bow	35,447.59	73,000.00	14,695.00	71,783.39	560,644.01
Sweet Grass	3,140.33	600.00	1,537.12	29,359.00	63,122.17
Teton	6,508.88	1,612.50	834.00	16,557.88	76,433.56
Valley	21,012.52	6,623.35	1,640.00	50,011.75	159,214.59
Yellowstone	36,225.10	37,250.00	14,726.71	99,899.38	386,389.79
	\$452,383.20	\$176,528.29	\$130,521.61	\$1,108,151.82	\$4,423,402.62

SUMMARY OF STATISTICAL REPORTS OF THE VARIOUS COUNTIES
FOR THE YEAR ENDING AUGUST 31, 1912.

Census—For Apportionment of Public Funds.

COUNTIES.	No. of children between ages of six and twenty-one.	Male.....	Female.....	Under six years of age.....	Male.....	Female.....
Beaverhead	1,781	900	881	672	352	320
Blaine	1,405	715	690	601	286	315
Broadwater	903	442	461	382	208	174
Carbon	4,600	2,330	2,270	1,887	960	927
Cascade	8,229	4,760	3,469	3,732	1,961	1,771
Chouteau	1,869	939	930	720	359	361
Custer	4,562	2,448	2,114	1,819	974	845
Dawson	4,353	2,294	2,059	2,316	1,110	1,146
Deer Lodge	2,907	1,483	1,424	1,501	815	686
Fergus	4,928	2,346	2,582	2,035	1,005	1,030
Flathead	5,206	2,609	2,597	2,127	1,108	1,019
Gallatin	4,237	2,120	2,127	1,745	920	825
Granite	786	423	363	305	158	147
Hill	3,790	1,986	1,804	1,737	916	821
Jefferson	1,236	645	591	440	231	209
Lewis and Clark	4,980	2,445	2,535	1,742	905	837
Lincoln	1,078	581	497	526	250	276
Madison	1,992	1,082	910	812	402	410
Meagher	1,075	566	509	480	245	235
Missoula	5,220	2,695	2,525	2,455	1,279	1,176
Musselshell	1,687	858	829	984	478	506
Park	2,712	1,376	1,336	1,256	621	635
Powell	1,471	761	710	579	287	292
Ravalli	3,146	1,636	1,510	1,198	597	601
Rosebud	1,631	800	831	659	321	338
Sanders	947	499	448	312	163	149
Silver Bow	12,672	6,168	6,503	6,163	3,095	3,068
Sweet Grass	1,103	597	506	441	232	309
Teton	2,568	1,406	1,162	1,108	561	547
Valley	4,833	2,525	2,308	2,384	1,190	1,194
Yellowstone	5,486	2,768	2,718	1,999	982	1,017
	103,403	53,204	50,199	45,117	23,031	22,086

SUMMARY OF STATISTICAL REPORTS OF THE VARIOUS COUNTIES
FOR THE YEAR ENDING AUGUST 31, 1912.—(Continued).

COUNTIES.	Number of children between ages of 8 and 14.....	Number of such children attending district school the entire term.....	Number of children attending private schools or were instructed at home the entire term.....	Number of months of school including holidays.....	Number of days actually taught.....	Whole number enrolled during year	Average daily attendance.....	Average number belonging.....	Percentage of attendance.....
Beaverhead	660	695	4	7	5,555	1,113	802	843	92
Blaine	665	492	3	6	3,359	875	636	664	90
Browwater	327	421	.....	7	3,633	656	457	493	90
Carbon	1,884	2,052	.....	8	9,269	3,362	2,393	2,570	95
Cascade	3,578	4,409	285	8	9,947	5,845	4,414	4,797	..
Chouteau	545	322	.....	7	3,820	753	511	576	89
Custer	2,067	1,579	66	7	8,208	3,057	2,207	2,577	91
Dawson	1,859	1,410	1	7	9,817	2,442	1,684	1,806	86
Deer Lodge	1,458	1,008	950	7	2,165	1,767	1,500	1,434	90
Fergus	2,013	1,457	.....	9	10,129	2,990	1,940	1,366	86
Flathead	2,174	2,380	8	7	9,581	4,083	2,990	3,165	91
Gallatin	1,742	1,682	.....	8	1,555	2,685	2,130	2,263	94
Granite	371	352	.....	7	2,128	538	417	452	92
Hill	1,672	1,076	9	9	7,541	2,012	1,403	1,506	86
Jefferson	519	519	.....	8	2,458	1,898	569	568	90
Lewis and Clark	1,930	1,713	766	7	5,467	2,903	2,254	2,392	89
Lincoln	483	374	1	8	3,272	794	566	591	91
Madison	826	861	6	7	7,055	1,544	1,128	1,234	90
Meagher	448	316	11	7	3,592	785	484	.....	..
Missoula	2,144	2,326	723	7	7,083	3,646	3,022	2,844	92
Musselshell	954	651	.....	6	4,054	999	729	723	86
Park	1,250	1,088	32	6	6,661	1,921	1,411	1,470	85
Powell	628	544	.....	9	4,261	984	659	727	81
Ravalli	1,384	1,429	.....	8	5,777	2,502	564	53	93
Rosebud	720	596	2	9	6,379	1,076	780	806	81
Sanders	681	670	.....	8	3,090	1,072	1,354	789	91
Silver Bow	2,595	2,587	1,260	9	1,286	7,297	5,886	6,283	85
Sweet Grass	618	524	13	7	5,287	770	579	624	85
Teton	968	502	5	9	4,217	1,427	940	1,062	80
Valley	2,010	1,733	8	8	5,052	3,182	1,813	1,944	85
Yellowstone	2,349	2,668	.....	7	3,456	4,357	3,108	3,362	80
	41,522	37,436	4,153	7	165,454	68,335	49,330	49,984	82

SUMMARY OF STATISTICAL REPORTS OF THE VARIOUS COUNTIES
FOR THE YEAR ENDING AUGUST 31, 1912.—(Continued).

COUNTIES.	Total number days attendance.....	Total number days absence.....	Total times tardy.....	Number of private schools.....	Time private school was kept—Mos....	Time private school was kept—Days	Number of pupils attending private schools.....
Beaverhead	135,422	7,595	3,594	9	12	...	4
Blaine	97,499	6,727	1,899	5	14	...	20
Broadwater	75,595	7,097	1,974	...	...	...	...
Carbon	392,175	30,205	8,069	...	...	...	...
Cascade	784,001	46,309	8,741	5	10	182	291
Chouteau	86,947	7,160	1,083	...	...	...	...
Custer	354,308	12,965	1,424	12	7	...	145
Dawson	245,195	30,487	5,012	1	3	...	1
Deer Lodge	52,131	11,600	2,291	3	14	...	953
Fergus	285,425	22,375	6,768	...	...	...	...
Flathead	544,971	34,949	6,716	...	...	...	...
Gallatin	330,617	22,134	6,507	4	10	...	...
Granite	65,539	5,363	2,333	...	...	...	...
Hill	221,692	20,558	5,507	...	...	...	...
Jefferson	104,028	8,932	3,430	...	...	...	...
Lewis and Clark	408,840	2,500	4,984	8	10	...	731
Lincoln	95,336	5,765	1,153	...	...	...	...
Madison	175,571	16,122	6,150	2	13½	270	13
Meagher	70,839	...	...	...	7	...	4
Missoula	464,428	27,012	6,881	5	10	...	758
Musselshell	129,271	10,783	2,439	...	...	...	...
Park	138,218	30,381	3,606	1	9	...	29
Powell	139,890	11,642	3,799	...	...	...	...
Ravalli	323,051	24,558	5,758	...	...	...	...
Rosebud	130,375	12,876	3,356	1	3	...	2
Sanders	112,619	11,571	3,488	...	...	...	...
Silver Bow	1,023,259	46,990	2,556	10	10	...	3,820
Sweet Grass	71,016	4,580	2,111	...	...	...	5
Teton	154,079	16,781	6,657	1	5	5	15
Valley	370,803	26,049	8,459	...	...	...	...
Yellowstone	525,251	29,662	5,971	...	...	...	...
	8,137,391	551,728	132,216	62	127½	457	6,791

SUMMARY OF STATISTICAL REPORTS OF THE VARIOUS COUNTIES
FOR THE YEAR ENDING AUGUST 31, 1912.—(Continued).

COUNTIES.	Number of teachers employed at the same time for 12 weeks or more—Male	Number of teachers employed at the same time for 12 weeks or more—Female	Number of teachers employed at the same time for 12 weeks or more—Total	Number of graduates from a normal school	Number of college graduates	Average salary per month—Male	Average salary per month—Female	Statistics on free text books—Number of districts supplying	Statistics on free text books—Number of text books owned by district	Statistics on free text books—Total amount expended for text books during year ending Aug. 31, 1912.
Beaverhead	4	57	61	31	5	\$100.00	\$70.00	6	5,139	95.88
Blaine	9	30	39	11	8	95.68	67.31	16	1,569	432.74
Broadwater	5	27	32	9	7	86.00	91.00	..	..	..
Carbon	20	100	120	34	18	104.00	62.00	3	302	2.70
Cascade	20	196	216	65	32	95.00	63.88	1	13,366	307.79
Chouteau	5	43	48	6	4	80.00	67.00	9	843	380.00
Custer	26	150	176	52	16	71.00	64.91	53	20,956	3,730.00
Dawson	16	105	121	28	9	90.00	50.84	34	5,355	710.94
Deer Lodge	9	48	57	18	14	124.50	65.00	5	10,910	31.95
Fergus	23	104	127	34	13	110.71	78.14	..	..	..
Flathead	19	115	134	39	24	92.00	72.00	33	14,007	1,906.75
Gallatin	19	94	113	34	21	95.35	66.93	3	617	..
Granite	4	22	26	7	4	102.50	67.63	5	531	57.00
Hill	9	84	93	32	16	83.19	62.28	19	10,484	3,378.41
Jefferson	8	35	43	3	14	100.00	75.00	17	4,130	885.15
Lewis and Clark	13	116	129	53	18	105.44	74.74	26	13,359	1,590.58
Lincoln	14	36	50	13	5	80.00	76.37	20	4,451	1,046.62
Madison	11	62	73	17	11	101.00	67.00	6	1,350	208.00
Meagher	5	41	46	8	12	125.00	55.60	10	1,620	78.48
Missoula	26	111	137	52	29	91.64	78.60	16	12,800	626.69
Musselshell	8	45	53	5	2	95.00	62.38	..	..	..
Park	4	76	80	15	5	170.00	65.82	9	207	328.49
Powell	4	37	41	11	5	145.00	63.85	..	..	..
Ravalli	16	69	85	26	16	102.95	67.70	8	4,275	165.41
Rosebud	9	59	68	17	11	99.00	64.00	27	5,777	1,105.22
Sanders	5	43	48	26	2	100.00	78.25	8	4,930	1,336.91
Silver Bow	23	235	258	61	48	115.00	77.85	2	57,600	4,013.75
Sweet Grass	6	41	47	6	1	86.00	60.00	8	410	100.00
Teton	15	55	70	18	10	86.20	61.41	10	1,210	258.02
Valley	28	125	153	53	17	87.80	62.61	32	154.30	4,065.59
Yellowstone	16	135	151	57	35	105.00	83.51	8	40	3,302.00
	399	2,406	2,805	842	432	100.78	68.50	388	207,217	\$29,765.08

SUMMARY OF STATISTICAL REPORTS OF THE VARIOUS COUNTIES
FOR THE YEAR ENDING AUGUST 31, 1912.—(Continued).

COUNTIES.	District Libraries—Number of vol- umes in district library	District Libraries—Value of library	School Houses—Log	School Houses—Frame	School Houses—Stone	School Houses—Brick	School Houses—Total
Beaverhead	5,788	\$3,682.25	17	16	.....	4	37
Blaine	6,778	4,694.95	1	22	.....	2	25
Broadwater	1,946	1,188.00	6	18	1	1	26
Carbon	5,473	3,722.26	11	40	3	5	59
Cascade	9,832	8,414.00	16	74	3	11	104
Chouteau	3,387	2,256.00	6	21	.....	2	29
Custer	8,989	5,255.00	58	50	.....	6	114
Dawson	6,206	4,229.89	8	61	.....	2	71
Deer Lodge	1,968	3,383.00	5	10	.....	7	22
Fergus	4,108	3,528.00	24	71	1	2	98
Flathead	8,415	4,952.00	6	52	.....	6	64
Gallatin	6,153	4,571.53	4	55	1	4	64
Granite	2,474	1,778.00	5	9	.....	2	16
Hill	2,470	1,920.63	2	43	1	3	49
Jefferson	6,060	3,415.00	10	9	3	4	26
Lewis and Clark.....	8,112	5,019.06	16	24	3	12	55
Lincoln	3,409	2,598.80	14	16	.....	1	31
Madison	8,788	6,081.00	14	31	1	8	54
Meagher	3,707	1,897.00	16	15	1	3	35
Missoula	14,340	751.61	8	44	.....	8	60
Musselshell	1,015	789.35	12	18	1	3	34
Park	3,253	3,405.57	16	27	5	3	51
Powell	1,365	750.00	7	22	2	31	62
Ravalli	6,236	3,862.00	2	31	.....	6	39
Rosebud	6,022	6,074.00	17	27	.....	7	51
Sanders	2,496	2,501.00	2	30	.....	3	35
Silver Bow	7,486	6,057.06	4	13	.....	19	36
Sweet Grass	3,385	2,108.00	9	24	.....	.....	35
Teton	3,367	1,477.85	2	43	3	.....	48
Valley	5,185	4,069.82	3	76	.....	6	85
Yellowstone	5,114	4,456.00	1	28	3	11	43
	158,327	\$105,352.63	322	1,020	34	182	1,558

SUMMARY OF STATISTICAL REPORTS OF THE VARIOUS COUNTIES
FOR THE YEAR ENDING AUGUST 31, 1912.—(Continued).

COUNTIES.	Number of visits of County Superintendent.....	Districts which built new school houses during year.....	Value of school houses, including site, if any.....
Beaverhead	51	4	\$74,071.50
Blaine	58	5	57,730.92
Broadwater	39	4	52,820.00
Carbon	94	3	66,336.00
Cascade	141	12	551,808.52
Chouteau	27	4	34,603.00
Custer	138	21	207,915.00
Dawson	103	7	93,000.00
Deer Lodge	119	...	212,370.00
Fergus	157	...	229,070.00
Flathead	118	...	251,325.00
Gallatin	71	2	294,898.00
Granite	22	...	56,760.00
Hill	34	7	130,535.00
Jefferson	28	...	48,825.00
Lewis and Clark	152	4	532,832.00
Lincoln	35	3	50,525.00
Madison	62	3	107,670.00
Meagher	10	5	74,116.00
Missoula	149	...	364,360.00
Musselshell	56	2	48,897.00
Park	96	2	151,571.45
Powell	39	...	46,708.00
Ravalli	49	...	147,950.00
Rosebud	49	2	109,692.00
Sanders	26	14	92,850.00
Silver Bow	213	...	1,025,495.00
Sweet Grass	58	8	57,385.00
Teton	29	16	137,155.00
Valley	121	23	178,625.00
Yellowstone	38	...	380,125.00
	2,382	151	\$5,868,024.39

SUMMARY OF FINANCIAL REPORTS OF THE VARIOUS COUNTIES FOR THE YEAR ENDING AUGUST 31, 1912.—(Continued).

RECEIPTS.

COUNTIES.	Cash on hand Aug. 31, 1912.....	Amount apportioned to district during year.....	Proceeds of school lands.....	Raised by special tax.....	Amount received from sale of bonds
Beaverhead	\$34,108.16	\$39,230.78	\$.....	\$7,434.54	\$.....
Blaine	16,129.67	17,123.36	3,673.15	16,759.66	2,969.00
Broadwater	12,127.03	13,608.21	3,801.63	6,663.19	12,700.00
Carbon	35,096.74	47,627.92	.....	50,213.87	.....
Cascade	37,916.00	95,209.53	28,801.50	179,322.40	190,284.76
Chouteau	10,508.45	28,893.78	.....	17,164.22	800.00
Custer	87,166.56	94,846.71	2,306.75	32,698.44	3,216.87
Dawson	55,550.31	54,638.32	1,149.50	55,361.08	5,580.00
Deer Lodge	18,845.52	34,944.10	16,040.11	31,594.74	.....
Fergus	71,152.02	54,394.10	17,540.09	55,308.90	97,295.00
Flathead	26,591.54	42,689.20	18,273.00	68,967.42	31,790.00
Gallatin	30,212.03	73,173.95	.....	41,152.30	4,400.00
Granite	9,927.61	20,492.93	7,472.57	.....	10,000.00
Hill	16,101.75	38,310.40	9,685.18	28,853.99	30,971.76
Jefferson	22,268.98	3,229.36	4,568.90	18,371.16	.....
Lewis and Clark	39,022.45	83,602.64	17,943.94	93,919.46	4,000.00
Lincoln	23,775.21	22,232.90	312.40	18,708.60	.....
Madison	40,820.25	37,108.02	.....	23,505.23	9,500.00
Meagher	36,480.43	35,883.04	.....	7,639.39	15,000.00
Missoula	55,636.19	93,205.30	.....	75,456.73	18,050.00
Musselshell	13,342.00	31,872.00	2,079.16	19,566.94	8,400.00
Park	54,376.64	39,371.03	7,340.00	18,012.75	.....
Powell	18,478.20	26,532.77	5,148.00	7,706.73	.....
Ravalli	22,225.11	26,000.82	10,986.41	53,523.60	1,500.00
Rosebud	26,895.74	47,843.97	2,838.09	20,721.82	17,184.40
Sanders	18,370.47	83,184.20	25,749.34	.....	.....
Silver Bow	71,839.39	137,710.54	46,669.76	166,332.06	50,300.00
Sweet Grass	26,693.24	37,148.19	.....	8,815.38	8,600.00
Teton	21,739.07	46,385.14	2,701.65	31,556.69	12,176.50
Valley	55,227.58	53,115.02	.....	70,807.47	20,643.92
Yellowstone	91,441.15	74,199.51	20,071.47	135,573.93	3,300.00
	\$1,108,065.49	\$1,533,807.84	\$ 255,152.60	\$1,361,712.69	\$ 558,622.21

RECEIPTS—(Continued).

COUNTY.	Amount received from premium on bonds.....	Amount from all other sources not named.....	Total.....
Beaverhead		\$ 8,274.71	\$89,048.19
Blaine		1,693.24	53,348.18
Broadwater		2,870.60	51,770.66
Carbon		3,297.16	156,530.74
Cascade	10.00	4,192.63	535,736.96
Chouteau		879.58	58,246.03
Custer	311.86	6,656.90	272,204.09
Dawson		2,549.50	173,791.16
Deer Lodge		11,995.07	113,410.54
Fergus	2,043.72	5,559.89	303,293.72
Flathead		24,048.13	212,359.29
Gallatin		11,421.40	168,359.68
Granite	162.50		48,203.03
Hill		15,759.04	139,682.42
Jefferson		301.74	69,323.59
Lewis and Clark		9,047.41	247,525.95
Lincoln		14,817.95	79,847.06
Madison	225.00	3,286.86	114,445.36
Meagher	7.50	166.65	95,177.01
Missoula		607.43	242,955.65
Musselshell		13,533.27	94,603.50
Park		1,500.00	11,184.63
Powell		77.46	59,107.41
Ravalli	1,613.87	6,829.39	122,679.20
Rosebud	4,625.68	2,996.87	123,106.57
Sanders		27,735.94	71,528.71
Silver Bow		20,811.62	523,663.47
Sweet Grass	105.00	350.42	81,712.23
Teton		5,667.75	120,226.80
Valley		810.00	200,603.99
Yellowstone		3,493.79	328,079.85
	\$9,105.13	\$211,231.80	\$4,966,755.67

DISBURSEMENTS.

COUNTY.	For teachers' wages.....	For libraries.....	For school apparatus.....	For school houses, out houses repairs, furniture, etc.,
Beaverhead	\$37,987.75	\$978.94	\$1,225.40	\$10,565.25
Blaine	25,360.44	368.93	622.80	6,268.15
Broadwater	16,972.25	207.02	1,563.24	12,921.89
Carbon	58,512.30	949.49	3,888.50	24,814.22
Cascade	155,419.89	422.64	3,767.16	38,288.32
Chouteau	26,141.45	435.74	525.80	5,004.31
Custer	84,825.29	2,992.77	7,657.60	51,474.16
Dawson	57,527.45	1,363.43	3,136.59	41,048.46
Deer Lodge	52,421.95	217.16	1,204.91	5,152.50
Fergus	77,527.45	1,183.13	2,841.60	63,773.88
Flathead	87,201.81	943.63	2,881.60	40,978.27
Gallatin	76,923.14	674.66	2,656.29	12,524.75
Granite	15,728.50	311.91	156.36	12,775.91
Hill	45,755.58	339.85	1,918.87	44,225.63
Jefferson	27,120.70	521.83	827.81	7,022.88
Lewis and Clark	115,230.27	1,423.16	1,758.87	40,698.04
Lincoln	33,086.50	470.74	1,883.58	17,061.66
Madison	42,263.10	704.21	.....	17,901.34
Meagher	27,714.70	577.11	1,159.31	25,894.87
Missoula	113,502.85	2,452.38	5,445.20	22,421.54
Musselshell	27,298.17	435.89	991.29	22,002.17
Park	46,979.50	854.69	1,638.13	7,866.39
Powell	26,266.45	192.09	200.45	6,495.40
Ravalli	62,944.30	745.02	1,567.29	17,708.86
Rosebud	124,879.43	1,175.76	3,617.96	36,603.99
Sanders	31,616.25	1,122.11	1,159.44	9,349.01
Silver Bow	246,451.47	4,155.45	12,219.62	50,198.76
Sweet Grass	29,246.90	345.40	783.91	11,627.89
Teton	52,273.24	673.02	2,034.24	24,252.84
Valley	70,428.90	2,779.07	3,489.50	38,873.57
Yellowstone	40,584.64	1,097.23	2,843.21	45,371.42
	\$1,929,192.52	\$31,134.46	\$75,667.53	\$771,166.33

DISBURSEMENTS—(Continued).

COUNTY.	For other incidental expenses.....	On bonded debt.....	Interest on bonded debt.....	Amount remaining on hand Aug. 31, 1912.....	Total.....
Beaverhead	\$5,602.54	\$6,000.00	\$1,740.00	\$24,918.30	\$89,048.19
Blaine	6,136.26	.....	1,913.50	17,660.10	58,348.18
Broadwater	5,295.89	.....	822.00	13,988.62	51,770.66
Carbon	12,634.18	4,150.00	5,352.80	46,229.47	156,530.74
Cascade	41,454.52	10,850.00	1,260.25	270,914.18	535,736.96
Chouteau	5,700.54	.....	.....	20,438.19	58,246.03
Custer	23,762.36	3,878.22	6,859.55	45,845.14	227,204.09
Dawson	9,987.71	.....	5,724.18	55,441.83	173,791.16
Deer Lodge	15,939.87	10,000.00	5,165.30	23,316.85	113,419.54
Fergus	29,378.36	4,660.82	8,592.03	114,681.45	303,293.72
Flathead	18,344.43	8,704.36	6,899.85	46,405.34	212,359.29
Gallatin	32,293.12	3,900.00	2,533.72	36,854.00	168,359.68
Granite	4,080.28	2,800.00	1,038.00	11,312.07	48,203.03
Hill	12,855.57	9,480.00	1,474.57	21,503.75	139,682.42
Jefferson	5,031.65	1,206.00	1,518.00	26,071.05	69,323.59
Lewis and Clark	39,361.81	7,000.00	10,867.50	31,186.30	247,525.95
Lincoln	13,963.62	.....	.....	13,380.96	79,847.06
Madison	3,122.07	6,100.00	1,689.99	42,664.65	114,445.36
Meagher	4,294.11	2,000.00	2,913.01	30,623.84	95,177.01
Missoula	23,650.36	334.42	21.46	75,127.44	242,955.65
Musselshell	16,705.53	.....	1,584.43	33,822.48	94,603.50
Park	5,776.10	20,257.50	2,665.50	45,757.74	131,785.05
Powell	4,814.39	.....	.....	21,721.45	59,107.41
Ravalli	10,060.31	6,700.00	2,877.98	20,075.54	122,679.20
Rosebud	10,467.43	.....	1,203.91	21,538.73	123,106.57
Sanders	7,188.17	3,750.00	1,460.00	15,359.23	71,513.81
Silver Bow	8,027.43	27,000.00	10,895.00	92,715.74	523,663.47
Sweet Grass	6,338.59	.....	1,720.12	37,649.32	81,712.23
Teton	9,674.03	567.00	600.00	30,152.43	120,226.80
Valley	17,853.63	3,090.36	.....	64,088.96	200,603.99
Yellowstone	35,098.50	18,000.00	13,397.18	95,307.03	328,079.85
	\$444,893.36	\$160,428.68	\$102,879.83	\$1,446,822.70	\$4,966,755.67

BIENNIAL REPORT.

STATE OF MONTANA.

DEPARTMENT OF PUBLIC INSTRUCTION, HELENA, MONTANA.

District Accredited High Schools.

City.	Principal.
Anaconda.....	A. R. Gilpin
Belt.....	S. A. Remington
Billings.....	W. H. McCall
Butte.....	S. D. Kelly
Columbus.....	W. G. Alway
Chinook.....	G. H. Willman
Forsyth.....	H. Mackenzie
Fort Benton.....	C. M. Luce
Glasgow.....	D. S. Williams
Great Falls.....	A. D. Wiggin
Havre.....	Grace M. Easter
Hamilton.....	Henry Schwarm
Helena.....	A. J. Roberts
Laurel.....	D. S. Clinger
Pony.....	Lee Tower
Plains.....	W. H. Shipley
Stevensville.....	Albert McSweeny
Virginia City.....	W. N. Tibbs
Victor.....	J. H. Holst

Parochial Schools.

Butte.....	Father McCormick
Missoula.....	Father Deleon

County Free High Schools.

County.	Town.	Principal.
Beaverhead.....	Dillon.....	L. R. Foote
Broadwater.....	Townsend.....	J. M. Kay
Carbon.....	Red Lodge.....	Harold Westergaard
Custer.....	Miles City.....	W. M. Vogel
Dawson.....	Glendive.....	R. L. Hunt
Fergus.....	Lewistown.....	H. L. Sackett
Flathead.....	Kalispell.....	B. E. Whittaker
Gallatin.....	Bozeman.....	E. J. Parkin
Granite.....	Philipsburg.....	G. T. Bramble
Jefferson.....	Boulder.....	H. E. Harry
Missoula.....	Missoula.....	G. A. Ketcham
Park.....	Livingston.....	Lewis Terwilliger
Powell.....	Deer Lodge.....	F. J. Stejer
Sweet Grass.....	Big Timber.....	Clifford Brown
Teton.....	Choteau.....	B. J. Dean

