

A HISTORY OF ELEMENTARY EDUCATION IN GALLATIN  
COUNTY FROM 1865 to 1965

by

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M. B. B.



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## ABSTRACT

### A History of Elementary Education in Gallatin County from 1865 to 1965

Margaret B. Brown

#### Statement of the Problem:

The problem in this investigation involved a review of literature and official records on the curriculum taught, length of school terms, qualifications of teachers, and the role of the county superintendent and board of trustees in education. This investigation also involved interviews with old-timers on length of school terms, number of children in the schools, and the curriculum offered.

#### Procedure:

A review of literature and official records was made to determine the length of school terms, curriculum used, qualifications for teachers, the role of the county superintendent and the board of trustees in the schools. Additional information was also obtained by interviews with old-timers in Gallatin County.

The length of school term, qualifications for teachers, and the curriculum taught was given for the early schools and for the schools in recent years. Then a comparison was drawn to show the progress of education over a hundred-year period.

#### Summary and Conclusions:

The results of the investigation were as follows:

1. Review of educational literature seemed to bear out a steady progress in the educational program in Gallatin County from the very beginning.
2. The review of official records seemed to substantiate more fully the steady progress of education in Gallatin County.
3. The interviews with old-timers of Gallatin County indicated that education in Gallatin County had made steady progress.
4. Although this study tended to point out a steady progress in education in Gallatin County, there is a need for further progress in Gallatin County's educational system.

## CHAPTER I

### INTRODUCTION

In order to understand completely the progress of education in Gallatin County, it seems necessary to go back to the beginning of education in the territorial days. Through the years from 1863, when the first school opened either in Nevada City, in Alder Gulch, or at Bannack, which was the beginning of education in Montana for white children, there has been a steady progress in the growth of education down to the present time. Normally growth of education has been gradual, but occasionally changes have created vast improvements in the educational system in sudden bursts of progress. This study will undertake a review of elementary education in Gallatin County in the past so that the pattern of education from 1865 to 1965 may be disclosed. It is hoped that by reviewing the past and the present the future may be improved.

#### Statement of Problem

The purpose of this study is to investigate the history of

- (a) elementary schools in Gallatin County,
- (b) elementary education in the schools in Gallatin County now,
- (c) the role of the county superintendent and the local school board in elementary education, and
- (d) the present trends in elementary education.

Gallatin County's educational problems are not now solved nor will their solution be achieved easily. The problem was summed up in this statement:

A formulation of educational objectives must give consideration to the changing social setting in which they are to function, the values which the social group considers good, and the nature of the learner. The whole teaching process also needs to be considered in relation to these factors. They are equally important in helping to determine the changes to be made, the means by which they will be made, and the materials and experience that will be used in making the changes.<sup>1</sup>

### Procedure

The preparation of this study involved the use of official records or historical method of research. The history of elementary education from its early beginning in Virginia City will be included. In researching this problem the investigator made use of educational books, codes and statutes of Montana since 1864, county superintendents' records and trustees' records since 1882, and information given by old-timers of the school districts.

This study includes data on school districts from 1865 to 1965, a period of one hundred years, the rapid dividing of the school districts, the number of students in the school, length of school year in days, teachers qualifications, the county superintendent's and board of trustees' role in the schools, and back to the reorganization and consolidation of school districts. The curriculum used in the early beginning of elementary education in Gallatin County compared to the curriculum used in recent years and other related materials are also included.

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<sup>1</sup>Lee, J. Murray, and Lee, Dorris May, The Child and His Curriculum, ed. 3, Appleton-Century-Crofts, Inc., New York, 1960, p. 8.

The summary includes recommendations made by the investigator, based on the analysis of information collected in this study. In addition, the writer has included statements which summarize the educational situation as it stands and forecasts the prospects for continued progress toward bigger and better schools for Gallatin County.

#### Limitations

This study will involve the area included within Gallatin County. Bannack and Virginia City will be mentioned, because the education for white children in Montana began there. Laws passed by the state that affected the educational system of Gallatin County will also be considered.

## CHAPTER II

### HISTORICAL REVIEW OF THE EARLY HISTORY OF EDUCATION IN GALLATIN COUNTY

Education in Gallatin County dates back to territorial days. With the discovery of gold in 1862 the development of this unsettled country began in earnest. Gold brought hordes of people into the mountains and valleys and was an accelerating factor in the growth of the Montana territory. Thus, with the coming of people came the demand for education.

The first school for white children in Montana of which there was an actual record was opened in October, 1863, in a room in Lucia Darling's uncle's parlor in Bannack on the banks of the Grasshopper Creek near where the ford and foot-bridge were located. About this first school Lucia Darling made this statement:

Since that time I have been identified with one of the other historic schools of the country of great repute, but I always look back to the days I spent striving to help the children in Bannack with profound gratification. The school was not pretentious, but it was in response to the yearning for education, and it was the first.<sup>1</sup>

During the winter of 1863-64 a school opened in Virginia City. This was the first school where tuition is known to have been paid. Professor Thomas J. Dimsdale was the instructor and received \$2.00 per week per child.<sup>2</sup>

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<sup>1</sup>Montana News Association, Insert, \*March 1, 1920.  
\*Means in the first section of their research.

<sup>2</sup>Dimsdale, Thomas J., "Introduction" by E. De Golyer, Vigilantes of Montana, University of Oklahoma Press, Norman, Oklahoma, 1956.

Thomas Dimsdale's advertisement of a private school in the fall of 1864 received the following editorial support:

In our advertising columns will be found the card of Professor Dimsdale, who, having settled among us, is endeavoring to organize a school worthy of this place. Now our notion is, that teaching is nowhere a private affair; it is a burden that should be equally on all our shoulders. A schoolhouse should be built belonging to the district. This would reduce the price of education materially. Above all things every lover of his country and of children should use his influence to keep the rising generation out of the streets, which is a bad school, and send them where there is a good one. We believe that the promises made by Professor Dimsdale will be strictly carried out, and that parents and guardians will find it to their interest to send their children to a place where their moral and intellectual progress will be cared for by a man whose experience and testimonials prove him to be eminently fit for his calling. Our city can surely support a good school.<sup>3</sup>

Hamilton described this period of educational development as follows:

Teachers opened private schools in the mining camps and towns as soon as there was evidence of a permanent community. At first the population in all the new settlements consisted chiefly of men, and the students of the private schools were mostly adults. The instructors depended on fees for their compensation and usually were paid. The best private schools survived long after provisions had been made for public education.<sup>4</sup>

The growth of the public school system in Montana depended upon the formation of some type of governmental organization. The first Territorial Legislature was convened on December 12, 1864. A bill calling for the establishment of the common school system was signed

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<sup>3</sup>Raymer, R. G., Montana the Land the People vol. 1, The Lewis Publishing Co., Chicago, New York, 1930, p. 552.

<sup>4</sup>Hamilton, James M., From Wilderness to Statehood, edited by Merrill G. Burlingame, Binfords and Mort, Portland, 1957, p. 489.



into law on February 7, 1865.<sup>5</sup>

"The first school district in this state was organized at Virginia City, and the first public school was opened on the fifth day of March, 1866, the same day that the territorial legislature convened."<sup>6</sup> It must be noted here that there is a distinction between a school and a "public" school.

The office of Superintendent of Public Instruction was not established by the law of 1865, but Governor Edgerton created it and filled the vacancy by appointing Thomas J. Dimsdale to that post.

"What instructions the Governor gave Dimsdale are not known, for he left no record of activities and received no compensation."<sup>7</sup>

When Gallatin County was created February 2, 1865, by the first territorial legislature, it was much larger than at the present time. The county was one of the original nine counties established, and occupied a position in the south central part of the territory. To it was attached the county of Big Horn for judicial and legislative purposes.<sup>8</sup> These two counties constituted over half the area of the

<sup>5</sup>Acts, Resolutions and Memorials, of the Territory of Montana, (1864-1865), D. W. Tilton and Co., Virginia City, Montana, 1866, pp. 433-443.

<sup>6</sup>Sanders, Helen F., A History of Montana, vol. 1, The Lewis Publishing Co., Chicago and New York, 1913, p. 548.

<sup>7</sup>Hamilton, op. cit., p. 491.

<sup>8</sup>Montana Territory Legislative Assembly, Laws, Resolutions, and Memorials, 1st sess., 1864-65, p. 530, sec. 7. Hereinafter cited as Mont. Ter. S. L.

territory.<sup>9</sup> Meagher County was created in 1866,<sup>10</sup> but was recreated in 1867<sup>11</sup> because the acts of the former session were invalidated by Congress. This removed the northern part of Gallatin County. The formation of Yellowstone County in 1883 took a slice of territory from the eastern part.<sup>12</sup> The creation of Park County in 1887,<sup>13</sup> and the removal of territory for the Yellowstone National Park, together with minor boundary adjustments, have completed the reduction of the county's area to its present 2,517 square miles.<sup>14</sup> Although only a few counties were actually formed from Gallatin, they in turn were later subdivided so that many more of the counties existing at the present time were once at least partially in Gallatin County. The first school in Gallatin County was taught in the back room of a log house by Mr. Samuel Anderson, who had come across the plains with an emigrant train during the winter of 1865-6. "It was a private school and paid for by the patrons, who paid Mr. Anderson most liberally," says one of the old chroniclers.<sup>15</sup>

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<sup>9</sup>Houston, Lina E., Early History of Gallatin County, Bozeman Chronicle, Bozeman, Montana, 1933, p. 1.

<sup>10</sup>Mont. Ter. S. L., 2nd sess., 1866, ch. 10 p. 11

<sup>11</sup>Ibid., 4th sess., 1867, p. 99, Sec. 1.

<sup>12</sup>Ibid., 13th sess., p. 119, Sec. 1.

<sup>13</sup>Mont. Compiled Stat., 1887, pp. 1238-1242.

<sup>14</sup>Sixteenth Census, 1940, Population, Montana 1st series, p. 3.

<sup>15</sup>Abbott, N. C., Montana Government, The Gazette Printing Co., Billings, Montana, 1937, p. 50.

### First Schools

The need for education for white children increased with the rapid growth of the mining camps. As the camps grew and took on a more settled nature, families arrived, and the necessity for educational facilities increased.

Alder Gulch. Two schools for white children were opened in 1863. To Alder Gulch is usually given the credit for the operation of the first school in the present Montana. Here in the Nevada City district in the summer of 1863, Miss Kate M. Dunlap is said to have held a small subscription school---that is, the costs of the school were paid by the parents of the children who attended. Since the first rush into the camp did not take place until early June, the school probably did not open until late July or early August. At about the same time, also in the summer of 1863, school was begun in Bannack in which Mrs. Henry Zoller taught a two months' term for small children in her home. The first school in Montana of which there was an actual record preserved was taught by Miss Lucia Darling, a niece of Chief Justice Sidney Edgerton, who opened a school in his home in Bannack.

Mrs. S. W. Park (nee Lucia Darling) of Warren, Ohio, writing to the Montana Historical Society, told how the first schools were established in Montana as follows:

Into this little town had drifted many worthy people who unbendingly held firmly to their principles of right. There were few families there, and the parents were anxious to have their children in school, and it never was known when there came a cry from the children that some schoolma'am did not rise up in response.

I was requested to take charge of such an institution, and the question of finding room in which to teach was a matter of some difficulty. We learned of a man in town who owned some houses which it was thought might answer the purpose ... My uncle, Sidney Edgerton, went with me to interview him ... My uncle stated our errand. "Yes, glad of it," he said ... "I will do anything I can to help her; she can have this room dirt cheap---\$50 a month."

It was some time in October, 1863, that the school was opened in a room in our own house ... It was a somewhat strange gathering of school books, for they came from Maine to Missouri, and many other states. The exciting time when the vigilance committee effectually rid the territory of the band of highwaymen occurred during this period, and the gallows tree up Hangmen's gulch many times bore fruit for the healing of the nation.

The house in which this school was taught did not approach in architectural beauty "The Little Red School House," and it is gratifying to learn that the mud-covered, mud-plastered, and mud-lined house with its wooden benches and improvised desks has given place to finely equipped school houses, and our incongruous methods of study compelled by diversities of our school books has yielded to the courses of study which meet the approval of the best teachers in the land.<sup>16</sup>

The school operated until Christmas time when the holidays and severe winter weather closed it until in the spring; then it was again opened for a short term. A summer term of school in Bannack seems to have been taught by Mrs. Thomas Watson and the winter session of 1864-1865 by William Mitchell.<sup>17</sup>

The increasing population of Nevada City made the operation of a larger subscription school possible there, and following the term of Miss Dunlap's school in 1863, Michael Roach and a Mr. Davis taught terms

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<sup>16</sup>Mont. News Assoc., op. cit., March, 1920.

<sup>17</sup>Burlingame, Merrill G., The Montana Frontier, State Publishing Company, Helena, Montana, 1942, p. 311.

during the winter. During the summer of 1864 Miss Dunlap again conducted a school, as did A. H. VanBrocken.<sup>18</sup>

A number of other schools were conducted in the gold camps during the winter of 1863-1864. Thomas Dimsdale, who had attended Oxford University in England, opened a private school at Virginia City. Dimsdale was a scholarly man and the school was a good one which most of the children attended. A fee of two dollars per week was charged for each pupil.

The early Montana schools were like the miner's gulch governments. They were temporary answers to one of the urgent problems of pioneer life. The subscription schools were supported by the tuition fees paid by parents of the children who attended. The teachers' pay and the facilities of the school depended on the generosity of these contributions and the regularity of the payments. In the early period this was true of most of the early schools established in the region.

Virginia City. The first public school organized at Virginia City, opened on March 5, 1866, and continued until August 17, with Miss Sara Raymond, later Mrs. J. M. Herndon, teaching the higher grades and Mrs. Farley the lower grades for a month, followed by Miss Jennie Bell. This school was held in the Union Church, a log structure 25 x 50 feet in size, with large windows in each end of the building. During this first term eighty-one children were enrolled with an attendance of from fifty to sixty. Miss Raymond's salary was to be \$125 per month; but because the enrollment was so large, she

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<sup>18</sup>Ibid., p. 311

hired an assistant. The only school books available were those brought in by the several families; the only ones available at John Ming's general store were the familiar little Webster's Speller, and there were not enough of those to supply the demand. Miss Raymond, writing in her diary in 1866, told about the beginning of this first public school as follows:

March 4

My thoughts tonight are all about the school that I am to take charge of tomorrow. I shall be so glad when the first day is over; I dislike organizing a school.<sup>19</sup>

March 5

An eventful day. The Legislature met today, brother A went to the ranch, I opened the district school, had over fifty pupils, & the worst set of children I ever saw or heard tell of, am almost afraid that I never can bring them under subjection. We were expecting Mr. Thompson to take the male department, but as he didn't come, I had to send for Mrs. Farley to come & assist me this afternoon ... It was almost dark when I got home after school.<sup>20</sup>

March 7

Another day spent in the school room, the children are improving, think I will soon have a good & orderly school.<sup>21</sup>

March 8

Mr. Rogers called at the school house this afternoon he seemed pretty well pleased with my mode of governing & teaching a school, employed Mrs. Farley as my assistant providing she can get a certificate, she has been helping me all this week, like her for an assistant very much.<sup>22</sup>

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<sup>19</sup>Raymond, Sallie, Diary for Virginia City Montana Territory 1866, March 4, 1866. (brother A as stated in diary)

<sup>20</sup>Ibid., March 5, 1866.

<sup>21</sup>Ibid., March 7, 1866.

<sup>22</sup>Ibid., March 8, 1866.



March 9

One week's work is done, my school has improved very much, had a real good attentive & obedient school today, had a spelling match this afternoon, came home very tired, feel as though I can scarcely move, yet I had written two letters tonight. Mr. & Mrs. Farley called this evening to see about my going to the junction with Mrs. F. tomorrow for the purpose of getting a certificate for her, Mr. Thrasher lives there, she only teaches the little ones, but the law requires her to have a certificate.<sup>23</sup>

Bozeman's Schools. The first school in Gallatin County was taught by Samuel Anderson in the winter of 1865 and '66. In "Bozeman's First Schools," Mrs. W. J. Beall states:

Mr. Anderson was a native of Virginia coming across the plains in the employ of Col. J. J. Parham, who arrived in Bozeman, December 18, 1864, having been obliged to leave his train of goods snowed in over on the Yellowstone. Col. Parham, in company with Col. Vaughn and Maj. Owens, brought merchandise to Montana to the valuation of forty thousand dollars. Mr. Anderson remained with Mr. Parham and in the winter of 1865 and 1866 taught the first school in the back room of a log house built and owned by Squire Fitz, who came from Chicago. The house was built for a store with two rooms, the back room being used for the school. It was of round logs with bark on, had a chimney built of boulders in the east end, and without a floor. The log house stood on the ground where the headquarters saloon now stands. It was a private school and paid Mr. Anderson most liberally. There were but six pupils, but Mr. Anderson only remembers the names of five. They were Benj., Edwin and Rosa Fridley, Jay Jay McAthur and Frank Meravell, a half breed. Mr. Anderson says he kept his little pupils reciting all the time during school hours and they learned surprisingly fast.<sup>24</sup>

In the spring of 1866 Major Alderson, Frazier and Judge Davis' families came to Bozeman along with a number of other families. An emigrant train camped near Bozeman early that summer, and a Miss

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<sup>23</sup>Ibid., March 9, 1866.

<sup>24</sup>Historical Society of Montana, Contributions, vol. VII, 1910. pp. 305-311.

Florence Royce was induced to stop off and teach the summer and fall school. This school was also paid for by the citizens, not alone by the patrons, but by a subscription taken up by the settlers. Miss Royce taught in the McArthur house which stood on the corner of Main and Black. This house had only the ground for a floor and when the boys wanted to play marbles they did so in the school room.

When Miss Royce closed her school in October, she went to Mrs. Beall's home and taught her two daughters, Loly and Minnie. While attending a ball at Gallatin City, Miss Royce agreed to teach the school there at the beginning of the new year.

The Gallatin City school taught by Miss Royce in 1867 was said to be the first school in Gallatin County. Mrs. Beall said, "But it was not the first school in Gallatin County, for two were taught in Bozeman previous."<sup>25</sup>

Again Mrs. Beall quotes from A History of Montana published in 1885 which she says is not entirely correct: "The first school taught in Gallatin Valley was that by Miss Florence A. Royce, District No. 7, opened January 1st, 1967."<sup>26</sup>

Mrs. Beall described the school year of 1866 and '67 as follows:

In the winter of '66 and '67 our esteemed and most respected townsman, Mr. Davis Willson, taught the school. He was the first teacher in the county to receive public school money.

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<sup>25</sup>Historical Society of Montana, Contributions, vol. VII, 1910. pp. 305-311.

<sup>26</sup>Ibid., pp. 305-311



He taught in a house built and owned by Jo Meravill, a Mexican who had a Sioux squaw for a wife. The double log house with driveway between, with dirt roof overall, stood where the Frazier house now stands. The pupils were Benj., Edwin and Rosa Fridley, Matt. and Ed. Alderson, Andrew and Will Frazier, Will and Maggie Davis and Frank Meravill.

By this time there were quite a number of scholars and school life was more pleasant and comfortable. The log cabins took on the luxury of board floors, and we all began to feel quite proud, for our teacher was paid with the county money. Our rich soil was producing grain and vegetables. The Coover and McAdow flour mill was running, and Bozeman and the beautiful Gallatin Valley began to seem like home.<sup>27</sup>

The Nelson Story family moved to Bozeman from Virginia City in the fall of 1866. A Miss Sarah Sanford, a cousin of Mr. Christnut of Alder Gulch, came to visit the Story family and stayed and taught the school in the summer of 1867. She taught in the double house on Bozeman Avenue.

In the winter of 1867 and '68 Mr. King taught school in Mr. Fridley's first log cabin because the double log house was used for other purposes.

A story told by Mrs. Beall would indicate that the early schools were not without their discipline problems. The teacher and some of the boys had a disagreement when one of the boys picked up a slate and hit the teacher over the head with it. The teacher's head went through the slate leaving his head and face framed which so amused the boys that they always thought of him as the teacher who was framed.

In the First M. E. Church, which stood on the <sup>NW</sup> southwest corner of Main and Tracy now occupied by the Gallatin Trust & Savings Bank, Mr.

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<sup>27</sup>Historical Society of Montana, Contributions, vol. VII, 1910, pp. 305-311.

Kemster began a three months' school on November 11, 1868. According to the late Mr. W. W. Alderson's diary, Mr. Alderson who was trustee at this time, hauled 4,898 feet of various kinds of lumber for the first public school building on East Olive street. This building was erected during the winter of 1868 and '69. In 1965 the building was moved near Gallatin Gateway to make space available for a new Federal Building.

Mr. Green who taught during the winter of 1869 and '70, so far as the records show, was the first to teach in the new building. Then Wesley Brown taught during the winter of 1871 and '72.

Miss Carrie Evans, later Mrs. G. W. Monroe, and Miss Agnes Leonard, later Mrs. S. W. Langhorne, taught a select school in the spring of 1882.

L. B. Crittenden and daughter opened the Bozeman Academy on October 21, 1872 in the Good Templar's Hall, a frame building which stood where St. James' Episcopal Church now stands.

A subscription school was taught by M. J. Vernon from Denver, Colorado, during the summer of 1872. Then on September 2, 1872, Mr. Vernon began a term of school that closed February 28, 1873.

This school was closed with an entertainment at Good Templar's Hall that raised \$244.80 for a public school library. It was reported that Miss Rosa Fridley who was a pupil at the school won a handsome Bible for selling the most tickets to the entertainment. Mr. Vernon never invested the money and when he left town the money left with him.

On November 3, 1873, Mr. T. B. Gray began teaching the Bozeman school. Then on December first of that year Mr. D. B. McMurry was employed to teach the primary department. The term closed on March 27, 1874. This was the beginning of more than a one teacher school in Bozeman.

The report of the county commissioners from March 1, 1873, to March 11, 1874, showed \$14,350.60 paid out for school purposes, in the county, but no record was published of any school but in Bozeman.

During the winter of 1874 and '75 a six months' term of school was taught with Mr. Gray as principal and teaching the advanced students in the school house, while E. D. Ferguson taught the primary department in a log house located on the ground where the Owenhouse Hardware Co. now stands.

Miss Amy A. Sweet, who had come to Bozeman with the Rev. Thomas E. Dickey and family, opened a parish school at Library Hall on November 22, 1875, and continued until August 11, 1876. She taught again in the winter and afterward taught in the public schools.

Arch Graham was principal of the public school from January 3, 1876, to July 21, 1876, and Mrs. J. H. Aylesworth taught the primary department. T. B. Gray who had gone to Virginia City to teach during the winter of 1875 to '76 returned to Bozeman on September 7, 1876, to take the position at the head of the Bozeman schools. This term of school lasted six months with Mrs. A. Graham assisting him.

The changes in the years of 1877 and 1878 were more rapid and are described by Mrs. Beall as follows:

The first brick school house erected in the city was completed about December 30, 1877, at a cost of \$15,000. It was located on the ground now occupied by the Irving or West Side School. The plans and specifications for this building were drawn by the late W. J. Beall, and the building was put up under his supervision with the aid of the late Col. Chestnut.

The early part of January the first school began in the new building with Miss Anna Flannery as teacher of the advanced department and Miss Mamie Evans, now Mrs. George Nichols of this city, primary teacher. The term closed June 28, 1878. Miss Evans taught a private school in the building during the summer of 1878.

In the fall of 1878, a decided change in advance was made in the Bozeman public schools, four teachers being employed with an enrollment for the month of October of 130 pupils.

Prof. W. W. Wylie was principal, with A. D. Marnard, Miss Mamie Evans, and Miss Amy A. Sweet as assistants. The school now passed from a pioneer school to a well graded school, with a well planned course of study and a high school course.<sup>28</sup>

As the population in Bozeman steadily increased, a need for more and better schools was evident. The progress of education in Bozeman from 1878 to 1939 was described by the Bozeman Daily Chronicle as follows:

In the early part of Jan. 1878, school opened in a new brick building.

This school building was built in 1877-1878 by Beall and Chestnut, contracted for \$15,000. It had six rooms and a bell tower.

The principals were W. W. Wylie, 1878; H. H. Howe, 1881; J. W. Daniels, 1882; Rev. F. B. Lewis, 1883; A. C. McComb, 1883; J. K. Davis, 1886 and W. E. Harmon, May 6, 1887.

On June 14, 1879, the original school property (Tracy and Olive) was sold at public auction to E. D. Ferguson for \$1,874.75. It was moved east on the same street and remodeled into a residence, which is still at 9 East Olive.

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<sup>28</sup> Historical Society of Montana, Contributions, vol. VII, 1910, pp. 305-311.

1883-The "East Side School" was built by August Zietzke for \$11,900. It did not open for classes until early November. The school was renamed Hawthorne in 1905.

1892-The New "West Side" of "High School" was built by Devitt and Vreeland for \$37,900. At the same time, four rooms were added to the "East Side" school for \$9,727. The old West Side school was renamed Irving in 1905.

1905-The "South Side School" <sup>1st HIGH SCHOOL</sup> was built by F. W. Vreeland for about \$20,000. R. J. Cunningham was the superintendent and Homer Thompson was principal. Other principals were Miss Leora M. Hapner, Miss Anna Niebel, Miss Minnie Amundson and James L. Kurts. This school was renamed Longfellow.

1918-1920--Emerson Junior High School. The architect was Fred F. Willson and the contractor, H. J. Hamill. The building was completed by 1920. R. J. Cunningham was superintendent until 1924, when he was succeeded by D. S. Williams.

1939-Four new schools were constructed with the aid of PWA funds at a total cost of \$416,070. McLaughlin Construction Co., Livingston, built the Irving (Eighth Avenue) and Hawthorne schools. Lease and Leighland, Great Falls, erected the new Longfellow school and Ingolph Johnson, Bozeman, constructed the Emerson Elementary annex.<sup>29</sup>

Chestnut and LaMotte. On the Bozeman Road to the west, the little coal mining town of Chestnut had its beginning. As the miners settled in this little town with their families, the need for education arose. Down near the road the Chestnut school known as district 50 had its beginning as one of the early day schools of Gallatin County. From information gathered from old-timers in the community this school was built about 1890 or perhaps earlier. In 1901-1902, it was taught by a Miss Mabel Brown who taught the lower grades and Mr. H. Good who taught the upper grades. The enrollment that year was 98 students. Mr. Stublar,

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<sup>29</sup> Bozeman Daily Chronicle, March 31, 1957, p. 13.

one of the old-timers who attended the school that year and who still lives in the Chestnut community, says, they were so crowded that part of the students had to go up to a house nearby for school until a larger three room school was built in 1905, on the site where the present schoolhouse now stands. The school also had a library. When the new school was at its peak attendance, it had an enrollment of about 150 students. The coal mining began to decline and people began to move away. In time there were no children to attend school and this schoolhouse was torn down. About seven or eight years later people began to move into this area again and a school was needed. A small schoolhouse was built on the old site by John Bartholomew.

Five of these early day students who are still living are: Mrs. Elizabeth Brooks, Mr. Edward Miller, Mr. Dail Monroe, Mr. Rex Labertew, and Mr. George Stublar.

Mr. Stublar remembers seeing large bands of Indians going by the school. The Indians had their possessions packed on travois and the papooses strapped on their mothers' backs. Some years later large bands of Gypsies were seen going by.

In July 1961, Chestnut consolidated with LaMotte.

The earliest record of the beginning of the LaMotte school, district 43, was about 1887 and was taught by J. M. Lewis that year. The school, a log building, was located across the road from the Arthur Koch place on the west side of what is now the Carl Rosenberg place. The LaMotte school was named for a man by the name of LaMotte who was



serving as the 4th Commander in the U. S. Army at Fort Ellis. In the early history of the LaMotte school it was listed on the trustee's reports as the Reservation School until September, 1913. From then on it was called the LaMotte School.

In this school regular school desks were provided. The school was heated by a cast iron stove with a drum that ran the full length of the stove.

The oldest members in the community who attended the LaMotte school are Mrs. Bessie Lawrence and Charles Carolus. They attended the school during the school year of 1897-1898. Anna Liston was the teacher with a student body consisting of about 45 students. School was in session from September 14 to March 6.

In 1901 the school was moved from that location to its present site on the Bear Canyon Road. Mrs. Meed Hall was the first teacher in this school with an enrollment of 26 pupils. School was in session from November 4, 1901 to May 23, 1902.

Mr. L. M. Constant, a brother-in-law of Bessie Lawrence, taught in district 43 the school year of 1909-'10. Mr. Lawrence is living at the present time in Bozeman.

Mr. Constant's wife, Katie Williams Constant, attended the LaMotte School. She told of one time when they were going to school they met a pack of wolves. Not knowing they were dangerous they tried to pet them. They walked three miles to school and sometimes there were no roads and snow drifted to the tops of the houses.

These two schools served as educational centers of their respective communities until 1961, when the number of children became too large for their facilities. The two schools then consolidated. Grades 5-8 were sent to Chestnut and grades 1-4 were sent to LaMotte. However, this did not solve the problem for long. In 1963, LaMotte had an enrollment of 33 children. The members of the district finding the enrollment again too large for the present plant laid plans for a four room school with a large multi-purpose room. On February 1, 1965, three teachers, Mrs. Delores Maykuth, Mrs. Velma Gladden and Mrs. Margaret Brown, with 58 students moved into the new steel building.

Springhill. The second flour mill in Gallatin Valley was built at Springhill by Dave Penwell and Lewis Howell. A little town sprang up around it, and several other industries were added: Malmberg's furniture factory, Benham's saw mill, Reuben Foster's planing mill and Tom Crane's blacksmith shop. The first government still was operated here by Lewis Howell and Henry Monforton. These industries were built between 1865 and 1867, and obtained their source of power from Ross Creek.

In the early beginning of Springhill the parents taught their own children. As more people arrived a school was needed. A log building was erected about 1870, but there is no record of who taught the first school. The first teacher known to have taught the school was Miss Laura Truley in 1878 and '79. The school, district 20, in these early days averaged around 20 to 25 children. There was a nine months term



from the beginning. The furniture for the school was homemade. In the beginning, books the people had brought with them were used. There were no blackboards, but all had their own slates and used the McGuffey Readers. About 1872 Bozeman began to grow rapidly, and the industries and people moved there. When the town died out, the school was moved to its present location. This was early in the 1880's. The school on this new location was also a log building. In 1890 a new school was built of lumber. The attendance at this time was very high with 30 to 40 students being enrolled. Boys as old as 16, 18 and 20 years attended grade school.

Durham. In 1893 the Durham school, district 46, was a well-established school. There were 25 to 30 children attending this school in the heart of a farming community. Farming seemed to be the main industry that drew these people to this community. The teacher of this first school was Professor W. E. Harmon. The subjects taught were reading, writing, arithmetic, language, spelling, geography, and history. A great deal of memory work was carried on such as, the memorizing of poems, the learning of rules for arithmetic, grammar, spelling, rules for everything. The students had to memorize material about the important holidays and give a program. Books were few, so a copy book was kept by each student in which he did a lot of copying.

In 1899 a new school was built. The Morgan's gave a portion of their land for the new school. This was true of most schools. Very few schools had deeded land.

Ophir. The story of the Ophir school by Dorothy M. Vick  
is as follows:

The school was a one-room log cabin with a single window and a dirt floor--the homestead cabin of Miss Pearl Lockhort. Miss Katherine Cape was the teacher, receiving \$20 for her services. Charles and Margaret Michener and the three Stevens children were the pupils in attendance.

This was 1909--the beginning of the Ophir school district.

The district was officially formed on Dec. 12, 1912. The first trustees were J. K. Dener, Y. J. Kuinders and Thomas Michener. They voted to name the district "Ophir," which means pure gold. Miss Agnes Foster was hired for a three-month school at \$50 a month in 1912.

Every few years, an election would be conducted to choose a site to build a school, but no agreement could be reached.

In 1928 the county superintendent of schools sent word that they would have to build a decent school or lose the district. Beaver Creek was chosen as the site, and the one-room school was finished in 1929. It remained very much the same until 1958 when plumbing was installed.

The rest rooms were put in the closets. This left no room for voting booths, so the voting has been done in the rest rooms since that time. The election conducted there on June 2 was probably the last to be held in that building.

A new school is being constructed that will be ready for use this fall. (1964) It is being financed entirely by the late Dr. Caroline McGill and the Gallatin Canyon Women's Club.<sup>30</sup>

West Yellowstone. West Yellowstone also followed the pattern of the other districts. With the coming of people arose the need for  
• schools.

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<sup>30</sup> Vick, Dorothy M., "Ophir School District Was a One-Room Affair,"  
The Bozeman Daily Chronicle, August 9, 1964, D 3.

West Yellowstone was first settled in 1907 and 1908, with the post office established a year later. Proclaiming the area as the official entrance to Yellowstone Park in 1907, the railroad had then reached that point from Idaho.

The first settlers of West Yellowstone were S. P. Eagle, Alex Stuart, L. A. Murry, Charles Bowers, Joe Clause, Steve Kramer and C. A. Arnett.

The first school was established in 1914 with Clara Stephens, a graduate of Gallatin County High School, who had also attended the State Normal college, as the first teacher.

West Yellowstone has become the major entrance to the Park.<sup>31</sup>

Other Schools. Livingston was in Gallatin County until 1883.

It was called Clark's City in honor of Captain Clark. The fourth tributary settlement was named Sweetgrass, for the perfumed grass that grew in the vicinity.

Miss Lizzie Evans established the first public school on the Yellowstone at the mouth of Sweet Grass Creek. She was followed by Miss Flora Cutler, who was killed by her alleged lover in August, 1882.

The earliest date recorded for the Cameron school was 1889 and was taught by Miss Anna Keller who had eight students. Miss Esther Niebel reports that in 1905 Miss Sarah Watson from Kentucky taught, then Miss Alice Watson. At this time there were about 24 pupils enrolled in the school. The books used were Cyer's Readers, Ray's Arithmetic, Harvey's Revised English Grammar, Ray's New Practical Arithmetic, 1877 copyright, and Graded Literature Readers, copyright 1900.

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<sup>31</sup>"West Yellowstone Was First Settled in 1907," The Bozeman Daily Chronicle, August 9, 1964, B 2.

Mt. Ellis Academy, operated by the Montana Conference of Seventh-day Adventists, is located at the east end of the Gallatin Valley, five miles east of Bozeman, Montana, on a 535 acre tract of land near the foot of Mount Ellis. The school, the forerunner of which was a humble log cabin church school opened in 1900, twenty miles south of Bozeman. It achieved its name from its geographical location.

At the beginning of the school term of 1902 this grammar school, which had moved in 1901 to Bozeman, became a secondary school of ten grades with an attendance of twenty-eight. Classes were held in the Bozeman Seventh-day Adventist Church with Claude Conrad, a graduate of Walla Walla College, serving as principal, business manager, and preceptor of the school home. The first graduates, Sam Wright and Violet Judy, completed the tenth grade in 1904. This same year, following the admonition of Mrs. E. G. White, W. D. Rittenhouse and John Holbrook secured twenty acres of land five miles east of Bozeman on which to build a new academy. The principal at this time, Miss Irene Kelly, was forced to resign due to illness in the family and was succeeded by Elder W. H. Holden, who finished the school year before returning to his evangelistic work.

Even though this school became a secondary school and in 1962 was accredited with the Northwest Association of Secondary Schools, there has been an eight grade elementary school in connection with it. Beside stressing the study of the Bible, other subjects are taught as well, producing a well-rounded education.

Mrs. E. Lina Houston gave an account of the Holy Rosary school as follows:

The Holy Rosary school, under the supervision of the Holy Rosary Catholic church of Bozeman, was started in 1919, and has pupils in all grades and high school, as well as a musical course. The school has a group of specially prepared Sisters as teachers.<sup>32</sup>

In summarizing the early schools the educational system in Montana had a very meager beginning, but even in those early days there were always people who were willing to rise and meet the challenge of the hour. Teachers were willing even to providing a way to see the children in that distant day received an education. But from this meager beginning education in Montana began to grow until we have many fine modern school buildings with well qualified teachers on the teaching staff. Even the rural schools have progressed a long way from the old log cabin with a dirt floor.

#### Number of Students in These Schools

The number of students in each school throughout the county varied greatly. The schools were generally large for one teacher schools. Families in those days being much larger than the families today enlarged the numbers in the schools. Also, it was common in the early days to find girls and boys attending grade school at the ages of sixteen, eighteen, and even twenty.

In Mrs. Houston's Early History of Gallatin County, she writes:

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<sup>32</sup>Houston, E. Lina, Early History of Gallatin County, Bozeman Chronicle, Bozeman, Montana, 1933, p. 31.

No official record could be found of a census of school children in the county before 1883, but the records of Bozeman school district, Number Seven, show a bill allowed, October 26, 1872, by the board of trustees to J. H. Taylor, clerk of the district, for \$39.90, for taking the census of the district and other expenses. The report does not show the number of children listed.

The first official record on file is dated December 15, 1883, and shows the number of male children in the county between the ages of 4 and 21, to be 1,101, and female, 919, making a total of 2020. Number attending school 1012. The number under four years of age included male, 301 and female, 285. The report shows at that time, 32 organized districts, with nine male teachers and 20 female teachers employed. The average number of days of school taught were 90. Two private schools were reported with 29 pupils. In 1883, there were two brick school houses in the county, both in Bozeman, and there were 29 log school houses.

The census report in 1884 shows the towns of Big Timber, Chico, Chicory, Cook, Gardiner and Livingston included in the list of districts, as these towns were then in Gallatin county before the formation of Park county in 1887, and other counties later from Gallatin county.

The school census in 1932 showed 5,247 children between the ages of 6 and 21, the present school age in Gallatin county, and 1656 children under the age of six.<sup>33</sup>

The school population today for Gallatin County is 6,327. All children, age six to twenty-one years residing within a school district, are eligible to attend its elementary schools.<sup>34</sup>

Briefly the number of children in the various schools differed widely although the schools were generally large for one teacher schools. In 1883 there were 2020 children between the ages of four and twenty-one,

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<sup>33</sup> Houston, op. cit., pp. 29-30.

<sup>34</sup> Mont. Cod. Stat., 1871, 627, sec. 32: Mont. R. C., 1935, sec. 1056.

5,247 in 1932 between the ages of 6 and 21, the present school age in Gallatin County, and 6,327 in 1965.

### Teacher Certificate

In the very early history of the educational system a bird's eye view was given by Sallie Raymond to show how a teacher was examined to determine if he were qualified to teach. She does not tell what the questions were or what subject areas she was examined in, but her account of the examination was as follows:

Feb. 23, 1866

Mr. Millard says the school Commissioner will be here tomorrow to examine me, preparatory to my opening the district school, says they will want the school to commence the first Monday in March, how I long for the examination to be over with and how I dread his coming! What would I do if I should fail to get a certificate should die with mortification!<sup>35</sup>

Feb. 24, 1866

Mr. Thrasher--the Commissioner--has been here I have passed through the trying ordeal & came out successful, Mr. T----seemed well pleased with my qualifications, complimented me by saying that I passed a good examination, that I did exceedingly well. Oh! I am so glad it is over with, don't think I shall ever dread it again as I have done heretofore.<sup>36</sup>

The Bozeman School minutes gave this description of teacher certification:

Sept. 3, 1880

In accordance with wish of Dist. as expressed in last election all selections of teachers for the coming school year shall be determined by competitive examination--that all applicants must

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<sup>35</sup> Raymond, op. cit., February 23, 1866.

<sup>36</sup> Raymond, op. cit., February 24, 1866.



present the certificate of the Co. sup. as a condition of examination. That the examination shall be public; and that competent persons may be invited to assist the Board in the same. That the exam. shall cover both scholastic attainments and adaptability to teaching.<sup>37</sup>

Oct. 1, 1880

Thursday Oct. 7th 1880 at 10 A.M. at the schoolhouse fixed as time and place for competitor examination of applicants for position of assistant teachers. Prof. W. W. Wylie to be present to help in examination.<sup>38</sup>

Oct. 7, 1880

10 A.M. to 9 P.M. competitive examination a list of questions and plan for examination is approved and adopted by board.

following present themselves for examination

|                  |                                 |
|------------------|---------------------------------|
| Miss C. Works    | Miss E. Amonett                 |
| Miss Josie Miles | Miss Kate Martin                |
| Miss A. A. Sweet | Mr. J. E. Barbour <sup>39</sup> |

Oct. 8, 1880

After fully considering standing and qualifications

Room No. 1 Miss C. Works

2 A. A. Sweet

3 Kate Martin

employed for year offered contracts with board reserving right of removal for cause.<sup>40</sup>

June 1897

Teacher's Committee recommended that the board in the employment of teachers "adhere strictly to the resolution now on the minutes of the board, precluding the hiring of any teacher who has not had three years experience in the work." Teacher must sign a written contract form to be adopted by the board.<sup>41</sup>

<sup>37</sup>Bozeman, School Minutes, September 3, 1880.

<sup>38</sup>Ibid., October 1, 1880.

<sup>39</sup>Ibid., October 7, 1880.

<sup>40</sup>Bozeman, School Minutes, October 8, 1880.

<sup>41</sup>Ibid., June, 1897

May 27, 1904

It was moved seconded & carried "That we as a board recommend that applicant for teaching hereafter be possessed of normal training."<sup>42</sup>

June 2, 1905

It was moved by P. T. Morris and seconded by H. L. Casey that the action of the Board made on May 27, 1904 recommending that hereafter applicants for teaching be possessed of normal training was, from this date on--made obligatory upon all applicants for teaching to possess a normal training unanimously passed.<sup>43</sup>

The following quotation has been cited to explain how the situation was handled in case a teacher failed to pass the teacher's examination:

Sept. 7, 1905

Supt. R. J. Cunningham also presented the matter of Miss Kremer failing in the examination in algebra--She be retained at a reduced salary of \$70 per month (was getting \$80) until the November examination when it is expected she will fully qualify; if not she is to tender her resignation.<sup>44</sup>

Dec. 14, 1909

Rules of the Board on certification of teachers was changed so that a primary teacher may teach on special primary teacher's certificate.<sup>45</sup>

May 14, 1912

No teacher re-employed who has not taken a course in summer school of recognized standing within 3 years before such employment or must go following year.

After May 1st, 1913, all except first primary grade teachers must hold certificate or diploma of a grade not lower than a County Professional Certificate. If Board does hire a teacher without it the maximum salary will be \$800. Maximum salary for 1st year employment \$800.<sup>46</sup>

<sup>42</sup>Ibid., May 27, 1904.

<sup>43</sup>Ibid., June 2, 1905

<sup>44</sup>Ibid., September 7, 1905

<sup>45</sup>Bozeman, School Minutes, December 14, 1909.

<sup>46</sup>Ibid., May 14, 1912.

As the educational system grew rules were formed and laws were passed that helped to secure better qualified teachers to teach in the schools.

Two steps taken by W. W. Wylie were as follows:

When Hon. W. W. Wylie assumed the work of the office of superintendent he saw to it that institutes were held in practically every county and started the movement that resulted in an educational department making out the lists of questions for teacher's examination, which allowed each and every county superintendent to use his own judgment both in selecting the questions and in marking the answers to the same.<sup>47</sup>

The county superintendent was given the duty of examining and certifying teachers. He was allowed a fee of six dollars "each" for this service, to be paid by the teacher. Section Seven, Chapter II, of act referred to above says: "He shall examine them in orthography, reading, writing, arithmetic, English, grammar, and geography, and if he be of the opinion that the person examined is competent to teach such branches, and that he or she is of good character, he shall give such person a certificate, which shall be for the term of one year only and may be revoked by the superintendent for good cause."<sup>48</sup>

School district boards have the duty and power to employ or discharge teachers.<sup>49</sup> Teachers or principals who have taught for 3 consecutive years in a school district are automatically re-elected from year to year at the same salary unless notified to the contrary by the school board before May 1st. The teacher must notify the board of his acceptance within 20 days after receiving notice of reelection.<sup>50</sup>

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<sup>47</sup> Sanders, op. cit., p. 550

<sup>48</sup> Abbot, N. C., Montana in the Making, Gazette Printing Company, Billings, Montana, 1931, pp. 231-232

<sup>49</sup> Mont. Ter. S. L., 1st sess., 1864-65, p. 438, sec. 6; Mont. R. C., 1935, sec. 1015.

<sup>50</sup> Mont. S. L., 1913, ch. 76, sec. 801; Mont. R. C., 1935, sec. 1075.

The first territorial legislature assigned to the county superintendent the duty of examining and certifying persons to teach in the common schools.<sup>51</sup> In 1907 a county board of educational examiners was created for this purpose.<sup>52</sup> In 1913 a state board was created to provide rules and regulations for issuing teachers' certifications, subject to approval by the State Board of Education, and to prepare teachers' examination questions and supervise their grading.<sup>53</sup> The legislature in a law of 1923 defining various classes of certifications provided for minimum academic and professional requirements to be raised steadily until 1929. The prerequisites for issuance of certificates in 1924 consisted of graduation from a 4-year accredited high school and 12 quarter credits of professional training. Since then standards have been raised steadily until the requirements after September 1936 have consisted of 96 quarter credits of approved professional and academic training subsequent to high school graduation.<sup>54</sup> The principal certificates to teach now issued consist of elementary state certificates granted to persons having 96 quarter credits from a higher educational institution, valid in grades one to nine for a period of 6 years; secondary state certificates granted upon graduation from a 4-year college, valid in grades 6-12 for a period of 6 years; elementary and secondary life certificates granted after completion of 36 months of teaching and 8 quarter credits of academic and professional training subsequent to the issuance of the elementary and secondary state certificates. Upon application to the State Board of Educational Examiners and payment of required fees, elementary and secondary state certificates may be renewed before expiration, if the teacher had taught successfully for at least 18 months. A minimum amount of professional improvement may also be required for the renewal.<sup>55</sup>

In summary a teacher in the early history of education could teach if he had graduated from the eighth grade and could pass the teachers examination. These examinations at first were given by the superintendent

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<sup>51</sup>Mont. Ter. S. L., 1st sess., 1864-65, p. 435, sec. 6.

<sup>52</sup>Mont. S. L., 1907, ch. 47, secs. 1-4; Mont. R. C.

<sup>53</sup>Mont. S. L., 1913, ch. 76, sec. 900; Mont. R. C. 1935, sec. 1089.

<sup>54</sup>Mont. S. L., 1923, ch. 131, sec. 8; ibid., 1931, ch. 147, sec. 6; Mont. R. C., 1935, sec. 1094.

<sup>55</sup>Mont. S. L., 1923, ch. 131, sec. 8; ibid., 1931, ch. 147, sec. 5; Mont. R. C., 1935, sec. 1092.

or schoolboards. They were public in some instances and any competent person could assist the board in giving the examination. Later the county superintendent was given the duty of giving the examination and certifying teachers. In 1904 the Bozeman school required a teacher to have some normal training. In 1924 a teacher was required to have graduated from an accredited high school and twelve quarter credits of additional professional training. The requirements kept steadily rising until in 1936 a teacher was required to have 96 credits of professional and academic training in addition to high school graduation. These certificates could be renewed if the teacher had taught successfully for eighteen months.

#### Curriculum Taught

The curriculum taught down through the years has varied somewhat. There has always been the basic three R's with additions from time to time, as indicated by various available records, to round out and broaden a curriculum better suited to the needs of students to be educated.

In the early history of education in territorial days it is indicated that there were not uniform textbooks. It seems that books used were those brought by the people from many states of the union. As the school system grew the need for uniform textbooks became greater. On March 12, 1885, by an act of the legislature it was provided that school textbooks should be uniform throughout all districts and required that the publishers should keep a wholesale supply at San

Francisco with a retail store in one store in each county. The Text Book Commission selected these texts for a four year period. The Text Book Commission consisted of the superintendent of public instruction and two other persons appointed by the governor, one of whom was required to be a practicing teacher. The findings of the commission were reported to the legislature, which adopted the list; thus no change could be made by any other authority than the legislature.<sup>56</sup>

One of Mr. Wylie's first concerns was to introduce into the schools the teaching of physiology, especially the effect of alcohol and narcotics on the human system.<sup>57</sup>

The writer has quoted from the minutes of the Bozeman city school throughout this account because Bozeman was the county seat and seemed to set the trend for the choice of curriculum as far as the county was concerned.

The minutes indicate that changes were made in the Bozeman school system as the educational system grew. The following statements were cited in the minutes.

Oct. 1, 1886

A copy of the Rules, Regulations and Course of Study was presented to the board by Professor Davis and adopted by the board.

Adopted as texts in primary & grammar grades Barcrofts Readers. 1 through 5 and list of texts & supplementary.<sup>58</sup>

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<sup>56</sup>Raymer, op. cit., pp. 556-557

<sup>57</sup>Raymer, op. cit., p. 557.

<sup>58</sup>Bozeman, School Minutes, October 1, 1886.

Nov. 1895

"Resolved that it is the sense of this board that mental arithmetic be introduced in the fifth, sixth and seventh grades"<sup>59</sup>

Feb. 21, 1905

The printing of a course of studies was brought up again when the Supt. made a statement "it was necessary to have them and that it would take sometime to prepare same for printing etc."

That he could not take the time from his school work during the school term and if his services were required for the compilation of same during the recess of school at what compensation would the board be willing to pay.

He furthermore suggested that when the board engages a Supt. do so for a year at a stated salary per annum to be paid monthly at the rate of 1/12 of said annual salary, but grant said Supt. one month vacation during the term.

The board took the matter under consideration for future discussion.<sup>60</sup>

Feb. 14, 1908

Schools to be re-organized under a two course system of study--a 6 year and a 9 year course to be put into operation Sept. 1908.<sup>61</sup>

March 9, 1909

After considerable discussion decided to establish industrial training in the schools.<sup>62</sup>

By an act of the Legislature in 1881, the first uniform textbook law was passed and the following textbooks were adopted for use in the schools in Montana Territory:

1. Watson's Independent Series of Readers.
2. Watson's Independent Child's Speller.
3. Swinton's Word Book.
4. Moneteith's Elementary and Comprehensive Geography.
5. Robinson's First Book in Arithmetic.
6. Robinson's Complete Arithmetic.
7. Sills's Practical Lessons in English.

<sup>59</sup>Ibid., November, 1895.

<sup>60</sup>Bozeman, School Minutes, February 21, 1905.

<sup>61</sup>Ibid., February 14, 1908.

<sup>62</sup>Ibid., March 9, 1909.



8. Barnes' Brief History of the United States.
9. The Spencerian Copy Books.

Rules and regulations for teachers and pupils, together with the course of study (outlined below) were published with the Teacher's Register, and furnished to each school.

An outline for study by the students in Montana Ungraded (rural) schools included these subjects:

Studies for Pupils in First Reader

1. Reading - First Reader.
2. Spelling words in reading lesson.
3. Writing on slates, using script speller.
4. Read and write numbers to 100.  
Addition and subtraction by 1's, 2's, 3's and 5's to 25.

Studies for Pupils in Second Reader

1. Reading - Second Reader.
2. Spelling - Oral, written and phonic, words used in reading lesson.
3. Writing - On slates, or using copybook, writing with pencil.
4. Numbers - Addition and subtract tables to 12's.  
Reading and writing numbers to 10,000. Roman numbers to 100; multiplication tables to 6's.

Studies for Pupils in Third Reader

1. Reading - Third Reader.
2. Spelling - Oral, written and phonic. Use Swinton's Word Book.
3. Reading and writing numbers of two periods; add, subtract, multiply and divide. Begin Robinson's First Book in Arithmetic and complete one-half.
4. Geography - Oral - Geography of Montana, and draw map of same.
5. Writing.

Studies for Pupils in Fourth Reader

1. Reading - Fourth Reader
2. Spelling - Swinton's Word Book.
3. Writing - Spencerian Copy Book.
4. Geography - Monteith's Elementary.
5. Grammar - Ginn & Heath's Elementary Lessons in English.

#### Studies for Pupils in Fifth Reader

1. Reading - Fifth Reader and History of the United States.
2. Spelling - Swinton's Word Book.
3. Writing - Spencerian Copy Book.
4. Geography - Sill.
5. Arithmetic - Robinson's Complete. Declamation and composition throughout the course.

Because adequate material had not yet been printed for the study of Montana geography, the Monteith Company was requested to prepare a special edition of Monteith's Comprehensive Geography which "should contain a reasonable and proper amount of special geography of Montana and a full-page map of Montana." The adoption of the above uniform textbooks and the use of the study outline assured some consistency in educational offerings and reduced considerably the number of classes necessary in the ungraded schools.

As for the Graded (urban) and High Schools of the Territory, Superintendent Howey reports in 1881:

"The Graded and High Schools of the Territory deserve special mention, as the improvement of these schools has been marked and highly satisfactory. In all of these schools a course of study has been adopted, including Primary, Intermediate and High School Departments. Helena, Butte, Bozeman, Deer Lodge, and Virginia City possess handsome well-arranged school buildings, supplied with improved styles of furniture, library, apparatus and musical instruments. ..." The first uniform course of study for the "common schools" of Montana was adopted in 1899. The course was "arranged to cover a period of eight years, of eight months each, and ... to give a thorough, common education as well as to prepare pupils for admission to any of the high schools of the state." The course content included "reading, language, numbers and arithmetic, geography, writing, spelling, U. S. history, physiology and hygiene, civics, culture studies, literature and nature studies."

By 1906, courses of study for Montana elementary and secondary schools had been revised and were well established. Eighth grade examinations were given for graduation from the ungraded schools, and a passing grade on said examination admitted the successful student to any of the accredited 25 district or 15 (free) county high schools in the state. In 1906, there were as many as 25 teacher applicants (many of them from "the East") for every teaching position in the graded schools of Montana; average monthly salaries for teachers ranged from \$56.07 for women, to \$87.30 for men. The old log school houses were being replaced with frame, brick or

stone buildings. Uniform free textbooks for all schools were required by law, and children between the ages of 8 and 14 were required to attend school during the entire time school was in session. (As of 1892, the school census ages had been fixed at 6-21.)

By 1908, the course of study was revised and extended to include materials for the accredited high schools of Montana. Since that time, course of study revisions have been made periodically to accommodate the expanding body of available knowledge.<sup>63</sup>

Briefly the curriculum taught in the early schools consisted of the basic three R's with additions of other subjects from time to time. At first there were no uniform textbooks, the pupils were taught from books that were available. These were mainly books that the people had brought with them from the various states. Later uniform textbooks were adopted and a course of study was prepared. Better buildings and equipment were provided as the educational system grew. Then eighth grade examinations were given for graduation from the ungraded schools. Children between the ages of eight to fourteen were required to attend school during the entire school year. The course of study has been revised from time to time to accomodate the expanding body of knowledge.

#### Problems Facing the Early Schools

The problems facing the early schools were numerous and varied.

Some of the more common ones were:

1. Long distance from schools for children to walk.
2. Poor roads made transporting children difficult.

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<sup>63</sup>Miller, Harriet, Early Schools in Montana, Department of Public Instruction, Bulletin, April, 1964, pp. 3-4.

3. Inadequate buildings and facilities.
4. Hard to obtain enough well qualified teachers.
5. Short school terms from three to six months.
6. Many times rooms were overcrowded.
7. Discipline problems with 16-20 year olds who were still attending grade school.
8. Insufficient lighting.
9. Inefficient heating systems.
10. Insufficient funds for books, supplies and teachers' salaries.
11. Inadequate disease control.

One of the ways to overcome the long distances and transportation problems seemed to be to divide into smaller districts, making more schools, which also cut down the distances children had to walk or be transported to school.

In a report Superintendent Cornelius Hedges made the following statement:

Even in those days the office had its troubles for the report says that there was too much of tendency for school districts to divide, county superintendents were slow in making reports, and the law provided that "the Superintendent shall keep his office at some place where there is a post-office" and that "he shall receive a salary of only \$1,200, with a \$300 allowance for traveling expenses."<sup>64</sup>

The wages in those early days were low and the districts seemed to have difficulty in paying the small wage that was agreed upon. The Bozeman notes read as follows:

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<sup>64</sup>Sanders, op. cit., p. 549.

October 8, 1880

... Even in those distant days of the three "R's" teachers were experiencing salary difficulties that make their present-day problems seem weak by comparison.

In 1904 monthly wages paid teachers were between \$55 to \$80.

In 1924 the pay for teachers ranged from \$1200 per year for beginning teachers to \$1700 for that same period for experienced instructors.

Many certificates of indebtedness issued no money to pay from 1 to 12 held by different teachers.<sup>65</sup>

Jan. 4, 1895

At one time Bertha Maynard had 12 certificates. \$811.22.<sup>66</sup>

August 20, 1901

Back in the late 1800's and early 1900's janitors drew more money than the teachers. Janitor received \$75 a month, teachers except principal \$55 to \$65 a month.<sup>67</sup>

June 7, 1904

The salary question of the teachers came up for action when it was moved by P. T. Morris, seconded by H. L. Casey that schedule shall be for commencement \$55 per month and an annual raise of \$5.00 per month for 4 years making the limit \$70.00. The Primary and 8th grades being exceptions to said schedule.<sup>68</sup>

June 2, 1905

Co. Attorney Walwrath said many residents of this school district are avoiding paying taxes on personal property. Clerk to consult with attorney and try to have it adjusted.<sup>69</sup>

May 12, 1908

Method of paying teachers discussed at length

New rules adopted

Here after the payment of teachers wages shall be paid as follows. The salary for the school year shall be divided into

<sup>65</sup>Bozeman, School Minutes, October 8, 1880.

<sup>66</sup>Ibid., January 4, 1895.

<sup>67</sup>Ibid., August 20, 1901.

<sup>68</sup>Ibid., June 7, 1904.

<sup>69</sup>Ibid., June 2, 1905.

ten equal installments.

On the Monday following the close of each school month one installment shall be paid, making nine payments and the tenth installment shall be paid on the second Tuesday following the commencement of school the following year; provided a teacher is re-employed and remains in the schools the following year.

Where teachers are re-employed by the Board they will be required to accept or decline such employment by the first day of July following.

In case they are not re-employed, or do not accept the place tendered them, or having accepted, tender their resignation before the first of July following their employment, the whole of the 10th installment shall be paid them at the close of the term of school or as soon as the above stated condition of facts is determined.

In case a teacher, having accepted a position in the schools resigns or leaves such employment after July 1st in any year, one half of the tenth or remaining installment shall be paid him or her and this together with the payments previously made as herein provided shall be in full payment for all services rendered up to that time and the salary fixed at the time of the employment of teachers shall be considered as fixed with reference to this rule and all of the provisions herein contained.

In case a teacher enters upon his or her employment and leaves the employment of the school district at any time before the end of the fifth school month from the commencement of their services in any school year; except in case of protracted illness, or dismissal from service by the Trustees, the payments herein provided for to be made at the end of each school month shall be full pay for all services rendered.

In case a teacher leaves the employment of the School District at the end of the fifth month or any time thereafter they shall receive one half of as many 180ths of the 10th installment as the number of days they have taught, provided that in case of protracted illness or dismissal from service by the Trustees, they shall receive as many 180ths of the tenth installment as the number of days they have taught.

Deductions of wages for temporary absence from duty shall be made as heretofore, and the rule governing the same is in nowise changed by this rule."<sup>70</sup>

December 8, 1908

Motion: Teachers be allowed one half (1/2) pay not to exceed (20) twenty days during each school year or a proportionate number

<sup>70</sup>Bozeman, School Minutes, May 12, 1908.



of days for less than a year, for the absence on account of sickness of themselves or death in their immediate family. This rule to be in force on and after Jan. 4th, 1909.<sup>71</sup>

The question of free textbooks was also brought up and again the Bozeman minutes read:

March 23, 1897

Question of Free Text Books to be submitted to vote of people at April 3rd election: as there has been filed in this office a petition for the same containing over one hundred names.<sup>72</sup>

Apr. 3, 1897

Free Text Books  
88 yes      170 no<sup>73</sup>

When communicable diseases broke out, it seemed to be up to the school board to decide what action was necessary. The Bozeman minutes read as follows:

Aug. 20, 1901

Special Meeting

In consideration of the prevalence of smallpox in the state and in compliance of the state board of health, it is ordered by this board that all children attending school must be vaccinated or show evidence of successful vaccination within the last 5 years before they can attend school.<sup>74</sup>

The Bozeman minutes indicate that truancy and discipline were problems faced by the early schools. Regarding these matters it reads:

Feb. 25, 1904

"The matter of appointing a Truant office was brought up, and after some discussion upon the matter concluded to let it rest for this term."<sup>75</sup>

<sup>71</sup>Ibid., December 8, 1908.

<sup>72</sup>Bozeman, School Minutes, March 23, 1897.

<sup>73</sup>Ibid., April 3, 1897.

<sup>74</sup>Ibid., August 20, 1920.

<sup>75</sup>Ibid., February 25, 1904.



May, 1904

Mr. Harmon made a statement in regard to truancy of the pupils; that some are kept out of school by their parents, others stay away voluntarily--all of which is contrary to the school laws, and recommends that an officer be appointed. After due consideration and discussion upon the subject it was on motion and vote duly carried decided to appoint a truant officer. Mr. Philips Dodson was appointed said truant officer with instructions to keep an account of the time he may put in performing the duties of said office and present his bill monthly.<sup>76</sup>

Nov. 18, 1904.

Complaint filed--of young boys loafing around the railroad yards claiming to be gathering coal. Truant officer to give same his attention.<sup>77</sup>

Dec. 8, 1908

The Fort Ellis teacher "that in all cases of corporal punishment each specific to be reported to the Supt."<sup>78</sup>

Feb. 9, 1909

"On motion and vote the clerk was instructed to notify the County attorney, B. B. Law, to enforce the law against selling tobacco, cigars and cigarettes and cigarette papers to minors under 18 years of age"<sup>79</sup>

Sept. 14, 1909

Resignation of truant officer, Philip Dodson, made & accepted. Supt. instructed to consult with Chief of Police J. D. Werlin in regard to truant officer.<sup>80</sup>

Nov. 9, 1909

"The matter of Truant officer the Supt. reports progress"<sup>81</sup>

The first compulsory attendance law, passed in 1887, proved difficult to enforce, and it was not until 1903 that a more

<sup>76</sup>Bozeman, School Minutes, May 1904.

<sup>77</sup>Ibid., November 18, 1904.

<sup>78</sup>Ibid., December 8, 1908.

<sup>79</sup>Ibid., February 9, 1909.

<sup>80</sup>Ibid., September 14, 1909.

<sup>81</sup>Ibid., November 9, 1909.

realistic and practical measure was enacted. Attendance at the rural schools was extremely difficult and irregular, due to problems caused by long distances and inclement weather. For example, we learn from the early reports that one school district in Gallatin County was three miles wide by 100 miles long; another in Meagher County covered an area of 4,000 square miles. The problem of adequate educational opportunities for children in the sparsely settled rural areas was a very real matter.<sup>82</sup>

In summarizing it was found the early schools had quite difficult problems to solve. The tendency for school districts to divide into smaller districts brought with it the problem of financing so many small districts. It was difficult to obtain enough qualified teachers to staff these schools. Teachers often couldn't draw their salaries even though they taught for a very low wage. The school terms were short, school rooms were overcrowded, there were often discipline problems, especially with those from sixteen to twenty years old, insufficient lighting, heating, and inadequate disease control made up the major problems faced by the early schools. The Bozeman Public Library, another step forward in the growth of the educational system in Gallatin County, will be presented next.

Bozeman Public Library. In an account that was given by the Bozeman Daily Chronicle and information gathered by Miss Geneva Cook, the Bozeman Public Library had its beginning with the movement of the first organized literary club in 1872. A history of the Bozeman library written in 1903 says the 1872 association "had quite a membership who subscribed funds for books and periodicals; many books were also donated

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<sup>82</sup> Miller, op. cit., August 26, 1951.

by residents of the town and vicinity."<sup>83</sup>

In a building then owned by the late Col. L. M. Black, the library and reading rooms were located over what was Roecher and Alward's and is now Roecher's drug store.

Later, this early association dissolved, and the books were removed to the office of Judge McPherson, who loaned and cared for them while in his possession. They were then placed in the office of "Mr. Bobert," who also supplied the public with books and looked after them until they were given to the Bozeman public school "on the hill."

Miss Cook said one of the reasons that Bozeman had the first library movement was the influence of the college and social life fostered by Ft. Ellis. The older and larger towns in the state were made up mostly of miners and gold-seekers.

This seems to be the last record of the Bozeman library until the YMCA meeting in 1885. The Young Men's Christian Association, met on October 31, 1885, "for the purpose of perfecting arrangements to fund a library and reading rooms."<sup>84</sup> The 1885 Bozeman library movement started on \$118, \$33 from the YMCA and \$85 that was left from the 1872 association. In January, 1886, the association rented the old Monroe Building at Main and Tracy for \$20 a month. It cost fifty cents to have the association's property moved. A soliciting committee secured voluntary funds to maintain the library. The library was kept

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<sup>83</sup>Bozeman Daily Chronicle, August 26, 1951, p. 9.

<sup>84</sup>Ibid., p. 9.

open three afternoons and two evenings a week, the ladies working afternoons and men evenings. The library had 75 volumes checked out most of the time. Three hundred and twenty dollars was spent for books and \$80 for current literature during the first year.

The grandfather of Mrs. R. R. Renne of Bozeman, Rev. Frank B. Lewis, was the president and an active member in the library for many years. Other members of this first board were Peter Koch, Mrs. Walter Cooper, and James Forrestell.

Due to a lack of funds, sometime in 1888 the books were moved to Judge Luce's office in the Mendenhall Building. On April 27, 1889, a fire destroyed many volumes. About 250 books and \$3.05 remained from this fire. Measures were taken to reopen a library and in November, 1889, a room in the Cooper Building was used rent free for six months. Collections were secured, and a room in July, 1890, was obtained in what was then the city hall. It was enlarged as needed. The city electors in 1891 voted a one-half mill tax for library support. Miss Cook tells how the floor sagged when a crowd was in the library and the doors couldn't be closed until the people left.

Bozeman's first librarian was Miss Belle Chrisman, elected in 1895. Lamme, Bogert, Willson, Koch, and Lindley were other familiar names connected with the Bozeman library.

From this 250 volumes the Bozeman library grew to 7,000 in 1903. In 1903, Andrew Carnegie gave the money for the construction of the present Bozeman library at Bozeman and Mendenhall. When the library was built in 1903, Miss

Cook recalls one faction wanted the library built where the post office now stands.

Miss Cook served as assistant librarian while taking a four-year library course at Montana State College, now Montana State University. Before Miss Cook took over as librarian in 1914, Bessie McCord had been librarian for about twelve years. Miss Cook kept the library open from 1-5 and 7-9 p.m. seven days a week during her 35 years of service, until she retired in 1949. She tells about a man, an escapee from Warm Springs Sanitarium, who came into the library in 1915 and demanded \$30,000 he had coming for work done on the library. She says, "I told him I had just given it to the man going across the street, and when he went out, I locked the door."

During the first World War, three law officers warned her to keep a gun on hand in the library. "It was all very mysterious" she says, "and I never did find out what it was all about." She told of another time during prohibition when the janitor was caught bootlegging in the library basement. She said, "I really took a lot of kidding over that one."

Miss Cook was the force behind the library's growth over the years that she served as librarian.

At this time The Bozeman Daily Chronicle, in 1951 stated, "Among the state's 59 libraries it is sixth in total income and second to Great Falls in tax mills appropriated. Great Falls residents pay three and five-tenths mills of every tax dollar to the library, while

Bozeman residents pay three mills."<sup>85</sup>

The Bozeman library is the seventh largest library in the state, having 18,101 volumes in 1951. While she was head librarian, Miss Cook was especially proud of the collection of out-of-print books she was able to compile. She says, there are several volumes of which there are only one or two in the state.

In the early 1930's other libraries in the county were started by citizens of the various communities. A discarded box car was remodeled into a library building by the citizens of Three Forks. The women alternated as librarians. Having secured a room for a library, the women of Belgrade started a similar plan.

By 1933 every school in the county had a library. Books were added to these libraries from lists of books suggested by the State Board of Education. Some of the libraries contain books that have been donated for educational purposes.<sup>86</sup>

Briefly the library like the early schools had a very meager beginning. It had its beginning with the first literary club in 1872. When the early association dissolved the books were taken to Judge McPherson's office where he took care of them and loaned them to the people. In January the library association rented the old Monroe Building and started the library again. A fire in 1889 destroyed 250

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<sup>85</sup> Bozeman Daily Chronicle, August 26, 1951, p. 9.

<sup>86</sup> Ibid., p. 9.

volumes. In 1903, Andrew Carnegie gave funds for the construction of a new library. This library is the seventh largest in the state. Other libraries were started over the county and by 1933 every school in the county had a library. The progress of education will be presented in Chapter three.



### CHAPTER III

#### THE PROGRESS OF EDUCATION IN GALLATIN COUNTY

The following section will show the growth of education in Gallatin County and the dividing of school districts which later brought about a need for consolidation.

##### Consolidation of School Districts

Educational facilities grew in Gallatin County as communities were established. The establishment of education was pitted against odds unparalleled in modern education. The white population was sparse, and schools in the beginning were either private or subscription, as indicated in chapter two. But from these small beginnings the educational system began to grow. The growth of the public school system depended upon the formation of some type of governmental organization. On February 7, 1865, a bill was signed into law calling for the establishment of the common school system.<sup>1</sup>

This bill gave

... the county superintendent the power to organize public schools in the counties and to establish school districts.<sup>2</sup> The policy of the public schools is now controlled largely by a State Board of Education and the State Superintendent of Public Instruction. Through the power to license teachers, prescribe courses of study, and make apportionments of school funds, their

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<sup>1</sup> Acts, Resolutions and Memorials of the Territory of Montana, (1864-1865), D. W. Tilton and Co., Virginia City, Montana, 1866, pp. 433-443.

<sup>2</sup> Mont. Ter. S. L., 1st. sess., 1864-65, p. 434, secs. 2, 3, 7; Mont. Revised Codes, 1935, secs. 955, 968, 969.

administrative direction is made effective.<sup>3</sup>

The school law of 1865 provided for the creation of school districts by calling a meeting of at least five legal taxpayers with the county superintendent to establish the district. When a new district was formed, a meeting was to be conducted to select length of in-office terms. After the first year all newly elected trustees would have a term of three years.<sup>4</sup> A revision of the school laws of Montana was provided by a law passed on January 12, 1872. New districts could be formed by a petition signed by at least ten heads of families "setting forth the boundaries of the new district asked for, or the change of boundaries desired, with reasons for the same" would be presented to the county superintendent. The petition would be transmitted to the county commissioners by the county superintendent along with his approval or disapproval. The petition could be altered by the commissioners but must have a unanimous vote for the proposed change to be enacted.<sup>5</sup>

The term "school district" in Montana is defined as:

The territory under the control of a single school board, and it means the same as the term "administrative unit" in general usage (75-1801). Ordinarily, in Montana the term refers to an area served by elementary schools, since secondary school areas are

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<sup>3</sup>Mont. Pol. C., 1895, secs. 1704, 1705, 1714; Mont. Revised Codes, 1935, secs. 941, 944, 945.

<sup>4</sup>Acts, Resolutions and Memorials, of the Territory of Mont. (1864-65), D. W. Tilton and Co., Virginia City, Montana, 1866, pp. 433-443.

<sup>5</sup>Laws, Memorials, and Resolutions, of the Territory of Mont., (1871-72), James J. Mills, Public Printer, "New North West," Deer Lodge, Montana, 1872, pp. 618-634.

spoken of as county or local high schools, junior high schools, and elementary schools under its single board.

A school district is chiefly identified by the controlling board rather than by either the area served or the services offered. A single specific residence can exist in two separate, independent school districts--one for elementary schools and one for high schools. The high school district in which it is situated may serve either the entire county or only the community in which the residence is located.

(county high school or district high school).

Either kind of high school may include Grades 7 and 8 in a junior high school plan. The law gives both the district and county high school boards authority to block the desire of the other to organize a junior high school (75-4202), but nothing is said of the unhappy elementary school districts which may want to retain Grades 7 and 8 in the elementary school.

A "joint school district" is not a separate type, but is merely a cooperative arrangement between two school districts in the same or adjoining counties. "Consolidated district" is not a separate type, but one that formerly was parts or all of two or more districts. Thus, the only definite meaning conveyed by the "school district" is the single board of control.

Section 75-1802 classifies school districts into three classes for purposes of state administration. First class districts are those having a total population of 8,000 or more; second class districts have a population of 1,000-7,999; and third class districts have a population of fewer than a 1,000.<sup>6</sup>

Even in the early days we were told by Mrs. Sanders in her History of Montana that the school districts had a great tendency to divide. In 1883 there were twenty-eight school districts with twenty-five grade schools and twenty-five grade school teachers in Gallatin County.<sup>7</sup> By 1914 there were seventy-six school districts with sixty grade schools

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<sup>6</sup>George Peabody College of Teachers, Nashville, Tennessee, Division of Surveys and Field Services, Public Schools of Montana, 1958, pp. 27-28.

<sup>7</sup>Leeson, M. A., History of Montana, (1739-1885), 1885, p. 617.

and one hundred sixteen grade school teachers.<sup>8</sup> In 1916 District Seventy-seven was the last district to be added in Gallatin County. The number of districts in 1918 was seventy-six, but the number of teachers had increased to one hundred thirty-three.<sup>9</sup> The school districts were sixty-nine with forty-seven grade schools and one hundred sixteen grade school teachers by 1938.<sup>10</sup>

Mrs. Martha Haynes, who served as county superintendent from 1945-1962, says she was given to understand the reason for so many divisions of school districts was the long distances from schools, poor roads, slow means of transportation (the horse and buggy), and larger families in the early days. As better means of transportation came in, roads were improved, and as families became smaller, the possibility and need for consolidation became apparent.

When Mrs. Haynes took office in 1945, there were forty-five school districts. By 1962 there were twenty-five districts. The others had either consolidated, been annexed, or had been abandoned because there were not enough children in the district to hold school. The records in the county superintendent's office bear out this fact.

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<sup>8</sup>"Superintendent's Record," vol. 3, pp. 222, 227, 228, see entry 455, p. 264.

<sup>9</sup>Fifteenth Biennial Report of the State Superintendent of Public Instruction, 1918, table 45.

<sup>10</sup>"Financial and Statistical Reports," 1938, see entry 454, p. 263.

Parents also wanted better equipped schools and better qualified teachers for their children; and one way to accomplish this was to consolidate the districts and form larger schools.

To a certain extent, research has verified the effectiveness of school district reorganization. Some of the advantages in consolidation and reorganization were improvement of pupil achievement, greater opportunity, and equal educational opportunities at lower cost. As a result of the larger unit, more competent administrators and teachers were secured.

In some instances districts have been consolidated very satisfactorily, while in others the distance problem was still a major factor.

In Superintendent Trumper's "Sixteenth Biennial Report" made on a survey of the status of consolidation in Montana for 1918-19, she summed up the situation as it appeared then:

... The consolidated movement appears to have advanced about as rapidly as practicable. There are relatively very few places where consolidation of schools has been feasible. Nearly all county superintendents, when they first take office, are enthusiastic for consolidation, but, by the end of their first year, after they have traveled the tremendous distances required to visit the schools, they realize that there are too many barriers to urge consolidation with its attending transportation problems. Until these transportation problems become more satisfactorily solved than at present, Montana's greatest educational task is the improvement of the one-teacher schools and schools in rural villages.<sup>11</sup>

The transportation problem which has been a barrier to school consolidation in the past is still a barrier to school consolidation in

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<sup>11</sup>Sixteenth Biennial Report of the State Superintendent of Public Instruction, 1920, p. 96.

some instances. It is true that we have a number of all-weather highways, but the distances in some sparsely populated areas make traveling time on buses too long for lower grade children, especially those in the primary grades.

There have been other advances in the common school system other than consolidation. When R. H. Howey took the office of superintendent in 1881, the length of the average school year was increased from eighty days to one hundred ten days, a course of study was written, the county superintendent reported to the state superintendent for the first time, uniform textbooks were adopted by the legislature, provision was made to send the deaf and mute children east at public expense, and Helena, Butte, Bozeman, Deer Lodge and Virginia City introduced high school work.<sup>12</sup>

In summary, although consolidation has played an important part in improving the schools in Gallatin County, the information available indicated that consolidation in Gallatin County has not been too satisfactory in some cases. Long distances (West Yellowstone, Maudlow) to centrally located schools is still a factor against consolidation. In cases where distance has not been a problem, schools have consolidated, better qualified teachers have been obtained and schools have been better equipped at lower cost.

It would seem that Gallatin County's major problem at the moment is the reorganization and/or consolidation of school districts, but

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<sup>12</sup> Sanders, Helen F., A History of Montana, vol. 1, The Lewis Publishing Co., Chicago and New York, 1913, 549.



where this is not feasible, to improve the one-teacher schools and the schools in the rural villages. Better roads and better and faster means of transportation have made it possible for Gallatin County to operate fewer schools at the present time than it did in 1916. Further reduction of the number of schools in operation in Gallatin County is still possible under presently improved conditions.

#### Number of Students in the Present Schools

In Gallatin County in the fall of 1965 there were twenty-five public and parochial grade schools. Sixteen of these schools were rural schools with 373 children enrolled and twenty-seven teachers employed. Nine schools were town or city schools with 4,157 children enrolled and 156 teachers employed. The total number of students enrolled in elementary schools in the county was 4,530 with 183 teachers employed for the school year of 1965-66. The number of students in the schools vary widely with the fewest being seven each in Springhill, Sedan, and Anderson. These three rural schools were one-room, one-teacher schools. The largest number of students in a one-room, one-teacher school in 1965-66 school year was Central Park with seventeen students enrolled. Mrs. Judy Fenton was the instructor. The larger rural schools in Gallatin County were LaMotte with forty-eight students and three teachers, Monforton with sixty-two children enrolled and three teachers, and Gallatin Gateway with one hundred-two students enrolled and a staff of five teachers.



Teacher loads in these situations varied greatly. A teacher with twenty students may have had two or three grades, greatly reducing the number of classes to be conducted during a school day; while a teacher with seven students may have had nearly seven grades.

Briefly the number of schools in Gallatin County has been reduced even though the number of students enrolled has increased and the number of teachers employed has been larger. The number of elementary teachers employed in 1938 was one hundred sixteen, and for the 1965-66 school year the number was one hundred eighty-three. In 1938 there were forty-seven grade schools, compared to twenty-five grade schools in 1965, however, there were more teachers instructing the children in these schools.

#### Teacher Certification Today

As was indicated in chapter two of this study, in the early history of education various "grades" of teaching certificates were granted to individuals who passed state examinations. Later the completion of a two-year normal school program, passing state examinations in specified subjects, or a specified number of credits of normal school work plus a specified number of years of Montana teaching experience qualified one for a certificate. In Montana in the 1920's, teachers were permitted to submit book reports as an alternative to obtaining college credits for certification renewal. Six to eight credits a year were required for renewal of some certificates; eight credits every six years for others; and no credits for others.

By 1934 Montana required a bachelor's degree for secondary state certification. For the elementary teacher the minimum requirement was the completion of the two-year diploma plan.

Some certificates were valid for life and some for one year. Some of these certificates permitted the holder to teach in only one school district; others, in only one county.

Even by 1957 Montana still had twenty-five different types of certificates.

In 1959 the twenty-five different types of certificates were reduced to five classes: the administrative credential, the special certificate for teachers in vocational and adult education, and three teaching certificates, classes I, II, and V.

The requirements for the three teaching certificates are as follows:

#### CLASS I. TEACHING CERTIFICATE

This certificate is issued to applicants who submit acceptable evidence of successful completion, at an accredited institution of higher learning, of a teacher education program including the Bachelor's Degree and at least one year of approved study beyond the degree. The study beyond the degree must be of such nature as to supplement the academic preparation of the applicant in teaching subject fields and related professional training. The recommendation of the appropriate official(s) is required.

This certificate is endorsed by the Superintendent of Public Instruction for the appropriate level(s) of professional competence, based on recommendation of the appropriate official(s).

A minimum of three years of successful teaching is required.

This certificate is renewable every five years upon completion of one year of successful teaching during the five-year period.

If this certificate has been allowed to lapse (has expired and not been renewed), it may be reinstated upon presentation of acceptable evidence of completion of six additional quarter credits (four semester credits) within the five years immediately preceding date of application for reinstatement.

## CLASS II. TEACHING CERTIFICATE

This certificate is issued to applicants who submit acceptable evidence of successful completion of an approved Bachelor's Degree teacher education program at an accredited institution of higher learning. The recommendation of the appropriate official(s) is required.

This certificate is endorsed by the Superintendent of Public Instruction for the appropriate level(s) and area(s) of professional competence, based on the recommendation of the appropriate official(s).

"This certificate is renewable every five years upon completion of one year of successful teaching during the five-year period, plus the presentation of acceptable evidence of six additional quarter credits (four semester credits) which will supplement and strengthen the teacher's preparation, and which generally will be upper division or graduate courses."

"If this certificate has been allowed to lapse (has expired and not been renewed), it may be reinstated upon presentation of acceptable evidence of completion of twelve additional quarter credits (eight semester credits) which will supplement and strengthen the teacher's preparation, and which generally will be upper division or graduate courses, within five years immediately preceding date of application for reinstatement."

## CLASS V. TEACHING CERTIFICATE

This certificate may be issued to:

- a. Applicants for Elementary Endorsement who submit acceptable evidence of successful completion of a minimum of two years of college work in an approved elementary teacher education program which includes those professional courses required for a diploma or degree.
- b. Applicants for Secondary Endorsement who submit acceptable evidence of successful completion of at least a Bachelor's Degree which must include not less than major preparation in a subject commonly taught for credit in the high school curriculum, and which may include either a completed non-approved teacher education program or an incomplete teacher

education program.

Issuance of this certificate is dependent upon the written recommendation of the appropriate official(s) of an approved institution, with whom the applicant has outlined a Plan of Professional Intent which commits the applicant to an academic program leading to the Class-II Certificate.

This certificate is endorsed by the Superintendent of Public Instruction for the appropriate level(s) and area(s) of professional competence.

This certificate is renewable every two years upon completion of one year of successful teaching during the two-year period plus the presentation of acceptable evidence of completion of at least 16 additional quarter credits (11 semester credits), leading to the Class II Certificate, and the recommendation of the appropriate official(s). Not more than three renewals will be granted.

A teacher with Class V certification who consecutively acquires the minimum number of renewals will be required to complete the program for the Class II Certificate within eight years of the date of issuance of his first Class V. Certificate.

An applicant for reinstatement of Class V certification whose previous Class V Certificate has lapsed (has expired and not been renewed), must present at least 16 quarter credits (11 semester credits) leading to the Class II Certificate, of which at least six quarter credits (four semester credits) must have been earned within five years immediately preceding the date of application for reinstatement. Recommendation of the appropriate official(s) of an approved institution, with whom the applicants have outlined a Revised Plan of Professional Intent, is required.

Persons with Class V certification who, during the term of a Class V Certificate, complete the requirements for the Class I Teaching Certificate or the Class II Teaching Certificate, may file application immediately for the certificate for which they qualify.<sup>13</sup>

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<sup>13</sup> Miller, Harriet, Certification of Teachers and School Administrators in Montana, pamphlet, (Form 101-62) 3rd. ed., June 1962, Reprinted, October, 1963, pp. 7, 10-11.

The basic educational programs for elementary teacher training in 1959 was:

General courses in language arts, reading, history, social sciences, sciences, mathematics, music, fine arts.

Professional courses from the following areas: elementary techniques and methods; child growth and development or equivalent courses in psychology; history, philosophy or sociology of education; audiovisual education; mental health and hygiene; methods and skill in physical education; remedial reading and speech correction; guidance; and observation and student teaching.

The Class II Certificate requires the Bachelor's Degree in elementary education or equivalent program; the Class I Certificate requires one year of approved study beyond the degree.<sup>14</sup>

In order to teach in Montana one must be:

1. A citizen of the United States. (Citizenship is not required now, but only a Provisional Certificate may be granted)
2. Between 18 and 70 years of age at the beginning of the school term.
3. In good health.
4. Certified by the state, and have registered your certificate with the County Superintendent of Schools in the county where you are to teach.<sup>15</sup>

The certificate on a two-year diploma is being abandoned. At the present time, the Class V Provisional Certificate is the only one that may be granted.

In summary the standard for teacher certification has progressed a long way from what it was in the territorial days of Montana or even

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<sup>14</sup>Ibid., p. 11.

<sup>15</sup>Miller, op. cit., p. 5

after statehood was granted. In this early part of the history of Montana it is indicated that teachers were licensed by county superintendents, by the state, and in some cases by the trustees. An individual who held an eighth grade diploma could teach if he could pass a teacher's examination. The standard was revised and changed from time to time until now a teacher must meet certain specified requirements pertaining to the teaching profession to be eligible to teach.

#### Curriculum Taught Now

In planning a curriculum for elementary school children many decisions had to be made: what was to be taught, who were the children to be taught what would best fit them to meet the challenges of life, and what curriculum would best be used in the elementary school that would help them to make an easier transition from grade school to high school. This poses a question in a world that is rapidly changing as to what should be taught in order to meet the needs of children from different environments and social conditions.

Curriculum planning alone has not seemed to answer all of these questions. Lee and Lee in The Child and His Curriculum have arrived at conclusions that will aid in the solving of these problems:

... the work of the elementary teacher. He needs to understand the processes by which children learn most effectively. He needs to know the understandings, skills, appreciations, and attitudes which are needed to know how children grow and develop so that he can utilize the developmental process most effectively. He also needs to be acquainted with the many resources in all areas which



can be used to facilitate learning.<sup>16</sup>

Montana's educational leaders have labored to meet these needs of children. Superintendent Hedges in the early history of Montana was successful in obtaining the establishment of a Text Book Commission. An act of March 12, 1885 required the commission to choose texts which would be used uniformly for a four-year period over the territory. Hedges was also instrumental in getting more taxes levied for the support of public schools. Later in Montana's history the Text Book Commission made a state adoption of textbooks to be used by the state of Montana. In 1943 the adoption of textbooks was left to the counties. The county superintendent appointed a committee to study textbooks, and the adoption was made in this way. Then the selection was left to the teachers of the various schools in the country. This did not seem to prove very satisfactory. Children moving during the school year were faced with using different textbooks. Bozeman set up a committee of teachers to study textbooks and a selection was made from the recommendation of this committee. In an effort to give the children more uniform textbooks, the rural schools of Gallatin County generally follow Bozeman, the largest city in the county, in a choice of textbooks.

Past Curriculum. In chapter two was given a list of some of the textbooks used and what was required in the elementary school in the various grades. The writer will give a review of the objectives in

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<sup>16</sup>Lee, J. M. and Lee, D. M., The Child and His Curriculum, ed. 3, Appleton-Century-Crofts, Inc., New York, 1960, p. 8



the various subject areas that educators were striving to attain.

Reading, which involves many skills and is a tool in all school work, must be learned well. As early as 1923 those at the head of the educational system in Montana realized something needed to be done in reading.

The Course of Study for 1923 made this statement:

The failure of children in all school subjects and the deplorable lack of ability of those who have been thru the public schools to study and appreciate the material in the best books, magazines and bulletins are proof sufficient that the one aim and end in reading has been simply to pronounce words at sight. The school has a bigger purpose than that, a two-fold aim,

1. To teach children how to read which includes both

- (a) A mastery of mechanics.

- (b) The ability to get the thought.

2. To teach children what to read.<sup>17</sup>

A general trend in the early history according to information gathered from old-timers was the learning of facts, dates, places and rules, the memorizing of poems, passages from books that were considered good literature. The "Spelling Bee" was another feature of the early day schools.

The following will be a review of the objectives in the various subjects based on the 1923 State Course of Study.

The objectives in first grade reading were:

1. To create in children a desire to read and a love for children's classics.

2. To teach children to read naturally in conversational tones

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<sup>17</sup> Trumper, May, State Course of Study, State Department of Public Instruction, Helena, Montana, 1923, p. 33.

primers and first readers.

By the end of the first year an average child should be able to

1. Read with understanding from
  - a. Blackboard
  - b. Four basal primers
  - c. Four basal first readers
2. Follow short sentence directions in silent reading, both for seat and class work.
3. Grasp quickly the words and meanings of phrases and short sentences exposed by means of flash cards.
4. Read silently without using the lips.
5. Do in a reasonably short time the assigned seat work.
6. Recognize and sound
  - a. All consonants
  - b. All short sounds
  - c. The words based on the phonograms for that year.

In the second year the objectives were about the same as for the last half of the first grade. By the end of the second year a child should be able

1. To read smoothly and with understanding the four basal second readers.
2. To read silently without using the lips.
3. To read silently not fewer than 84 words per minute and be able to answer correctly specific questions on what has been read.

4. To comprehend the thought of selections of grade level by
  - a. Following directions.
  - b. Answering specific fact and thought questions.
  - c. Analyzing simple thought.
  - d. Organizing simple thought.
5. To do in a reasonably short time the assigned seat work.
6. To recognize and sound
  - a. Long vowel sounds.
  - b. Double consonants.
  - c. Words based on the phonograms for second grade level.

The third and fourth years the objectives were as follows:

1. To follow directions.
2. To answer specific questions.
3. To analyze and organize the thought.
4. To increase the meaning vocabulary.
5. To develop speed.

The fifth through the eighth year were about the same except they were to evaluate what had been read.

Language seemed to be one of the subjects that has so little effect on actual practice. In the first year of language the objectives to be accomplished were:

1. To encourage a free spontaneous expression about things which children are interested.
2. To lead children to feel that they have something to say rather

than that they have to say something.

3. To lead children to speak in sentences.

The second year objectives were:

1. To secure greater ease and fluency in oral expression.
2. To strengthen sentence feeling.
3. To develop variety by the use of the question and the exclamation.
4. To lead children to keep to the point and to express their ideas in an orderly way.
5. To develop in children a right attitude toward distinct enunciation, correct speech, good tones and a prejudice against rising inflection.

The third year objectives were:

1. To deepen the feeling for the sentence by
  - a. Eliminating too frequent use of "and," "so" and "then."
  - b. Training children to think a sentence through before speaking it.
2. To lead children to talk and write in a more orderly way than in previous grades and to keep to the point.
3. To secure variety by the use of the question and the exclamation.
4. To write independently and with some originality a paragraph of three or four sentences.
5. To strengthen the habit of speaking distinctly in an easy, natural tone of voice.

The fourth year objectives were:

1. To lead children to differentiate between sentences that add interest to the topic and those that are superfluous, off the point, and colorless.
2. To secure clear, low, natural tones and distinct enunciation.
3. To teach children to write interesting one paragraph letters applying the principles of composition that have been taught previous years as well as this year.

The fourth year objectives were:

1. To train children to stick to the point in oral and written compositions.
2. To train children to stand away from their desks and speak distinctly and easily for three or four minutes on a reproduction or report and one minute on an original topic.
3. To develop in children the ability to write smoothly, naturally and correctly their opinions and interests in a paragraph of four or five sentences.

The fifth year objectives were:

1. To develop in children as great care in correctness of speech in all recitations and conversations as is taken in language periods.
2. To develop the ability to stand and talk easily and freely for five minutes on a reproduction or report and one minute in an argument or on an original topic.

3. To develop the ability to write smoothly, naturally and correctly a paragraph of about five or six sentences.

The seventh year objectives were:

1. To develop the ability to speak clearly, fluently and correctly for at least two minutes on a worthwhile topic.
2. To develop the ability to write effectively and correctly a paragraph of six or seven sentences.
3. To develop in children a conscious use of good English through a knowledge of the simpler grammatical forms.

The eighth year objectives were:

1. To develop in children the ability to speak clearly, fluently and correctly on a worthwhile topic for at least two minutes.
2. To develop the ability to write effectively and correctly a paragraph of about eight sentences.
3. To develop a conscious use of good English through a knowledge of the simpler grammatical forms.

The general objectives for spelling for grades one through eight were:

1. To give pupils the ability to spell correctly the words in their own writing vocabulary.
2. To cause them to form the habit of pronouncing correctly the words in their own reading and speaking vocabulary.
3. To give them the power to master the spelling and pronunciation of new words easily when needed.

4. To enable them to use words intelligently in sentences.

The general objectives in arithmetic for grades one through eight were:

1. To give children motivated material that will create a need for number facts and processes.
2. To establish habits of skill and accuracy in simple computations.
3. To develop the ability to apply arithmetical knowledge in a variety of ways.

The general objectives for history

To prepare children for intelligent citizenship in our democracy:

1. By giving them a true knowledge of the vital facts of our national life.
2. By training them to think of the larger events and more pressing issues of the day in the light of their historical past.
3. By explaining how the world's loving people have advanced to their present freedom.
4. By making them eager to contribute their part to the great world movements.

The eighth year objectives of history

1. To trace the national life of our great democracy to the present.
2. To understand the ideals, institutions, achievements and problems of our country.
3. To increase the power to explain situations affecting the life of our country and its people.



4. To further the stated aims of the course and of previous years.
5. To establish those ideals of wisdom and justice in action that shall ever be safe guides in the conduct of life.

The general objectives of civics

1. To acquaint children with those simpler facts of our democracy that promote intelligent citizenship.
2. To encourage good habits of living
  - a. by causing children to realize their responsibility to one or more social groups.
  - b. by providing such motives as lead to right conduct.
3. To develop love of country and a sincere respect for all mankind.

The eighth year objectives of civics

1. To give an appreciation of the protection offered by our government to its citizens.
2. To cause boys and girls to realize more fully the responsibility of citizens to their community, county, state and nation.
3. To develop an active spirit of cooperation with one's fellow workers.
4. To lead to active participation in local civic affairs.

The general objectives of geography

1. To help the pupil understand his own environment and the human relationships in it.

2. To develop in him a real interest in his world-wide environment and in the interdependence of people.
3. To help him secure an absolute mastery of usable and worthwhile geographical facts and principles.
4. To help him develop skill in the use of geographical tools such as texts, pictures, maps, etc.
5. To stimulate, guide, and assist him in his problem solving and thinking.

The general objectives of physiology were to develop

1. A health consciousness.
2. Habits of personal hygiene.
3. Sanitary habits in the home and school.
4. Community health responsibility and cooperation.

Geography and physiology were carried through the seventh year of school. At the end of the year a state examination was taken and if the pupil received a grade of seventy-five per cent or more he was considered to have met the requirements for these subjects and was allowed to drop them. In the eighth grade agriculture and civics were taught taking the place of these two subjects. However, if one failed to pass either or both of these subjects he could take them over in the eighth grade.

A state examination was usually given in January for those who failed to pass physiology and geography and also for those who has failed some of the subjects of the eighth grade and had been reviewing. If they should fail this examination, they could take them again when they were given in May.

In the rural schools music was the singing of songs, usually used as an opening exercise in the morning. Art as an area of study was unknown in the elementary school except for the drawing of maps, charts and the like. Industrial arts for grades one through four consisted of handwork; sewing, industrial arts (manual training and handwork) and Junior Red Cross for grades five through eight.

In summary it is indicated by this brief survey of objectives that considerable progress was made from the very early history of education down to 1923.

1. Reading had been simply to pronounce words at sight.
2. The next step was to teach them how to read, think, and what to read.
3. In language the oral and written were emphasized, but it was specifically a standardized program. Standards were set up for what they should talk and write about.
4. Spelling was a drill process of memorizing words and rules for spelling.
5. Arithmetic was another subject of more drill on rules and tables, but by 1923 they were beginning to make arithmetic more meaningful by creating a need for number facts and processes.
6. History was a volume of facts and dates to be memorized with little knowledge of how to apply the information or the knowledge gained in solving the problems for that time.
7. The main objectives in geography were to help the pupil

understand his own environment and develop an interest in his world-wide environment, and a number of usable facts and principles. Also to help him to use globes, maps, charts and graphs intelligently.

8. One should be health conscious, have good habits of personal hygiene, sanitary habits in the home and school, and a responsibility and cooperation for community health.
9. Music was generally the singing of songs for opening exercises.
10. Art didn't require an allotted time in the daily program; it went along with other classes such as the drawing of maps, charts and the like.

Present Curriculum. Many changes have been made in curriculum since the early history of education in Montana. Subjects have been added to the three "R's" to broaden and round out the student's educational background to help him to satisfactorily take his place in society.

The daily curriculum in the elementary schools in Gallatin County is as follows:

The Scott—Foresman, or Ginn basic readers are being used for reading in most schools in Gallatin County.

The reading program is divided into twenty levels of learning.

Level 1. Readiness

1. Have all possible information regarding child's readiness.
  - a. General health
  - b. Vision
  - c. Hearing

- d. Handiness
- e. Speech
- 2. Develop emotional and social adjustment.
- 3. Develop physical readiness.
  - a. General motor coordination.
  - b. Develop ability to handle books.
  - c. Develop ability to coordinate hand and eye movements.
  - d. Develop left to right eye movement.
- 4. Build a background of meaningful reading experiences.
- 5. Develop oral communication skills.
  - a. Develop meaningful vocabulary.
  - b. Develop good speech patterns.
- 6. Create interest in reading and develop appreciation for books.
- 7. Develop skill in hearing differences and likeness.
- 8. Develop skill in seeing likenesses and differences.
- 9. Picture interpretation.
- 10. Develop ability to see relationship between oral vocabulary and written symbols.
- 11. Develop skills necessary to reading comprehension.
- 12. Enrich the readiness program.

Level 2. Pre-primer

- 1. Diagnose readiness for level two.
- 2. Promote good reading habits.
- 3. Develop desirable attitudes and appreciations.
- 4. Promote growth in skills and understanding essential for word

perception and recognition.

- a. Establish a sight vocabulary.
- b. Develop methods of independent word attack.
5. Promote growth in interpretative skills and abilities.
6. Develop fluency in silent and oral reading.
7. Provide for differences in learning ability.
8. Provide enrichment during basal reading program.

#### Level 3. Primer

1. Diagnose readiness for level three.
2. Continue to promote good reading habits.
3. Continue to develop desirable attitudes.
4. Continue to promote growth in skills essential for word perception and recognition.
5. Continue development of methods of independent word attack.
6. Promote further growth in interpretative skills and abilities.
7. Increase fluency in silent and oral reading.
8. Provide for differences in learning ability.
9. Provide enrichment during basal reading program.

#### Level 4. First Reader

1. Diagnose readiness for level four
2. Strengthen and extend skills, habits and attitudes developed through readiness, pre-primer and primer programs.
3. Promote further growth in interpretative skills and abilities.
4. Continue development of methods of independent word attack.
  - a. Build vocabulary and word attack skills adequate for reading

at this level.

- b. Instill feeling of responsibility for attacking new words from known clues.

- 5. Increase fluency in oral reading.
- 6. Provide for differences in learning ability.
- 7. Provide enrichment during basal reading program.

Level 5. Grade two

- 1. Evaluation to determine level of reading.
- 2. Review of Basic Materials.
- 3. Extending interests and skills to go beyond the classroom for reading experiences.

Level 6. First half reading (basal reading)

- 1. Interpretation. The continuance of developing good story interpretation through systematic guidance.
- 2. Work attack skills.
  - a. Word perception.
  - b. Structural analysis.
  - c. Phonetic analysis.
- 3. Oral Reading
  - a. Reading well to others is sharing by:

- (1) Conveying thought of the story through use of the mechanics of oral reading.

Level 7. Second half of second reading, a continued growth in basal reading.

- 1. Interpretation



2. Word attack skills
3. Phonetic analysis
4. Dictionary skills
5. Oral reading (same as level 6)

Level 8. Readiness

1. Inventory each child's reading to:
  - a. Determine reading level.
  - b. Determine skills which he needs to review and relearn.
2. Provide instruction which will strengthen child's reading skills which inventory shows to be weak.

Level 9. First half of third grade reading

1. Establish a purpose for reading a story.
2. Understand and interpret story or material read to the child.
3. Improve and refine the skill of attacking new words.
4. Read orally with expression for purpose and to an audience.

Level 10. Second half of third grade reading

1. Continue a carefully guided basic reader program.
2. Encourage children to explore new areas of content through independent reading.
3. Interpret story or other materials with depth of understanding.
4. Apply and improve word attack skills.
5. Locate information which is pertinent to a problem or question.

Level 11. Grade four readiness

1. Evaluate the child's physical readiness.

2. Evaluate the child's intellectual readiness.
3. Evaluate child's social and emotional readiness.
4. Diagnostic evaluation of basic reading skills taught in the first three grades.
5. Group to help provide for individual differences.

Level 12. Basic grade for reading

1. Continue work on development of word recognition skills taught in the first three grades.
2. Develop additional word attack skills.
3. Extend and improve comprehension and critical thinking skills.
4. Develop an understanding of the use of the glossary and the dictionary.
5. Develop organizing skills.
6. Continue to develop skill in oral reading.
7. Develop wide reading habits, increase appreciation of good literature and broaden vocabulary.
8. Provide for library orientation and development of the library habit.
9. Develop competency in work study skills.

Level 13. Grade five readiness

1. Review to determine child's reading level.
2. Use diagnostic evaluation of individual reading.
3. Evaluate child's social and emotional readiness.
4. Evaluate child's physical readiness.
5. Evaluate child's intellectual readiness.

6. Group to provide for individual differences.
7. Review where needed previously presented skills with attention to individual needs.
8. Acquaint children with all available library facilities, school, public, home.
9. Help children become aware of importance of good study habits.

Level 14. Basic fifth grade reader

1. Help child attain independence in word identification and recognition.
2. Promote increase efficiency in comprehension and interpretation of material read.
3. Develop ability to retain ideas given in material read.
4. Develop reading rates for all types of reading.
5. Learn to observe how material is organized and develop ability to organize information.
6. Learn to locate information.
7. Develop ability to evaluate material read.
8. Develop the ability to think while reading.
9. Develop oral reading skills.
10. Develop appreciation and enjoyment of good literature.

Level 15. Grade six readiness

1. Evaluate child's physical readiness.
2. Evaluate child's social and emotional readiness.
3. Evaluate child's intellectual readiness.
4. Determine child's reading level placement.

5. Diagnostic evaluation of individual basic reading skills.
6. Group pupils to provide for individual differences.
7. Reading practice in preparation for next developmental level.
8. Orient children to available library facilities, both school and public.

Level 16. Grade six basic reader

1. Independence in identifying unknown words.
2. Extend sight vocabulary development.
3. Extend ability to comprehend and interpret material read.
4. Provide training in reading for various purposes.
5. Develop independence in locating, organizing, and using information.
6. To develop ability to retain ideas gained from printed matter.
7. To develop a good standard of selection and evaluation.
8. Growth in oral reading skills.

Level 17. Grade seven readiness

1. Determine readiness.
2. Provide review practice (where needed) of skills previously presented, in preparation for next developmental level (18).
3. Stimulate interest in reading.

Level 18. Grade seven basic reader

1. Maintain and extend skills already developed.
2. Maintain and extend skills for work (study) type reading.
3. Develop the interpretative appreciation that will enable pupils to understand, enjoy and use current and classical

literature as a means of exploring and enriching life.

4. Stimulate worth-while outside reading.
5. Promote interpretative oral reading.

Level 19. Grade eight readiness.

1. Determine readiness.
2. Provide review and practice (where needed) of skills previously presented, in preparation for next developmental level (20).
3. Stimulate interest in reading.

Level 20. Grade eight basic reader

1. Maintain and extend skills already developed.
2. Maintain and extend skills for work (study) type reading.
3. Continue development of the interpretative appreciation that will enable pupils to understand, enjoy and use current and classical literature as a means of exploring and enriching life.
4. Stimulate worth-while outside reading-"The Reading Habit."
5. Promote interpretative oral reading.

Constantly testing the readiness of the pupil at all the different levels helps to detect any remedial problems that may be present and to start remedial work early.

The recommended texts for the language program is the Scott, Foresmans books for grades one and two, and the Macmillan English series for grades three through eight.

The objectives for the language program are:

Oral communication for grades one to three

1. Getting the child before the group.

2. Developing pleasant speaking voice.
3. Speaking to explain.
4. Speaking in a group.
5. Speaking for dramatic effect.

The same objectives as grade one through three with the addition of:

1. Speaking to entertain.
2. Speaking to persuade.

Grade five

1. Conversation
2. Parliamentary procedure
3. Reports
4. Participating in class discussions
5. Speaking
6. Dramatization

Grade six

In grade six are added

1. Speaking
2. Speaking to develop free expression and poise

Grade seven and eight

In these grades the following objectives are added:

1. Developing pleasant and correct speech
2. Speak to a group
3. Speak to persuade

Listening in the areas given for all grades is equally important.

Webster's Basic Goals in Spelling is being used in grades one through eight.

Spelling is a basic tool for the written expression of thoughts. A child must be able to spell when he begins to write. Spelling is complicated and supplemented by many other skills, including vocabulary, meaning, pronunciation, handwriting, phonetics and others. Spelling should be taught in relation to its fellow language arts. Spelling words should be meaningful and should be those needed for the child's level of ability.

#### Writing

Handwriting should meet certain standards of quality and speed; how a pupil writes is of equal importance. Speed, legibility and character are the basic criteria of handwriting. The formation of letters--which affects the legibility of writing--should be stressed until mastered before speed is emphasized. Character, or individual style and beauty is developed later. As the pupil gains skill he will be able to pay less attention to how he is writing and can give more thought to the meaning of what he is writing. Writing should not become automatic until letter forms are correct. Speed is of concern to the writer, while legibility is important to reader and writer alike.

Language usage is basic for all grades according to grade level.

1. Grammatical construction
2. Capitalization and punctuation



### Letter writing

1. To compose and dictate

### Grade two

In addition to objectives for grade one he should be able to copy letters which have been dictated.

### Grade three

### Letter writing

1. Write individual simple letters.
2. To use acceptable letter form.
3. To address an envelope for mailing.

### Grade four

### Letter writing

1. To write individual letters of one or more paragraphs.
2. To introduce form of a business letter.
3. To address and fold a business letter.

### Grade five

### Letter writing

1. To continue use of business letters with added emphasis on business language and suitable stationery.
2. To write an interesting friendly letter of some length.
3. To write an acceptance to an invitation.

### Grade six

1. To understand and master the correct forms of all kinds of letter writing.

## Grade seven

1. Recognize parts and purposes of business letters.
2. Write a friendly letter which is conversational, personal, descriptive and colorful.
3. Be consistent in use of form of letter indented or blocked.

## Grade eight

1. Stress paragraph organization of friendly and personal letter.
2. Emphasize writing of business letters.
3. Introduce and emphasize letters of condolence or sympathy.

The Follett texts are being used in social studies except for grade eight. They use Holt, Rinehart and Winston.

The main objectives of social studies are:

1. To understand and practice desirable social relationships.
2. To develop habits of good citizenship.
3. To build good health and safety habits.
4. To learn to accept the consequences of one's own actions.
5. To learn to select worth-while activities.
6. To learn to assume responsibilities.
7. To learn how to meet new situations in school living.
8. To learn to recognize ones abilities and limitations.
9. To develop willingness and ability to give and follow good leadership.
10. To respect property and authority and to conform to necessary restrictions.
11. To respect opinions, feelings, beliefs and rights of others.

12. To work cooperatively with groups in planning, executing and evaluating.
13. To develop independence and ability to use freedom wisely.
14. To develop appreciation for the privilege of living in a democracy through the practice of democratic living.
15. To develop desirable understandings, skills, attitudes, habits and appreciations for effective participation in a democratic society.

The Laidlaw arithmetic series are used in most schools.

The main objectives in arithmetic are:

1. To develop an appreciation of the importance of mathematics in modern living.
2. To develop an understanding of the language of mathematics as applied to elementary arithmetic.
3. To develop an understanding and an appreciation of the Arabic system of notation.
4. To develop accuracy in the use of number facts and skills in arithmetic.
5. To develop maximum speed in arithmetic computation without sacrificing accuracy.
6. To develop the understanding and manipulation of number skills into such permanency that they will become useful life equipment for the individual.
7. To make arithmetic functional in situations requiring accurate

quantitative thinking and analysis.

8. To develop habits of orderliness, exact thinking, and success and pride in accomplishment which will influence the living of the individual.

Health and physical education are using the Macmillan series.

The general objectives are:

1. Desirable habits, knowledge and attitudes in health.
2. Useful and desirable skills in, and knowledge of, rules and techniques of physical activities.
3. The normal condition and normal functioning of skeletal and organic parts.
4. Leadership, self-expression, and self-confidence.
5. Desirable habits of social conduct.

In science the Macmillan or Heath series are used.

The main objectives for science are:

1. To help children and teachers to enjoy and to better understand their immediate surroundings.
2. To keep alive in children throughout the grades the wholesome curiosity which is theirs when they are in primary levels.
3. To build a foundation of wholesome interests early. To lead children to realize that causes bring effects.
4. To encourage children to investigate before giving final answers, and to be willing to change decisions if new findings show that such decisions are not correct.

5. To lead children to see that there is a true condition about everything and that their work is to search for that truth.
6. To lead children to see that everything is related and so interdependent.
7. To learn that it is equally important to work alone for growth, and to cooperate with others for general welfare.
8. To combine in the study of General Science the separate interests of agriculture, hygiene and the science of geography to the end that through such study, children will understand the need for conservation and practice it within their ability. The care of school property as well as conservation of plant and animal life about them.
9. To gain skills of study such as using the index in searching for facts, reading graphs intelligently, increasing speed in silent reading, evaluating information for decisions.

There are five main objectives in music in Montana. They are listening activities, singing activities, creative activities, rhythmic activities, and instrumental participation for every child from kindergarten through high school. The ultimate aim is to make available music, in some form, for every child.

The main objectives of art are:

1. To develop standards of good taste and to cultivate a love for the beautiful.

2. To provide opportunities for self-expression.
3. To develop skills and encourage native ability.
4. To enable the students to recognize and appreciate great works of art.
5. To develop skills and discover special aptitudes and talents.

Briefly in reading a readiness level is set at the beginning of each grade to determine the pupil's readiness for that level of reading. This is done to detect weaknesses in reading early so they can be corrected before they become major remedial cases. Develop good reading habits and promote desirable attitudes and appreciations. Help the child to build skills that will help him unlock new words and gain a better understanding of what he has read. In the later grades the student should learn to adjust his reading rate to the purpose and nature of the material read.

1. In the language arts the goal is better oral and written communication.
2. Arithmetic is one of the fundamental tool subjects in the elementary school. The goal is to direct pupil activity toward the mastery of necessary facts, habit, and skills of arithmetic. Arithmetic is only meaningful as it finds expression in everyday life and in the thinking processes of the individual.
3. Geography is a community system, a system of interrelationships in the community, outside the community, and with other countries. It is also made up of changes which affect the

community, the state, the country in which they live and the world as a whole.

4. The goals in health include good health, a knowledge of the normal functioning of the body, useful and desirable health activities, and desirable habits of social conduct.
5. Science should be presented in such a way as to stimulate an attitude of inquiry which will lead to a discovery of a process for finding out. Science is also a body of knowledge.
6. The goal in music is to make available music in some form for every child.

The goals in art are to cultivate a love for the beautiful, to provide for the children an opportunity to be creative, to develop standards of good taste, and enable the pupil to appreciate great works of art.

What the Curriculum Should Be. Reading is a skill and a tool.

For a child to experience success in school he must learn to read.

Fay Adams has this to say about reading.

Although society has developed such new and dramatic methods of communication as the radio and the sound picture, these tend to supplement rather than supplant reading. Not only is reading important in solving everyday problems and in contributing to enjoyment, but it is an essential tool of citizenship in that it supplies information which can be checked and verified.

Too often in the past educational institutions have failed to make reading an exciting adventure for children and to establish permanent interest in reading. Too many children find reading a dreary task which they associate with unhappiness and failure. This situation can be eliminated almost entirely by determining when children are ready to read and subsequently using modern techniques. Proper initial instruction and better classroom teaching should replace the elaborate remedial reading programs



so much in vogue today. Additional emphasis in the intermediate and upper grades should be placed upon how to use reading in life activities. If reading is to function effectively in our democracy as an avenue to enriched understanding, it must become an integral part of the experience of every American citizen.<sup>18</sup>

Talking and writing are the avenues through which people communicate and learn to cooperate successfully in a democratic society. Therefore, the present goals in communication are better oral and written communication. There could be little understanding, appreciation or cooperation without the ability to communicate.

Talking is the most fundamental of the language arts. The teacher in the elementary school realizing this to be true gives special emphasis to helping the child achieve good speech patterns. She will create an environment which will encourage better oral expression. She realizes the children need a free, informal atmosphere in which children talk freely about the things they are doing, a program of rich living experiences to give first hand knowledge, the opportunity to hear and use new words and express new ideas, and a kindly, encouraging teacher who herself speaks the language well.

It is believed by specialists in the field that writing must become a part of a life situation, not a mere school exercise. There are many situations in the classroom where there is a need for writing letters, making labels, and keeping records.

Fay Adams explains the growing recognition of handwriting and spelling as follows:

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<sup>18</sup> Adams, Fay, Educating America's Children, The Ronald Press Company, New York, 1954, pp. 425-426.

Likewise there is a growing recognition that handwriting and spelling are integral parts of written expression and that they should be taught in connection with it rather than as separate subjects. Although it is agreed that progress in writing and spelling should grow out of the child's efforts to express himself in many writing activities, there should also be an organized program of instruction if the child is to acquire skill in using these tools. The motivation which comes from the needs of correct spelling and legible writing skills in real situations should be followed by a careful drill.<sup>19</sup>

### Social Studies

At the present time the American people find themselves in a rapidly changing, chaotic social scene where new problems and new ways of life are constantly being presented. If the young people of America are to make the most of life and to meet successfully these changing conditions, they must learn how to work together successfully upon these problems.

The social studies program is described by Fay Adams as follows:

The social studies program must be pointed more directly toward helping children meet effectively their own social situations, teaching them that cooperation and working for the common benefit of mankind are the best ways of achievement prestige and success. Bearing in mind the interests, needs, and abilities of children, teachers should discover their social and economic problems and develop the beginnings of concern for important problems of this type. Against the background of the immediate community environment and utilizing community resources, teachers should lead children to an understanding and appreciation of life about them.<sup>20</sup>

The methods in the social studies are varied, but they emphasize planning, doing, and evaluating with maximum opportunities for self-direction and cooperative effort. The unit is one of the basis for organizing the planned developmental sequence in the social studies, thus the socializing

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<sup>19</sup> Adams, op. cit., pp. 480-481.

<sup>20</sup> Adams, op. cit., pp. 360-361.

experiences during the whole day are in reality a part of the social studies program. Teachers must stress democratic living in the classroom if the best in democracy is to survive and flourish.

Social studies is a subject that can make an outstanding contribution to the lives of boys and girls. Ruby Warner expresses this possibility in this way.

Through their stress on the worth of the individual, they help the child gain and keep a healthy self-respect. By their emphasis on human relations, they strengthen the democratic values that lie deep in our culture. Under the guidance of the teacher, children learn to develop self-direction and high-level co-operation both in individual and group enterprises. An increased sense of security mounts as children learn the mastery of the techniques of problem solving and feel a confidence in their own ability to work out solutions. The many opportunities for self-expression in social studies units enhance the worth of the individual. Feelings of achievement arise through planning, participating, and evaluating in a wide variety of activities that utilize many kinds and degrees of abilities. Lastly, social studies help develop the guides that the children live by. Our elementary schools develop the values that are desirable in our democracy and in a world that technology has drawn so closely together that all men are neighbors.<sup>21</sup>

#### Health and Physical Education

One of the teacher's most important responsibilities is to safeguard and improve the mental and physical health of children because democratic ideals and institutions rest upon this foundation. To accomplish this educational programs must be developed in harmony with the realities of human nature, and educational activities should be so planned that they utilize the dynamics of human behavior. Health hazards should be eliminated as far as possible in the school as well

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<sup>21</sup> Warner, Ruby H., The Child and His Elementary School World, ed. 2, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1957, p. 176.

as in the home and the community. "Schools should provide health programs which develop health attitudes and habits, and these programs should be personalized as far as possible, so that each pupil may be striving intelligently to achieve real, understandable, and attainable goals."<sup>22</sup>

Safety hazards in the immediate community should be identified and location given and methods for avoiding injury. The help and interest of all in the community should be enlisted on behalf of the children. Regular periodic physical as well as mental health examinations of all children. This should provide the basis for further physical and mental health activities.

In arithmetic as well as in other areas the basic objective is to discover pupil difficulties and eliminate them. Teachers must detect these difficulties as early as possible and then vary the methods to aid the pupil to overcome the difficulty.

Some of the more important guiding principles for arithmetic presented by Fay Adams are:

1. Arithmetic is a tool for increasing accuracy, ease, and speed in thinking and doing.
2. Arithmetic should be learned while being used as a tool for solving real problems.
3. Meanings and concepts basic to their use should be clarified before drill or problem solving is attempted.

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<sup>22</sup> Adams, op. cit., p. 256.

4. The manipulation of numbers as such does not increase insight and understanding of mathematical relationships.
5. Problem solving depends upon the development of an informational and appreciational background. Ability in the fundamental operations is usually the least difficult and important factor in solving a real problem.
6. Reading ability is important both for textbook problems and for obtaining additional information regarding non-textbook problems.
7. Some drill is necessary to maintain skill in the most frequently used operations. How much drill is desirable is still an unsolved problem.
8. Ability to select correct operational processes depends both upon the possession of informational background and experience in problem solving.
9. Ability to check the correctness of answers depends upon possession of fundamental skills as well as upon experience in problem solving.
10. Judgment and ability in problem solving emerge from a rich background of experience.
11. Readiness for number experience varies widely. It depends upon mental maturity and number experience.
12. At least the first two years should be spent in building meanings and concepts and in solving simple problems which arise. There should be no drill on operations.
13. During the learning stage correct reasoning and choice of processes are more important than formal solutions to problems. Later the correct answer is essential. The major objective of learning arithmetic is to obtain correct answers.
14. Local and personal problems should aid to promote the growth of arithmetic ability as well as to supplement textbook problems.<sup>23</sup>

Fay Adams believes the past concepts concerning the nature and functions of science in education have been too narrow and materialistic.

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Adams, op. cit., p. 511.

That science education should not just provide pupils with scientific knowledge, but should result in preparing every child and youth to utilize the techniques, methods, and other resources of science in solving the problems of human values, understandings, and relationships.

To attain this objective Fay Adams says:

To attain this objective in science education, teachers must themselves understand the objectives, materials, and methods of science. They must master certain important facts, principles, and generalizations and their implications; acquire scientific methods in dealing with human nature in the schools, and seek to guide it as it will function later in social, political, and economic problems in the world of affairs outside the school. Thus, the most important objective of science will be attained if scientific method is both an objective and a method; an objective of science teaching, which is attained through using it as the method of attainment.<sup>24</sup>

Experiences in elementary science as described by Lee and Lee should result in the children:

Understanding that science can change man's natural environment, his social environment, his intellectual life, and increase his international co-operation.

Broadening and developing certain scientific principles, concepts and generalizations.

Increasing the number and depth of interests.

Developing the scientific method as a way of thinking, problem solving, critical thinking, reflective thinking with the accompanying attitudes and appreciations.<sup>25</sup>

The basic concepts set up for music are:

1. Music in the schools must be based on a general core for all.

<sup>24</sup> Ibid., p. 305.

<sup>25</sup> Lee and Lee, op. cit., p. 409.



It should provide a meaningful contact with all phases of music as a form of aesthetic expression--singing, listening, responding to rhythm, playing, and creating.

2. The general core should be required of all during a period when common cultural values of music are stressed. Those who wish further experiences with music should have the option of electing a class with materials and methods adapted to the increasing maturity of the learners.
3. In order to emphasize common cultural values of music without de-emphasizing music as both an art and a science, it is necessarily at the elementary level that the general core be taught by:  
(a) a music specialist who is capable of synthesizing music with the total school program; or (b) a general classroom teacher capable of teaching the technicalities of music; or (c) some combination of specialist, supervisor, or consultant with the classroom teacher, in which the right relationship is maintained between music as general cultural experience and growth in musical skills.
4. The curriculum should reflect co-operative planning by teacher and pupils, or by supervisor, teacher and pupils.
5. The curriculum should consist of real musical experiences.
6. Skills should receive proper emphasis, but they must be related to needs which are apparent to the learner.
7. Without sacrificing opportunities for participation, the program should emphasize qualitative, rather than quantitative, goals.
8. Throughout the music program it should be recognized that the child is primarily a potential consumer of music. The school music program should be designed to foster musical independence.
9. There should be no dichotomy between instrumental and vocal music either in the general core or in the pursuit of elective specialties.
10. The music educator should seek ways to develop general educative aspects of elective activities and even of those based on a high degree of selection.
11. The choice of musical materials should reflect an awareness of functional values. The quality of music should not be defined solely by authoritarian standards. Music which might not be acceptable in the concert hall can be used in a program of



music education if it is eminently suitable for the purpose for which it is intended.

12. Goals and standards should be high enough to challenge each learner but should not be out of the realm of attainability of any of them.
13. There must be adequate provision for music specialties growing out of the general core. In this way music education contributes to the need for recognition of unusual interests and abilities. It should be possible for a school pupil to have satisfying and worth-while experiences with music throughout his school career without once taking part in a musical specialty if he so desires.
14. The music program should reflect an underlying psychology which is organismic rather than additive, with its primary emphasis on musical growth.<sup>26</sup>

The teacher of art has drawn away from standardization. The chief objective in art is to help children become artists in the traditional sense and to give them opportunities for creative expression. This also leaves the teacher free to stimulate a desire to create by introducing new materials and media of expression, and helps children unravel the mysteries of harmony in line, color, and special relationships.

Art appreciation is another phase of the art program that is changing. Teachers are asking which vase shall we put the flowers in, or which necktie shall be worn which requires a more personal response than questions on the biographies of Raphael or Millet. In this way teachers are making art a real part of everyday living.

A list of aims presented by Lee and Lee are as follows:

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<sup>26</sup> Lee and Lee, op. cit., pp. 539-540.

1. To recognize, develop, and nourish the child's natural creative attitude and imaginative thinking.
2. To make the child aware of the validity of his individual interpretation of his environment and experiences.
3. To develop an understanding of the continuity of human society by means of the international language of art.
4. To provide the basis for aesthetically critical selection and functional consumption of design goods.
5. To instill the knowledge of the properties and potentials of materials and to guide the development of skills in handling these materials.
6. To build a functional vocabulary specifically related to the arts.
7. To make the child visually sensitive and responsive to the world about him.<sup>27</sup>

Weaknesses in Gallatin County's Curriculum. It is evident that the reading program in Gallatin County had its weaknesses. It has been said that one out of every four children are behind in their reading level and one out of four children are behind two years in their reading. The causes for this condition seem to be due to the lack of skills in reading, detecting weaknesses, but failing to correct them early before the child has a chance to feel he is a failure. Small schools with inadequate libraries make it difficult for the teacher to have available reading material on the child's level and interest. This includes books in addition to the basic readers. Another weakness in the reading program, particularly in the one teacher schools, is expecting the child to read

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<sup>27</sup> Lee and Lee, op. cit., p. 531.

above his level. The teacher is heavily loaded with several grades and can't spare the time to put in another reading class for the child who is below his grade level in reading.

There is a great need for better oral and written language in Gallatin County schools. When one evaluates each day the abundance of poorly written, spelled, and constructed papers that cross a teacher's desk, it is very evident that there is much work to be done in improving the written language in the schools.

The weakness in the social studies field has been the learning of too many facts and not enough application of the knowledge learned to solving problems within the school or a discussion of how certain problems in the community might be solved by the use of the knowledge gained.

The weakness of the old arithmetic was perhaps too much emphasis on drill and the learning of rules. The new modern arithmetic stresses more the element of discovery. Since the modern arithmetic has been in use for such a short time in Gallatin County, it is a little early to try to determine the major weaknesses of this program.

Music in the elementary school has in many cases been sadly neglected especially in the rural areas. Many times teachers are not qualified to teach music or do not have the facilities to teach it. In a multiple grade room it is often difficult to provide the necessary time for music.

The major weakness in art is perhaps too much standardizing and not permitting enough creativity with the proper guidance from the teacher.

In summary the weaknesses that prevail in Gallatin County also exist to some extent throughout the educational system in Montana. There may be extenuating circumstances that make certain problems peculiar to Gallatin County, but research indicates the weaknesses in education are quite compatible with problems existing throughout the state.

#### Problems Facing the Present Schools

Consolidation. Parents, especially of primary children (Upper and Lower Bridger), have said consolidation of districts made distances to school long and tiring. According to Mrs. Lutes, county superintendent in Gallatin County, another of the problems of the consolidation movement is the high cost involved in transportation. She has said that the expense of transportation is quite a real problem in communities where there is no industry to help provide tax monies to pay the cost. Some communities are reluctant to have their districts consolidated even if it means a larger school with better qualified teachers and better equipment.

The information available seems to indicate that the reorganization and consolidation of school districts where feasible are providing better staffed and better equipped schools for the children of Gallatin County. The writer believes school districts should reorganize or consolidate where feasible, but in instances where this is not advisable the one teacher and the rural village schools should be improved.

Curriculum. The accelerated curriculum of the past few years also posed another problem for the rural teachers, Mrs. Lutes pointed out. For instance, science formerly taught along with health in the schools,

required an allotted time. In later years music and art have also come in for their required share of time. In a rural one-teacher school the teacher was expected to handle all phases of the teaching field successfully, including science, music and art. Even if a teacher was fortunate enough to be talented in these extra fields of curriculum, it was difficult to find enough time in a day to work in these extra classes. Most teachers were not fortunate enough to be competent in all fields or may not have had the training necessary to teach music, art, or science successfully.

Reading. Reading was another problem faced in the rural one-teacher school. A teacher having several grades did not have time enough to spend with children, especially those in the first and second grades, to teach them to read as well as they should. The first three grades in school are the grades where children are learning how to read. The children in these grades must learn to read if they are to experience satisfactory success in their future school work.

The Overloaded Teacher. The problem of the overloaded schoolteacher is still existing in many of the rural schools. Generally, the overload problem is in the number of grades rather than in number of students. A teacher may have only six or seven pupils and yet have that many grades to be taught each day.

Teacher Salaries. Even though teachers' salaries have made great strides toward providing the teacher with a livelihood equal to other professions, the rural school teacher is still working on a salary considerably below even the salary of a city schoolteacher.

Janitor Service. Another problem facing the rural schools is the problem of daily janitor service. The rural teacher on a lower salary is still required to clean the school building after a strenuous day in the classroom. The writer uses the term "school building" because most schools now have restrooms in addition to cloakrooms; the rural school is no longer the one-room schoolroom. The problem that arises from this is the taking of valuable time from an already overloaded teacher, in most cases, to do janitor work. This time could be spent to a better advantage in preparing lessons for the next day and in evaluating the work that has been done for the day. School districts which are following the plan of the teacher performing the daily janitor duties have been using money provided for professional services to carry out menial tasks, thereby causing a lowering of the efficiency of the teacher in the classroom.

Briefly the problems that face the schools in Gallatin County today mainly are consolidation of all school districts where feasible, cost of transportation, the accelerated program in the rural school, janitor service for rural schools, and the low salaries of rural schoolteachers.

## CHAPTER IV

### COUNTY SUPERINTENDENT AND LOCAL BOARD OF TRUSTEES

At the head of the county is an elective county superintendent. In 1865 the term of office was fixed by law at three years<sup>1</sup> but in 1883 it was changed to two years.<sup>2</sup> This two-year term of office was maintained throughout the remainder of the territorial period and further established by the Constitution of 1889.<sup>3</sup> In 1938 the voters approved an amendment extending the term to four years.<sup>4</sup> If a county superintendent resigns, his resignation is addressed to the clerk of the county commissioners.<sup>5</sup> His removal from office is provided for under general laws applying to most county offices. Such removal may be made by court action upon conviction of neglect of duty, or corruption or malfeasance in office.<sup>6</sup> In case a vacancy arises a qualified person to serve the unexpired term is appointed by the commissioners.<sup>7</sup>

#### Qualifications and Salaries

To be eligible to hold the office of superintendent of schools, one must be a citizen of the United States and have the status of a legal voter in Montana;<sup>8</sup> special educational and experience requirements

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<sup>1</sup>Mont. Ter. S. L., 1st sess., 1864-65, p. 434, sec. 1.

<sup>2</sup>Ibid., 1883, p. 53, sec. 1075.

<sup>3</sup>Const., 1889, art. 16, sec. 5.

<sup>4</sup>Idem.

<sup>5</sup>Mont. Ter. S. L., 1st sess., 1864-65, p. 535; Mont. R. C., 1935, sec. 510.

<sup>6</sup>Mont. Penal C., 1895, sec. 1530; Mont. R. C., 1935, sec. 11687.

<sup>7</sup>Mont. Ter. S. L., 1866, p. 71; Mont. R. C., 1935, sec. 4734.

<sup>8</sup>Const., art. 9, sec. 10.



must also be met from time to time. The county superintendent has been required by law since 1929 to hold state certification, showing education equivalent to graduation from a normal school, college or university, and to have at least three years' experience as teacher, principal, or superintendent of public schools.<sup>9</sup>

The commissioners as executive head of the county have always had the right to require a bond of the county superintendent and to fix its amount. This power was specifically conferred upon them by law passed in 1872.<sup>10</sup> After the territory became a state, the law fixed the official bonds of county officers and provided that they were subject to the approval of the district judge.<sup>11</sup> In 1921 the legislature fixed the official bond of county superintendents in all counties at \$1,000.<sup>12</sup>

The salaries of county superintendents have varied since 1865. The salary was set by the first legislature at a minimum of \$100 a year, but it could be increased by the commissioners to \$300.<sup>13</sup> This law was varied to increase the salary to a minimum of \$1,000.<sup>14</sup> In 1929 the salary of the county superintendent in counties of the fifth and sixth classes was fixed at \$2,000 per year and in counties of the seventh

<sup>9</sup>Mont. S. L., 1929, ch. 188, sec. 1; Mont. R. C., 1935, sec. 950.1.

<sup>10</sup>Mont. Ter. S. L., 1861-72, p. 622.

<sup>11</sup>Mont. Pol. C., 1895, sec. 1053; Mont. R. C., 1935, sec. 471.

<sup>12</sup>Mont. S. L., 1921, ch. 229, sec. 3; Mont. R. C., 1935, sec. 466.

<sup>13</sup>Mont. Ter. S. L., 1st sess., 1864-65, p. 437.

<sup>14</sup>Ibid., 1883, p. 54.

class at \$1,800 per year.<sup>15</sup> The office of county superintendent is apparently looked upon as one of county civil government, for the salary is set by law on the basis of county population and taxable valuation. For a hypothetical county that is average in both population and valuation, the legal scale provided a salary of about \$4,750.<sup>16</sup>

In summary the county superintendent must be a citizen, hold state certification, have at least three years' teaching experience, and be bonded. Superintendents' salaries, like teachers' salaries, have varied down through the years. The county superintendent's salaries were set by law, but the teachers' salaries were not.

#### Duties and Powers

The duties of the county superintendent have been many and varied. These duties go far beyond those of clerical workers, county civil officers, or even classroom teachers.

A summary of these duties and powers were as follows:

1. General supervision of public schools in the county.
2. Carry out all instructions of the state superintendent.
3. Visit every supervised public school at least once a year to:
  - a. Observe conditions in the schools.
  - b. Observe mental and moral instruction.
  - c. Evaluate teaching ability and pupil progress.
  - d. Help teachers improve their teaching.
  - e. Advise trustees on welfare of each school.
4. Convene and organize trustees' meetings.
5. Convene and preside at annual teachers' institutes.

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<sup>15</sup> Mont. S. L., 1929, ch. 85, sec. 3; Mont. R. C., 1935, sec. 4871.

<sup>16</sup> George Peabody College of Teachers, Nashville, Tennessee, Division of Surveys and Field Services, Public Schools of Montana, 1958, p. 36.

6. Supervise and aid in library book selection.
7. Apportion all school monies to school districts.
8. Decide all controversies over the local application of school law.
9. Reconcile conflicts in school district boundaries.
10. Pass upon all petitions for creating new districts.
11. Attach abandoned school districts to other districts.
12. Consolidate county school census reports.
13. Develop and publish annual reports on all districts.
14. Fill vacancies occurring in local school boards.
15. Pass upon transfers of pupils to other districts.
16. Oversee administration of budget and audit laws in all districts.
17. Coordinate elections and district reorganization.
18. Locally administer teacher certification laws.
19. Arbitrate disputes over eligibility for pupil transportation.
20. Oversee local free textbook service.
21. Serve as a member of the County Transportation Committee.
22. Approve isolation classification of schools and administer the school equalization law.
23. Serve as ex-officio member of county high school board and secretary of joint school boards.
24. Make preliminary studies and assist in establishing authorized district high schools.<sup>17</sup>

The county superintendent has supervision of the public school in the counties, carries out instruction of the state superintendent, aids commissioners in setting school boundaries, apportions school funds, aids in selecting library books, supervises teachers, and holds teachers' institutes.

#### Local School Boards

Montana's public school system consists of a state superintendent of public instruction, who serves as head of the educational system. Under this office the various county superintendents serve, as stated in Public Schools of Montana:

... Montana provides for a county superintendent who has general supervision over local schools in the capacity of a local leader, yet who really serves as an arm of the State Superintendent

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<sup>17</sup> Public Schools of Montana, op. cit., pp. 37-38.

of Public Instruction extended into every county. (Montana School Code, Chapter 15.)<sup>18</sup>

Under the county superintendents are the local boards of trustees, one of the outstanding features of free public education in the American school system that has continued to the present time, is the choosing of school board trustees from all walks of life. The trustee may have been a rancher, miner, housewife, doctor, lawyer, or merchant, and he represents the fundamental belief that local lay citizens constitute the ideal school government.

#### Qualifications of Trustees

School board trustees are elected by popular vote. These directors or trustees serve three year overlapping terms so one trustee's term expires when a new one is elected.

Any qualified voter is eligible to serve as a trustee in a Montana school district. On the first Saturday in April an annual school election is held in each school district. The school board publishes the notices, designated precincts and polling places, appointed election judges, supervises election details, and canvass the returns. The voting is done by ballot, and anyone who has lived in Montana for one year and in the school district for one month and is twenty-one years of age is entitled to vote. Election of trustees varies according to the different classes of districts.

In districts of the first class, candidates for the office of trustee must be nominated at a public meeting attended by at least twenty qualified voters. If only one such meeting is held in the

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<sup>18</sup>  
Ibid., p. 27.

district and only one nomination is made, the nominee receives the office without any election. In second and third class districts, any five electors may nominate as many persons as there are vacancies to be filled.<sup>19</sup>

The county superintendent fills by appointment any vacancies during an unexpired term, and these appointees serve until the next annual election. Trustees are then elected by the people for the unexpired terms. In first and second class districts a majority of the remaining members of boards have power of confirmation over interim appointments by the county superintendent.<sup>20</sup>

In a joint school board situation the trustees are selected thus:

Under Section 75-4207, the board of an elementary school district in which a county high school is situated and the board of the high school may form a joint board to consider items of mutual interest to both the high school and the local elementary school. All members of both boards participate as members of the joint board except that not all of the high school trustees may vote. Selection of the voting members of the joint board is made by having the county high school trustees designate as many voting members as there are members on the local district board. The county superintendent may not be one of those selected but must cast the deciding vote in case of a tie past three ballots.<sup>21</sup>

Trustees do not receive a salary for serving on a school board. Actual expenses are reimbursed. The clerk of a local elementary school board is paid for his services, but he could not serve as a trustee.

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<sup>19</sup> Public Schools of Montana, op. cit., pp. 33-34.

<sup>20</sup> Public Schools of Montana, op. cit., p. 30.

<sup>21</sup> Ibid., p. 31.

### Duties and Powers

The board of trustees of local school boards are given power by the legislature to carry out their various powers and duties as long as they do not conflict with the rules and regulations of the state. Each district has a board of elected directors or trustees which appoints a clerk who also acts as treasurer.<sup>22</sup> This board has general charge of school property and employs teachers and other employees.<sup>23</sup> The clerk makes the school census and reports this annually to the superintendent<sup>24</sup> who must check the reports from the various districts to eliminate duplications and errors.

Joint boards lack some powers to carry out their duties that individual boards enjoy.

... Although Section 75-4217 expressly says that "no joint board shall have or exercise any power not specifically given to it as such by law," Section 75-4209 specifically gives joint boards "jurisdiction and control of all questions of joint administrative policy," and authority to employ a joint staff and apportion all items of joint expense. Thus, by the very nature of its functions, the joint board lacks many essential powers which individual boards must have to discharge their duties.

A careful overview of the responsibilities and functions of boards of trustees reveals a definite commitment to the principle of local control of schools; yet the state exercises enough controls through powers of the state superintendent, state board, and by statute to dispel any motion that schools have been "turned over" to local communities. This is especially true in the area of curriculum, teaching, and service programs.<sup>25</sup>

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<sup>22</sup> Mont. Ter. S. L., 1st sess., 1864-65, p. 439, sec. 9; p. 440, sec. 4.

<sup>23</sup> Ibid., ch. 2, pp. 434-437; Mont. R. C., 1935, sec. 1015.

<sup>24</sup> Mont. Cod. Stat., 1871, p. 626, sec. 28; Mont. S. L., 1927, ch. 188, sec. 1; Mont. R. C., 1935, sec. 1051.

<sup>25</sup> Public Schools of Montana, op. cit., pp. 33-34.

In summary Montana public schools are governed by the state superintendent as the head. Then the county superintendent is considered as the extended arm of the state superintendent, while under the county superintendent the local board of trustees is given certain powers and duties by the legislature in order to carry out the rules and regulations for the welfare of the schools under their jurisdiction. In the following chapter the present trends in education will be presented.



## CHAPTER V

### PRESENT TRENDS IN ELEMENTARY EDUCATION

The trend in education has been one of constant change as has been indicated through this study and because of a world that is rapidly and constantly changing education has and must keep changing to keep pace with these changes. Dr. Bruner made this statement about changes in education:

... The construction of curricula proceeds in a world where changing social, cultural, and political conditions continually alter the surroundings and the goals of schools and their students. We are concerned with curricula designed for Americans, for their ways and their needs in a complex world. Americans are a changing people; their geographical mobility makes imperative some degree of uniformity among high schools and primary schools. Yet the diversity of American communities and of American life in general makes equally imperative some degree of variety in curricula. And whatever the limits placed on education by the demands of diversity and uniformity, there are also requirements for productivity to be met: are we producing enough scholars, scientists, poets, law-makers, to meet the demands of our times? Moreover, schools must also contribute to the social and emotional development of the child if they are to fulfill their function of education for life in a democratic community and for fruitful family life.<sup>1</sup>

To meet these demands many trends in education have taken place; some good and some not so good. Many are in their experimental stages and it still remains to be seen what their contribution to education will be.

The more prevalent trends will be presented in this chapter with the exception of consolidation and reorganization of school districts which have been presented in chapter three.

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<sup>1</sup>Bruner, Jerome S., The Process of Education, Harvard University Press, Cambridge, Mass., 1960, pp. 8-9.

### Tailoring the Curriculum

The main object in learning is that it should serve the individual in the future. Learning should allow one to go further more easily. This learning should serve one in two ways: his ability to apply his learning to a task similar to one he has already learned to perform, and his ability to transfer principles and attitudes. The trend then seems to be the learning of a general idea rather than a skill that can be used as a basis for recognizing other problems as special cases of the idea originally mastered. This is the type of transfer desired. One that would continue to broaden and deepen the knowledge in general ideas.

The problem that arose was "how to construct curricula that can be taught by ordinary teachers to ordinary students and at the same time reflect clearly the basic or underlying principles of various fields of inquiry."<sup>2</sup> There were two problems: first how were the basic subjects to be rewritten and the teaching material revised so "the pervading and powerful ideas and attitudes relating to them are given a central role; second how to match the levels of these materials to the capacities of students of different abilities at different grades in school."<sup>3</sup>

It is believed by Dr. Bruner, "that the best minds in any particular discipline must be put to work on the task."<sup>4</sup>

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<sup>2</sup> Bruner, op. cit., p. 18.

<sup>3</sup> Bruner, op. cit., p. 18.

<sup>4</sup> Ibid., p. 19.

Dr. Bruner further stated, "only by the use of our best minds in devising curricula will we bring the fruits of scholarship and wisdom to the student just beginning his studies."<sup>5</sup> The School Mathematics projects, the Physical Science Study Committee, and the Biological Sciences Curriculum Study have been enlisting the aid of men in various fields and supplemented by key people who were involved in these various fields. They in turn were "aided in these projects by outstanding elementary and secondary school teachers and, for special purposes, by professional writers, film makers, designers, and others required in such a complex enterprise."<sup>6</sup>

Teaching should be done in such a way as to lead the child to discover for himself. This element of teaching discovery is in the experimental stage, but an important element in this process would seem to be "a discovery of regularities of previously unrecognized relations and similarities between ideas, with a resulting sense of self-confidence in one's abilities."<sup>7</sup>

There were at least four claims that have been made for teaching the fundamental structure of a subject, claims that need more detailed study. The first of these was that fundamentals made a subject more comprehensible, the second was that unless detail is placed into a structural pattern, it is rapidly forgotten, third that an understanding

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<sup>5</sup> Ibid., p. 19.

<sup>6</sup> Ibid., p. 20.

<sup>7</sup> Ibid., p. 20.

of fundamental principles and ideas appears to have been the main road to adequate "transfer of training," fourth that by constantly re-examining material in elementary and secondary schools for its fundamental character, the gap between "advanced" knowledge and "elementary" knowledge, may be narrowed.<sup>8</sup>

The question of how should the different disciplines be taught and what is to be reasonably expected by way of easier learning arose and "much research is needed on this promising topic."<sup>9</sup>

The arguments against teaching general principles and general attitudes according to Dr. Bruner were, "that it is better to approach the general through the specific and, second, that working attitudes should be kept implicit rather than being made explicit."<sup>10</sup>

Another question that came up was the distinction between "doing" and "understanding." What Dr. Bruner believed to be more to the point was "to ask what methods of exercise in any given field are most likely to give the student a sense of intelligent mastery over the material."<sup>11</sup>

There has been a trend underway among national testing organizations such as the Educational Testing Service to construct tests that would emphasize an understanding of fundamental principles. It is believed such efforts would be of great help.

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<sup>8</sup> Bruner, op. cit., pp. 23-26.

<sup>9</sup> Ibid., p. 27.

<sup>10</sup> Ibid., p. 28.

<sup>11</sup> Bruner, op. cit., p. 30.

## Motivating Learning

As the interest in education rises Americans have become not only conscious of the practical virtues of education, "but of its content and its quality--what it is and what it might be."<sup>12</sup> Several things have contributed to this trend. In the past few years scientific technology has been moving into a new era along with a second industrial revolution. Besides the two just mentioned there are the control systems, automation, new sources of power and the exploring of space. All of these things have seemed to bring about definite trends in education. The science program that received little attention in the elementary school a few years ago has now been given an allotted time in the daily school program.

Efforts are being made to raise the intellectual tone of the schools by giving the athlete's "letter" to students who make distinguished grade averages.<sup>13</sup>

Changes in the American school system in the past have been brought about by the demands of the community because of the opportunities offered by American industry. The emphasis on science and a new industrial revolution indicated an abundance of jobs in the newer technical industries. Can the American school system meet the demand for trained qualified workers? Dr. Bruner said, "The decentralized American school

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<sup>12</sup>  
Ibid., p. 74.

<sup>13</sup>  
Bruner, op. cit., p. 75.

system has always responded to the opportunities available in American industry and will respond again."<sup>14</sup>

This national security has brought about a second consequence; a flow of federal funds in support of the state and local levels. It is believed that the present National Defense Education Act is only the beginning. Federal aid seems to bring a more even quality among local school systems and better school facilities.

Dr. Bruner described both these trends and what may be their results as follows:

Increasing emphasis on technological progress and federal aid in the interest of coping with the competitive crises that America must face as a world power are likely to lead to one result that has questionable consequences for American education and American life unless change is planned well in advance. Let us not be so involved in present efforts to improve the intellectual level of American schools that we overlook preparations for dealing with our success in doing so. The peril of success under the conditions sketched is the growth of what has been called "meritocracy." Partly out of the inertia of present practice and partly in response to the challenge of the new developments described earlier, there will be a strong tendency to move the able student ahead faster and particularly to move him ahead if he shows early promise in technical or scientific fields. Planned carefully such acceleration can be good for the student and for the nation. A meritocracy, however, implies a system of competition in which students are moved and given further opportunities on the basis of their achievement, with position in later life increasingly and irreversibly determined by earlier school records. Not only later educational opportunities but subsequent job opportunities become increasingly fixed by earlier school performance. The late bloomer, the early rebel, the child from an educationally indifferent home--all of them, in a full-scale meritocracy, become victims of an often senseless irreversibility of decision.<sup>15</sup>

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<sup>14</sup> Ibid., p. 76.

<sup>15</sup> Bruner, op. cit., p. 77.

It is stated by Dr. Bruner that meritocracy is likely to have several undesirable effects on the climate in education where the student performed the experiment or worked the problem and made discoveries for himself. Such devices as charts and representations either in animated or still form, films, television and well illustrated books were used in producing clarity and concrete embodiment. Teachers have been urged to continue using these devices more often in the future as aids to teaching.

Dramatizing devices such as the historical novel that is true in spirit to its subject, a nature film dramatizing the struggle of a species in its habitat examples of an experiment performed by a dramatic personality, exposure to greatness in government by a documentary on the life and service of an outstanding statesman have been aids in leading the pupil to identify more closely with a phenomenon or an idea.

#### Readiness for Learning

When is a child ready to learn, is a question that faces educators.

Dr. Bruner said:

We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development. It is a bold hypothesis and an essential one in thinking about the nature of a curriculum. No evidence exists to contradict it; considerable evidence is being amassed that supports it.<sup>16</sup>

In studying the intellectual development of the child research highlights the fact that each stage of development the child has a

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<sup>16</sup> Bruner, op. cit., p. 33.



characteristic way of viewing the world and explaining it to himself. Then to have taught a child a subject the teacher must represent the structure of the subject in terms of the child's way of viewing things. This would indicate then "that any idea can be represented honestly and usefully in the thought forms of children of school age, and that these first representations can later be made more powerful and precise the more easily by virtue of this early learning."<sup>17</sup>

The second stage of learning takes place when a child is in school. This stage is operational instead of active. The child manipulates objects or symbols that represent things and relations in ones mind. This type of operation differs from active operation in that the child does not have to go about problem-solving in an overt trial and error, but could carry out the trial and error process in his head. This is called internalized structure. It is into the language of these internal structures that one must translate ideas if the child is to grasp them. Dr. Bruner states, "What is most important for teaching basic concepts is that the child be helped to pass progressively from concrete thinking to the utilization of more conceptually adequate modes of thought."<sup>18</sup> It is believed that systematic instruction at an early age could lay the groundwork in the fundamentals that are used later at the secondary level.

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<sup>17</sup> Bruner, op. cit., p. 33.

<sup>18</sup> Ibid., p. 38.

## Reading

In the past few years there has been an emphasis on the reading program. Dr. Conant<sup>19</sup> also felt the reading program in the elementary schools was of utmost importance. He found there were only two to four semester hours of credit given for reading in many institutions. He believed this to be "barely adequate for teachers of grades four, five, and six and entirely inadequate for teachers of kindergarten and grades one through three."<sup>20</sup> He suggested there be a minimum of three semesters for all elementary teachers in the field of reading and six hours for teachers of kindergarten and the lower three grades. This program would also include an opportunity for the prospective teacher to try teaching all of the reading skills to a group of children under the supervision of a qualified experienced teacher. A team teaching situation would have its advantages here in orienting the new teacher.

Dr. Conant felt this program is sufficient for the upper grade teachers but "for kindergarten and lower-grade teachers an additional three-four hour course would be required."<sup>21</sup> These three-four hours would have dealt primarily with the identification and the correction

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<sup>19</sup> Conant, James B., The Education of American Teachers, McGraw-Hill Book Company, New York, 1963, p. 156.

<sup>20</sup> Conant, op. cit., p. 156.

<sup>21</sup> Ibid., p. 156.

of reading problems. Again Dr. Conant said the student should have the opportunity to work with children and learn about and actually use diagnostic and remedial techniques before accepting a full-time teaching position. For the prospective teacher, Dr. Conant presented these recommendations for practice teaching.

All future elementary teachers should engage in practice teaching for a period of at least 8 weeks, spending a minimum of 3 hours a day in the classroom under the direction of a co-operating teacher and the supervision of a clinical professor.<sup>22</sup>

#### Teacher Education

Dr. Conant recommended a revision in the courses teachers are required to take and that more practice teaching should be done under competent teachers. He further recommends that first the candidate hold a bachelors degree from a legitimate college or university, second that the candidate's college attest that the institution as a whole considers him adequately prepared to teach in a designated field and grade level, and third that the candidate submit evidence of successful performance in a state-approved practice teaching situation.

How did Montana stand as far as these three recommendations are concerned? Miss Miller has this to say:

The first step of this plan is followed in Montana. In determining what is a legitimate college, Montana recognizes college or university accreditation by regional associations, as well as accreditation by the National Council for Accreditation of teacher Education.

Dr. Conant's second and third steps are also being effected with some modification. While we do not require involvement of the institution as a whole in recommending a candidate for certification, we do require an institutional recommendation. In practice, this recommendation usually is completed by the dean of the school of education or a person of similar rank, and is not necessarily a recommendation by the institution as a whole. We have sought to encourage participation of the academic faculty members in decisions affecting teacher preparation by including them in meetings sponsored by the Teacher Supply Committee to evaluate teacher preparation programs.

We have a close working relationship with college and public school personnel, which results in our awareness and indirect approval of practice teaching situations. We do not, however, have a Department of Public Instruction personal in the field visiting the student teacher in action, as this recommendation perhaps intends. The informal cooperation and awareness that we enjoy probably would not be possible in a more populous state.<sup>23</sup>

Montana colleges have been phasing out the two-year diploma.

September, 1963 was the last date for entering this program. Miss

Miller states this about the two-year diploma program.

... When I prepare the report on this biennium for the 1965 Legislature, I shall include a recommendation that new certification in Montana be based on a minimum of a bachelor's degree at the elementary level. This action will be necessary, of course, to insure that Montana will not become a haven for out-of-state applicants who have only two-year preparation.<sup>24</sup>

This program was adopted and is in vogue at the present time. The program does not keep teachers from teaching who have only a two year diploma, but they have to give an intent for further study and a

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<sup>23</sup> Miller, Harriet, Teacher Preparation and Certification in Montana, March 14, 1964, pp. 5-6.

<sup>24</sup> Ibid., pp. 6-7.

completion of the bachelor's degree as has been explained in chapter three.

Dr. Conant believes the five year pre-service study, which is required by some states, unnecessary if the four-year program is carefully planned. However, Dr. Conant has evidenced by his recommendation of a salary increment, made mandatory by state law. upon completion of the master's degree that he did believe in advanced study following teacher experience.

By reason of the six-credit renewal requirement every five years, it is assured that Montana teachers receiving initial certification on the four-year program will continue study. "These credits must be earned in a planned fifth year or in a master's degree program."<sup>25</sup>

Dr. Conant felt there needs to be a change in the training of elementary teachers that would fit the teacher to perform the duties required of him in a better way. He also felt that colleges should have a more uniform program for teachers. He states there is a range, in the colleges he visited, from 39 to 90 semester hours devoted to general education and 11 to 29 semester hours allotted to professional courses. However, he found there are some similarities. All colleges offered at least three semester hours in educational or child psychology, all provided for practice teaching and almost all required some special content and methods courses in arithmetic, social studies science, language arts, physical education, music, art, and crafts.

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<sup>25</sup>Miller, op. cit., p. 11.

Although Dr. Conant suggests that upper grade teachers should specialize in one field, he is also convinced that all elementary teachers must have at least an introduction to the teaching of all subjects commonly taught in the elementary schools.

Dr. Conant's suggested program provides for a four-year program with essentially no free electives. The program includes both breadth of education required and the necessary special knowledge essential for the elementary teacher. He believed a more formal education for elementary teachers is more profitable after two years of teaching. That most elementary teachers plan to teach early in life and five years is too long to wait to get into the field. He said, "The sooner such students have the full responsibility of a classroom, the better for them."<sup>26</sup> He suggests the fifth year of education if desired could be taken in workshops.

Dr. Conant further believes it is a special type of person to be interested in teaching very young children and that their preparation requires more concern with child psychology as well as a broader academic program, and the self-contained classroom was more likely to persist in the first three grades than in the upper three grades.

Dr. Conant presents the following recommendations;

The program for teachers of kindergarten and grades 1, 2 and 3 should prepare them in the content and methodology of all subjects taught in these early school years. Depth in a single subject or cluster of subjects is not necessary.

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<sup>26</sup> Conant, op. cit., 160.

The program for teachers of grades 4, 5, and 6 should provide depth of content and methods of teaching in a specific subject or cluster of subjects normally taught in these grades with only an introduction to the remaining elementary school subjects.<sup>27</sup>

It was indicated in Dr. Conant's book on The Education of American Teachers that in many institutions there is too much duplication and repetition. He makes these suggestions to remedy the situation:

First, the total time allocated to courses in special content and method, frequently amounting to almost two semesters, should be reduced to the equivalent of one semester's work. Second, these courses in special content and method should be taken concurrently with actual experience in an elementary schoolroom. Third, these courses in special content and method should be taught by a team of clinical faculty members whose own education and teaching experience qualify them in both the content and the methodology of the specific subject.<sup>28</sup>

#### In-Service Education

The in-service education consists of experiences planned to help individuals and groups on the job to perform better than they would without the experiences.

In-service education has several activities that are used. They are: systematic and purposeful supervision, college extension courses, committee study, workshops, seminars, conferences, and professional reading. The use of these have to be determined on the needs in each school system; the activities that can be made available that would give the greatest benefit in helping the teacher to perform his task with the greatest efficiency. Another factor effecting the in-service

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<sup>27</sup> Conant, op. cit., p. 155.

<sup>28</sup> Ibid., p. 156.



education is what the school can afford to provide for its teachers. Small school districts are often at a disadvantage to provide the type of in-service education that is needed.

In summary many trends in education are taking place in order to keep pace with a rapidly changing world. The curriculum in the school is being changed trying to find ways to help children learn more in a shorter length of time and to learn ideas that they can transfer to other problems in helping them to solve the problems. Then how to match the levels of these materials to the capacities of children of different abilities. Dr. Bruner believes the best minds available must be put to work on this task.

As an interest in learning is rising, more thought is being centered on what is taught and the quality of what is taught. In the last few years science is moving into a new era along with a second industrial revolution, control systems, automation, new sources of power, and the exploring of space. In an effort to raise the intellectual tone of the schools the athlete's "letter" is offered to students who make high grade averages, and federal aid is being made available to schools who qualify. Dr. Bruner believes meritocracy may have several undesirable effects, and Federal aid may result in questionable consequences for American education and American life unless carefully planned in advance.

The age old question, when is a child ready to learn, Dr. Bruner said the material must be presented in the child's way of viewing things

and that these first representations can later be made more powerful and precise as a result of his early learning. The second stage of learning takes place when a child is in school and is operational instead of active.

Much emphasis is being put on the reading program in the last few years. Dr. Conant believes changes should be made in courses required for teachers, especially for those in the first three grades. For these teachers an additional three-four hour course should be required and this should deal primarily with the identification and the correction of reading problems. Practice teaching under a well qualified teacher is another recommendation.

Dr. Conant recommends a revision in teacher education, It should be more concentrated with no free electives. The teachers of the first three grades having special emphasis on reading, but they should prepare in the content and methodology of all subjects taught in the early school years. In grades 4, 5, and 6 depth should be provided in a subject or cluster of subjects normally taught in these grades with an introduction to the remaining elementary school subjects. A four year college education is sufficient for the beginning elementary teacher, but if a more formal education is desired it should be by a planned fifth year or in a master's degree program.

The in-service program is a program planned to help individuals on the job to perform better. Some of these are; systematic and purposeful supervision, college extension courses, committee study, workshops,

seminars, conferences, and professional reading.

### Teaching Aids

There are many aids available today to help the teacher do a better job. Some have already been mentioned in this chapter. The machines, films, television, and educational television in Montana will be presented here.

Teaching Machines. The past few years have witnessed the various types of teaching machines. These machines varied quite widely, but they have certain features in common in that they presented a carefully programmed order of problems or exercises to the student, one step at a time. The problem presented on these machines progressed gradually in difficulty to keep the student from becoming discouraged. The student selected the answer he thought was correct, if the answer was correct the machine moved on to the next step.

Probably the most interesting feature about these machines is that they lighten the teaching load of the teacher and perhaps the most important feature is they provide an immediate correction to the student while he is in the act of learning. It is believed that these machines will not replace the teacher even though their use has increased up to the present time.

Film. Until recently most film was designed mostly as enrichment films. These film are designed to bring phenomena into the classroom that would have been otherwise unavailable. But the Physical Science Study Committee stimulated to a large extent by television designed

films to present the entire substance of a course and to minimize the need for a teacher.

However, these films are not to take the place of the classroom teacher but to stimulate classroom discussion. The second condition of a film was setting the level and tone by directing attention to important questions and important problems helped assure the mass of fact, concept, theory, and application that constitute any field of knowledge will fall into a coherent pattern in which the more important aspects will be clearly differentiated from the trivial. It has been reported that these films were scrupulously honest and experiments that were seen on the screen were carefully performed and were accurately reported.<sup>29</sup>

Educational Television. Since any TV program that informs has been called educational, for the purpose of this study all reference to educational TV will be considered instructional TV.

TV has been one of the more recent trends that has been introduced to the educational field. Although TV is still in its infancy as far as instruction is concerned, research thus far indicated that it has made a definite impression in the educational field.

From a report by Robert E. Shanks in "The American School Board Journal" he told of an experiment that was carried out with the Anaheim city elementary school district first on grades four and five with "control

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<sup>29</sup>

Bruner, op. cit., pp. 81-88.

classes", these classes were randomly selected at each grade level. Identical curriculum content and instruction were received, but without televised teaching, then tests were given and comparisons made with the groups who had had television instruction. This program was carried on again the following year but expanded to include grades three and six. Again tests were given and comparisons made of the two methods of teaching.<sup>30</sup>

Mr. Shanks stated the findings on this two-year experiment as follows:

These comparisons, on the whole, definitely favored the concept of related classroom and televised teaching. Pupils receiving both classroom and televised teaching in social studies, science, arithmetic enrichment, and music, appeared on the whole to have a definite advantage in the learning situation over those pupils who received all their instruction in these subjects in the "control classes."<sup>31</sup>

Another instructional use for TV has been the education of preservice teachers. The Educational Television Guidebook had this to say:

TV is already claiming a vital role in education for its many preservice remote-observation applications-making it possible for teacher in-training to become familiar with classroom procedures, management techniques, and teacher-pupil relationships during the entire preparation period, rather than during only the final year of prepractice and student teaching.<sup>32</sup>

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<sup>30</sup> Shanks, Robert E., "Closed-Circuit TV in Anaheim City Elementary School District," The American School Board Journal, February, 1964, pp. 34-36.

<sup>31</sup> Shanks, op. cit., p. 34.

<sup>32</sup> Lewis, Philip, Ed. D., Educational Television Guidebook, McGraw-Hill Book Company, Inc., New York, 1961, p. 13.

The use of instructional television has been the greatest in elementary schools. The most important reason for this was perhaps the conviction of school administrators and teachers that the scheduling of telecast materials in the elementary classroom was easier where each class was a self-contained unit under one teacher for the total day and second that a large part of instructional materials at the elementary level were easily translated to the television medium.<sup>33</sup>

The use of TV has been found helpful also with pre-school and kindergarten children. It was found to carry over from the home to classroom television situations quite successfully. Television instruction has shown a distinct advantage in primary grades for the teaching of foreign languages along with phonograph records, tape recordings, films and other media. Art, physical education, safety programs, elementary music, language arts were others that were found to be well adapted to this type of instruction.

The greatest impact of television seemed to be on the fourth, fifth, and sixth grades. The reason for this was the use of foreign language and elementary science instruction were concentrated in these grades.<sup>34</sup>

The results of some other studies stated:

Some 50 studies have compared the achievement of students taught by television and students taught by conventional techniques. Most of these, studies were made in the middle grades. Allen reports

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<sup>33</sup> Report of the Montana Educational Television Committee, TV for Montana Education, Montana State Printing Department, Missoula, June, 1962, p. 13.

<sup>34</sup> Ibid., pp. 13-14.

on 45 such studies. Eleven of these showed TV instruction to be superior, three showed the conventional method to be superior, and 30 showed no significant difference in achievement between the two methods. Studies in which TV instruction is reported superior show that TV students out-perform students in conventional programs in the ratio of 7 to 2.

The National Program in the Use of Television in the Public Schools, a nation-wide experiment financed by the Fund for the Advancement of Education, involved 250 school systems during the years 1957-58 and 1958-59. This experiment is continuing, although test results are not available for subsequent years. In 1957-58, comparisons of TV classes versus conventional classes showed 68 favored television students and 42 favored control groups. In 1958-59, the comparisons in favor of television grew to 97 while those favoring control groups numbered 44. Again if the students showing significant differences in favor of television are isolated, TV students out-perform conventional students in a ratio of 3 to 1 in 1957-58 and nearly 4 to 1 in 1958-59. Allen found 24 studies comparing junior high school student achievements. Here three favored television, two favored the conventional situation, and 19 showed no significant difference or an equivalent achievement. These comparisons were concerned with large class viewing situations predominantly.<sup>35</sup>

Education Television in Montana. Although Montana's population has grown and continues to grow, Montana's geography and sparse population make some small schools a necessity. Montana schools have been facing growing enrollments and a continuing shortage of skilled teachers. There has not been a general difficulty in securing teachers, but there have been indications in several subject areas, where teacher shortages were acute. In Montana there has been a greater demand for science teachers than could be supplied. It has also been difficult to find teachers of foreign languages, English, mathematics, art and speech. There has been evidence too that former elementary teachers who wish to

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<sup>35</sup>

TV for Montana Education, op. cit., pp. 22-23.



return to teaching are deminishing.

It has been shown by the 1960 census for the first time in Montana's history that over one-half of the state's population lives in urban areas. It is expected that this trend in increase of urban population will continue. This in turn has led to an overcrowding in the urban schools in the state that is being felt today.

For the average citizen a few years ago a grade school education was sufficient. Today the norm has been found to be a high school education and the trend for young people to complete two to four years of college education. More education has to be made available to a larger number of pupils to meet the requirements of a society who is becoming more complex and professional skills are becoming more important to economic success.

The small school has been a part of Montana's educational system and because of its sparse population and difficult terrain will continue to be a part of the educational system in Montana despite the consolidation pattern. In 1961-62 there were 716 one or two-teacher schools in Montana including 576 one-teacher schools. The demands in these situations often exceeded the training and ability of the one-room, one-teacher school.

It has been felt that the teachers in the small and isolated schools of the state need all of the help they can get and that television in addition to films, slides, textbooks and other aids to instruction is the answer to this problem. Laboratory facilities, resources, and

specialists that have been available to larger school systems could be made available to the small school teacher through the media of television.<sup>36</sup>

The trend for this media has been described as follows:

Similar illustrations can be drawn for subject areas other than French is available on film and TV tape recording. Such a series could be originated at a central point and distributed to schools over the entire state. A number of such courses are now in the planning stage. The television lessons being prepared for the Midwest Program on Airborne Television Instruction are available for use in a system such as described here. Within the next five years, many more well-planned and well-taught television lesson series will be available.<sup>37</sup>

The school population in the urban centers in Montana has been increasing rapidly, and it is evident this trend will continue. It is believed that television could be one way to instruct these large classes and obviate the necessity for split shifts. This type of instruction would require the use of large study halls, school cafeterias, and auditoriums. Telecast lessons suited to lecture-demonstration type presentation would be brought into these classrooms. This would free regular classrooms for conventional class instruction periods. Such large school systems as Miami, Des Moines, Detroit, and Philadelphia have partially solved their enrollment problem through the use of such techniques.

The schools of the nation have had difficulty in finding foreign language, art, music and science teachers to teach in an expanded

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<sup>36</sup> Ibid., pp. 33-35.

<sup>37</sup> TV for Montana Education, op. cit., p. 35.

curriculum. Again television could be used to distribute the instruction of one-teacher to many classrooms. Television also offers a means of providing accelerated instruction for the gifted student.

It is believed that Montana by using the facilities available on local commercial TV stations in Montana's cities, by installing closed-circuit TV systems, or by establishing educational television stations, might also solve the problem of overcrowded schools.<sup>38</sup>

"The American School Board Journal" of February 1964 gave this account of educational television in Montana:

While Montana does not have an ETV station at the present time, several schools in the state are using ETV on a limited basis, on a closed circuit installation originating from the TV studio on the Montana State University Campus, the Missoula Public Schools are giving Spanish instruction at the elementary level. The Great Falls public schools use closed-circuit TV at the high school level primarily for film showings. Kalispell schools have a successful junior high school science program. In the Butte, Sheridan, Anaconda and Manhattan areas, four schools are participating in the "Parlons Francais" series broadcast from a commercial station in Butte.

There is considerable interest in ETV in the state. The problem generally is lack of staff to adequately plan local programs or to integrate prepared programs into the regular curriculum. Time and money are required, and they are not available.<sup>39</sup>

In summary teaching machines, films, and television along with many other devices were not designed to take the place of the classroom teacher,

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<sup>38</sup> TV for Montana Education, op. cit., pp. 35-36.

<sup>39</sup> "ETV around the U. S. A.," The American School Board Journal, February, 1964, p. 44.

but to help the child to learn more easily. The devices are aids to the teacher and makes available any other way. Montana does not have an ETV station, but on a limited basis is using closed-circuit television. It is believed television in Montana could be of great service in this sparsely populated state to help the teacher in these one-teacher schools. It could also be of considerable service in helping to relieve the overcrowded classroom in Montana's urban areas.

#### Federal Aid

The Federal Government has played a part in the education of American children from colonial times. A government bulletin published in 1962 reads:

In the United States of America, a unique relationship exists among the Federal, State, and local governments on the matter of public education. It is a relationship that began in colonial times and has been strengthened through the years by the wisdom of American statesmen, and by the faith of most Americans that universal, tax-supported education is the bulwark of democracy.

This relationship involving the Federal, State, and local governments may be described as a partnership in which these levels of government, at one time or another, have participated in varying ways and degrees in the establishment and support of education. It is now widely recognized that the quantity and quality of education are a proper concern of the Federal Government, although the administration and control of public education institutions and programs are the responsibility of State and local government.<sup>40</sup>

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U. S. Department of Health, Education, and Welfare, Progress of Public Education in the United States of America, 1961-62, OE-10005-62-B, Government Printing Office, Washington, D. C., 1962, p. 1.

While the principle of public education is the responsibility of the state, and local districts, "the Federal Government is taking an increasing interest in education throughout the nation, providing leadership and stimulation without usurping the basic responsibilities of the state and the local communities."<sup>41</sup> It has apportioned funds for various phases of education that are of special concern to the entire nation.

In a report by the Federal Government in 1962, it especially emphasized vocational and technical education programs in the United States available to both youth and adults. This program does not replace, but supplements the general education program, "as part of a plan to develop adult citizens who will be competent economically, socially, emotionally, physically and intellectually."<sup>42</sup> On the adult level it plays an essential role in maintaining American efficiency in production, distribution, and consumption and, as a result, a high standard of living.

Vocational Schools. In recent times the demand for highly skilled technical workers has greatly increased and the trends of the modern world indicates that they will continue to increase. To meet these demands for skilled workers the government provides aid to help vocational institutions in providing vocational educational programs to train young people and adults to meet these demands. It is predicted

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<sup>41</sup> Ibid., p. 3.

<sup>42</sup> Ibid., p. 3.

that vocational education will continue to be an educational field of major importance to further economic progress.

The Federal Government and the State's role in expanding vocational education is described as follows:

The role of the Federal Government in this cooperative undertaking is to encourage the States to establish and expand needed vocational education programs; to provide financial and stimulation; to suggest desirable policies and standards for State acceptance; and to provide for research, publications, conferences, visits, and other types of assistance and leadership that will help the States in developing programs. The role of the States is to identify their own training needs; to establish their own standards, policies, and patterns of training with due consideration to their needs and financial abilities; to provide qualified State leadership, supervision, teacher training, and vocational guidance services; to provide appropriate State financial assistance within the limits established by State legislation; and to disburse Federal funds in conformity with provisions of State plans.<sup>43</sup>

The State and the local school system's role is described in this way:

The role of the state and the local school is to establish and operate programs based primarily on local needs, although State and national needs are also considered in such development; to meet or exceed the standards outlined in State plans; and to qualify for acceptance of State and Federal aid for approved programs.<sup>44</sup>

Public vocational education endeavors to accomplish the following:

(a) To serve the needs of the individual in his preparation for entrance into useful and productive employment in a recognized occupation, (b) to help a worker advance in his chosen field, (c) to provide the trained manpower needed in a growing economy, and (d) to develop those qualities which will contribute to effective citizenship.<sup>45</sup>

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<sup>43</sup>U. S. Department of Health ..., op. cit., pp. 9-10.

<sup>44</sup>U. S. Department of Health ..., op. cit., p. 11.

<sup>45</sup>Ibid., p. 11.



Another government aid is the National Defense Education Act for schools who receive matching funds to purchase materials to improve and strengthen instruction in science, mathematics, modern foreign languages, history, civics, geography and English.

Project Head Start. "Head Start" has been one of the largest programs for young children ever sponsored by the Federal government. The Federal Government assisted by the Office of Economic Opportunity has made a national effort to help the poor to help themselves. Help was given through a Child Development Program to aid the child in healthy growth, learning, succeeding, asking questions, finding answers, meeting and seeing different people, and articulating his feelings. It is believed this program will attack the root and sources of the problems of poverty by having given these underprivileged children an opportunity to start school better prepared to compete with other children.

Keith Osborn in an article in "Educational Leadership" said that it was too early to have research data available on the Child Development Program, but from his observations his belief in Head Start had been reinforced. Mr. Osborn described what he observed as follows:

Many children received early diagnosis of medical problems which were unknown to the parents. In some instances dental diagnosis showed that a "slow learning" problem was in reality a dental problem. In other cases a "discipline problem" turned out to be a medical one.

Most of the children in Head Start were provided with at least one hot meal each day. One teacher told me, "Head Start is providing several of the children in my group with the only substantial meal they receive."



... Everywhere I went school administrators were discussing ways to extend school downward. I feel the most immediate change will be a rise in kindergarten programs in school districts where no program exists; in other districts, there will be a move to extend schooling to three and four year olds.

Perhaps Head Start's biggest contribution has been its effect on the teacher himself. This could be seen in three ways: (a) alerting the teacher to the needs of the poor, (b) seeing the progress which could be made in eight weeks in a small group setting, and (c) a commitment on the part of the teacher to follow through with these children in the fall.<sup>46</sup>

Briefly the Federal Government has played a part in the education of American children since colonial times. It is now taking on increasing interest in education by providing leadership and stimulation. Funds have also been provided for various phases of education, but the state and local governments are still responsible for the administration and control of public education.

The Federal Government is also encouraging vocational schools in the states to provide education for youth and adults. "Head Start" is a program sponsored by the Federal Government for the pre-school children of the poor to help them to be able to start school on a more even basis with other children.

The major criteria for improving education are:

1. Tailoring the curriculum to serve the individual in the future.
2. The intelligent use of more visual aids.
3. Better trained teachers to insure better reading programs.
4. In-service programs that really meet the needs of the teacher on the job.

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<sup>46</sup> Osborn, Keith, "Project Head Start," Educational Leadership, vol. 23, No. 2, November, 1965, pp. 99-100.

5. Teaching machines as an aid to the teacher.
6. A wider use of educational television, especially in areas of study where desirable material is difficult to obtain, or in the overcrowded schools.
7. Project Head Start for the underprivileged.
8. Vocational schools for adults and the youth who are not scholastically inclined.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

In summarizing the progress of education in Gallatin County from 1865 to 1965 the following points are presented.

(1) The early schools in Montana began in Nevada City, Alder Gulch, Bannack and Virginia City in 1863. They were private schools taught by Miss Kate M. Dunlap, Mrs. Henry Zoller, Lucia Darling and Thomas Dimsdale. These schools were taught many times in the individuals own home.

(2) As more people moved westward and the population began to increase the demand for education became greater, and on February 7, 1865 a bill calling for the establishment of the common school was signed into law.

(3) There were no standard textbooks. The books used were those the parents brought with them or ones that could be purchased at the general store.

(4) In 1878 the Bozeman school passed from a pioneer to a well graded school with a well planned course of study and a high school course, but it was not until 1899 that there was a uniform course of study, and by 1906 uniform free textbooks were required by law.

(5) In 1883 the average school term was ninety days compared to a required one hundred eighty pupil taught days today.

(6) In 1883 the number of children attending school was 1012, and at the present in Gallatin County there are 6,327.

(7) In the early history of education an individual could teach who had completed the eighth grade if he could pass the teachers' examination. Today one is required to have a bachelor's degree with a required number of semester hours devoted to education.

(8) The curriculum taught has always consisted of the basic three "R's" with additions from time to time until today there is an expanded curriculum with science, music and art taking an allotted place in the daily program.

(9) Teachers salaries were about \$55 to \$60 a month on the average, some running as low as \$35 in those early days. In Gallatin County today, there are few teachers who are receiving much less than \$400 per month as the minimum wage.

(10) The problems facing the early schools were many and varied. The main ones were: money enough to support the schools, adequate buildings, heat and lighting, and long distances from schools with poor means of transportation and poor roads.

(11) Bozeman's Public Library also helped to add to the educational facilities of the county.

(12) Consolidation of school districts has been urged to cut down the high cost of supporting adequate education in small schools and to be able to provide a better quality of instruction and better facilities for carrying out the process of education.

(13) The problems facing the schools today are mainly consolidation of school districts where feasible, cost of transportation, the accelerated

program in the rural school, janitor service for rural schools, and the low salaries of rural school teachers.

(14) At the head of the schools in the county is the county superintendent of schools. Under his jurisdiction is the local school boards.

(15) To hold the office of county superintendent one must be a citizen of the United States, a legal voter, hold a state certificate showing education equivalent to a graduation from a normal school, college or university, three years teaching experience and be bonded.

(16) The local board of trustees can be made up of persons from all walks of life. The duties of this board are to carry out rules and regulations for the welfare of the schools under its jurisdiction.

(17) The curriculum in the schools has been changed to keep pace with a rapidly changing world, and to try to fit the curriculum to the different abilities of children.

(18) Motivational trends hold a note of warning if not carefully planned in advance.

(19) When is a child ready to learn? Dr. Bruner's hypothesis that a subject can be taught to any child at any stage of development if the material is presented in the child's way of viewing things, and that these first representations can later be made more powerful and precise as a result of his early learning.

(20) Dr. Conant recommends a change in teacher education requiring more training in reading for teachers teaching grades one through three.

(21) The in-service program was planned to help teachers on the job to perform their duties better.

(22) Many and varied teaching aids have been devised to help teachers. Some of these are: teaching machines, films, tape recorders. records and educational television.

(23) ETV in Montana is limited, but it holds possibilities as being a very useful media for the overcrowded urban and one-teacher school situations.

(24) Federal aid has helped to equalize the educational facilities in the schools and another project sponsored is the vocational schools for youth and adults.

(25) Project Head Start is one of the largest programs that has ever been sponsored by the Federal Government for young children. This program is primarily to help the children of the underprivileged to start school on a more equal basis with other children.

#### Conclusions

Montana's elementary educational program has indicated a steady progress from the early beginning of Montana's history. Schools sprang up in the beginning as a result of the discovery of gold near Bannock and Virginia City. With the coming of people arose the need for education. At first the schools were private or subscription schools. The students of these early private schools were mostly adults. Professor Dimssale's school in Virginia City is the first where tuition is known to have been

paid. He received \$2.00 per week per student.<sup>1</sup> As the population increased and the demand for education became greater, it was realized that some type of governmental organization was necessary. In December, 1864 when the first Territorial Legislature convened, a bill calling for the establishment of the common school was passed.<sup>2</sup> The first public school was opened in Virginia City March 5, 1866. Although the office of Superintendent of Public Instruction was not established by the law of 1865, Governor Edgerton created it and appointed Thomas Dimsdale to that post.<sup>3</sup>

The first school in Gallatin County was at Bozeman and was taught by Mr. Samuel Anderson. This school was a private school and was paid for by the patrons.

The books in these early schools were books that had been brought by the people from various parts of the nation or books that could be purchased at the general store. It was not until 1899 that there was a uniform course of study and not until 1906 when uniform textbooks were required by law.<sup>4</sup>

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<sup>1</sup> Dimsdale, Thomas J., "Introduction" by E. DeGolyer, Vigilantes of Montana, University of Oklahoma Press, Norman, Oklahoma, 1965.

<sup>2</sup> Acts, Resolutions and Memorials, of the Territory of Montana, (1864-1865), D. W. Tilton and Co., Virginia City, Montana, 1866, pp. 433-443.

<sup>3</sup> Hamilton, James M., From Wilderness to Statehood, edited by Merrill G. Burlingame, Binfords and Mort, Portland, 1957, p. 489.

<sup>4</sup> Abbott, N. C., Montana Government, The Gazette Printing Co., Billings, Montana, 1937, p. 50.



Mr. Davis Willson who taught the school year of 1866 and '67 was the first teacher in the county to receive public school money.<sup>5</sup> This was another step forward in the growth of the educational system in Gallatin County. In 1873 when Mr. T. B. Gray taught the school in Bozeman, another teacher, Mr. D. B. McMurry, was employed in December to teach the primary department. This was the first school in Bozeman that employed more than one teacher.<sup>6</sup> By the fall of 1878 four teachers were being employed in the Bozeman public schools with an enrollment of 130 students. The first brick school building with six rooms was opened for school in 1878. From this time on the building of schools was prevalent. Other schools were springing up here and there throughout the county until there were seventy-seven districts created.

The Bozeman Public Library which also added to the educational facilities of this community had its beginning with the first literary movement in 1872.

Then as better means of transportation, families were becoming smaller, it was found that it was difficult to support some of these smaller schools, abandonment and consolidation of districts began.

The trend has been for fewer and larger schools that can afford better facilities and better qualified teachers.

Research on this study has indicated that consolidation of districts in most cases has been good. In some cases this was not true because

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<sup>5</sup> Historical Society of Montana, Contributions, vol. VII, 1910, pp. 305-311.

<sup>6</sup> Ibid., pp. 305-311.

the distance problem in Gallatin County is still a barrier. There are districts in Montana today that it would seem could consolidate and provide better educational facilities for the children if the people were willing to give up their districts. The number of children in these one-room, one-teacher schools have varied greatly down through the years. While one teacher has so few pupils, it is difficult to teach; another not far away may have so many pupils and grades that it is impossible for her to give each child the individual help that he needs to do his work satisfactorily. The consolidation of even these two schools would reduce the teacher's load in number of grades and at least to some extent in the number of pupils each teacher has.

Other indications of progress indicated in this research was the constant striving of those at the various heads of departments in the educational system to improve the schools by better buildings, facilities and better qualified teachers. Then standard textbooks were adopted courses of studies have been revised from time to time, and the curriculum has been broadened to give the child a better education to help prepare him to live a successful life in the world about him.

The length of the average school year in the early history of Montana was eighty days. When Superintendent R. H. Howey took the office in 1881, it was increased to one hundred ten days, and today there are one hundred eighty pupil instruction days required plus six pupil instruction related days or a total of one hundred eighty-six school

days.

The standards for teacher qualifications have come a long way from the day when an individual could teach by passing a teacher's examination. Today the two year diploma is being done away with and the Class V Provisional Certificate will be the only one granted.

The State Superintendent of Public Instruction is the head of the educational system in the state. Under her are the various county superintendents who carry out the instructions of the state superintendent. In each school district is the board of trustees who are in turn under the county superintendent then the principal who works in close connection with the board of trustees.

There have been and are a number of trends in education that have seemed to offer contributions to education. The teaching machines, television, which has not made too great an impact on education in Montana because of its newness in the field, lack of staff to adequately plan local programs and time and money, film, better illustrated books and Federal aid to help provide an equality in education. Many of these devices can be of great assistance to the teacher if properly used. They should be used to aid the teacher in doing a better job not to take the place of the teacher.

In summary it has been indicated by this study that there has been progress in education in Gallatin County. There have been many and varied changes down through the years upgrading the educational system. This work of upgrading the educational system is still in progress, and

in a world of rapid changes is indicated that it must keep changing to keep pace with the demands that are made upon it.

#### Recommendations

Although consolidation has been taking place in Gallatin County, there is evidence of a need for further consolidation and/or reorganization of districts if Gallatin County is going to provide the best education possible for her children. It has been indicated that better schools can be provided if the small schools are consolidated into larger units thus concentrating larger amounts of school money in one place. The consolidated districts will be financially able to provide better buildings, a better qualified teaching staff, and better facilities for the school. With the consolidation of districts and the forming of larger rural schools, daily janitor service should be provided for the school instead of the teacher performing these duties thus taking valuable time from lesson planning and the evaluating of work already completed. Reorganization and consolidation of districts does not necessarily mean closing all rural schools.

The State Department of Public Instruction should develop a course of study which will provide a specific suggestion for teachers in schools of several types and sizes. This course of study should be suggestive. For all areas of instruction there should be such materials as that contained in the present guide for social studies. Guidance should be provided by this course of study for the teacher in: the one-room schools; the two-room schools; schools where there is only one grade in a room. The county and district superintendents should make sure all teachers are acquainted with the guide.

Qualifications for county superintendency should be raised. The county superintendent should be a specialist in the educational field since she is the educational leader in the county. A workshop for county superintendents and the key members of their staff should be provided periodically by the State Department of Public Instruction. The attendance at these workshops should be required. Content and methods especially should be emphasized at these workshops to extend the insights and understandings of these educational leaders. Leadership for these workshops could be provided by members of the staff of the State Department of Public Instruction and of the university system plus consultants from out of the state. If consolidation on a county unit basis should occur, there would be no further need for the traditional position of county superintendent.

A qualified teacher should be placed over the rural schools in a supervisory and consultant capacity to see that children in the rural schools are getting what they need in reading. This could be determined by the supervisor or periodical visitation and testing at various times. There should be better reading preparation on the part of the teacher, especially for the first three grades; detecting better ways of reading weaknesses and then doing something about them; and in-service training for teachers in reading to help the teacher help the child.

The teacher should stimulate an interest in oral and written communication by bringing lesson assignments to the children that are on their level of interest making them feel they have something to talk

and write about. Then the teacher should stimulate them to take pride in a talk well given or a paper well written; correct spelling, legible writing and good form.

Some of the most important facts in geography should be learned. Today social studies are stressing the historical and geographical understandings. More teaching should be done in promoting democracy in the classroom, and then how this method could work to solve the problems in the community, the state and the nation. The teacher can do much in this way in helping a child solve his own problems. If children learn to solve their own problems, they will be better fitted to solve the problems they meet when they have become adults. In order for children to solve their problems they must be taught to think. Many media today are available to make the social studies more interesting. The media of film and film strip can be used very successfully by the teacher to help make social studies more interesting. Television is also beginning to take its place in this field and should be made use of where it is available.

Music in the rural schools needs much attention. An instructor could be employed for the county and visit the school once, but preferably twice, a week and instruct the children in music and assist the teacher in carrying on the program for the days he is not there. More and better equipment should be provided especially in the rural schools. Again make music a fun time, a time to be enjoyed rather than the learning of a lot of facts, some are necessary to help the children enjoy the music;

but keep it interesting.

Art should be stimulated through other classes. The teacher should stimulate an interest and then let the children see what they can do through their own creative ability. The teacher should not criticize the finished work, but offer helpful suggestions as to how the piece of work could be improved. Let the child experiment and discover by proper guidance from the teacher what is best.

Tailor the curriculum to fit the needs of the individual child, the slow learner as well as the gifted child. The methods used in the classroom should be the ones that will give the student a sense of intelligent mastery over the material he is studying. The teacher should guide children into discovering the solution for themselves. Opportunities should be presented where the children can be creative. Music, art and story writing are especially good areas for children to exercise their creative ability. A child's readiness for an area of work should be determined. If the child has weaknesses, steps should be taken to correct the weaknesses before he starts this area of endeavor.

Salary schedules should be encouraged for rural school teachers. As the present situation stands the teacher with a bachelor's degree is teaching for the same salary as the teacher who has no degree. This schedule should be based on the bachelor's degree, number of years of experience with a raise in salary for each year a teacher remains in the same school up to a specified number of years, with a marked raise in salary for those with the master's degree or who have completed the five year plan. The most likely way for Gallatin County to substantially



improve the quality of instruction in the schools is to raise the educational level of the teaching staff. Teachers could be encouraged to take additional college work by more extension classes to be offered by the university system and more widely spread summer schools.

Many more special programs of voluntary experiences should be planned for children in rural areas by the county superintendent. These opportunities could be provided on Saturday mornings, but the writer believes better attendance could be obtained by taking a certain period one day each week and transporting these children by school bus. Instruction should be provided in areas of dramatics, instrumental and vocal music, team games, ceramics, home economics, manual arts, science and mathematics. Perhaps highly qualified high school teachers could be employed to provide good learning opportunities for children of the rural areas.

School districts should be given some flexibility in the setting of the length of the school day, especially in the rural schools. Most of the children in rural areas have to be transported and those who are not transported often have quite long distances to walk, and much of the instruction in rural schools is individualized. Therefore, a shorter school day can be more easily justified in a rural area than in an urban center. Four and one-half hours for primary children and five and one-half hours for upper-grade children should be the minimum length of the school day. Specifications of conditions should be set up under which the State Superintendent could waive these requirements.

Because many small schools still exist and will continue to exist as long as there is a distance barrier, educational radio and television programs should be planned to enrich learning opportunities. Adequate science learning which is difficult to provide in most schools because of limited equipment can be effectively televised. Music, literature and foreign language instruction also lends itself well to this media or can be taught quite effectively by radio.

Provision should be made when feasible to transport children who are mentally retarded or physically handicapped and live a considerable distance from a center with a special-education room. These children should have the opportunity of having the best education it is possible for them to obtain. If every day attendance is too strenuous for these children they should attend as many days a week as is advisable. Perhaps television or radio programs especially designed for such children could be used on the days they do not attend the center. If there is not a center near enough, two or more adjoining counties could provide instruction for these children where there is a sufficient number of these children to warrant such a center.

Although more is being done for the academically talented and gifted child, much still remains to be done for these children. The school day could be lengthened for these children providing a special class or special summer schools. Television could provide additional instruction for these children. These media could be especially helpful to a teacher who has only one or two of these children in a group which is quite often

the case in the rural schools. This extra instruction should, of course, be voluntary.

Because verbal experiences are quickly forgotten, many more learning experiences in elementary schools should be based on first hand experiences. It is said that only seven and one-half per cent of what is heard, seven and one-half per cent of smell and taste, and eighty-five per cent of what is seen is remembered. Then more experience should be provided where children see, use tools, manipulate objects in solving arithmetic problems, dramatize a story, buy and sell merchandise, observe carefully, and use what they have learned in life-like situations.

If eighty-five per cent of what is seen is remembered, then it is certain that more use of audio-visual aids should be made available and made use of in rural schools. More film and film strip should be made available through the county superintendent's office for rural schools. Equipment for using these media should be purchased by the school if at all possible.

The county superintendent and the teaching staff in Gallatin County should continue to stimulate parents and the people in general to think about the problems of educating Gallatin County's children and how they can progress toward a more efficient and more effective educational program in Gallatin County. This could be done through parent-teacher meetings, the showing of educational films at community gatherings, presenting the needs and goals of education and helping the people to better understand the goals deemed desirable. Then when educational

changes based upon tested criteria are proposed, the lack of understanding and appreciation will have less chance to grow and defeat the forces working for the improvement of education in Gallatin County.

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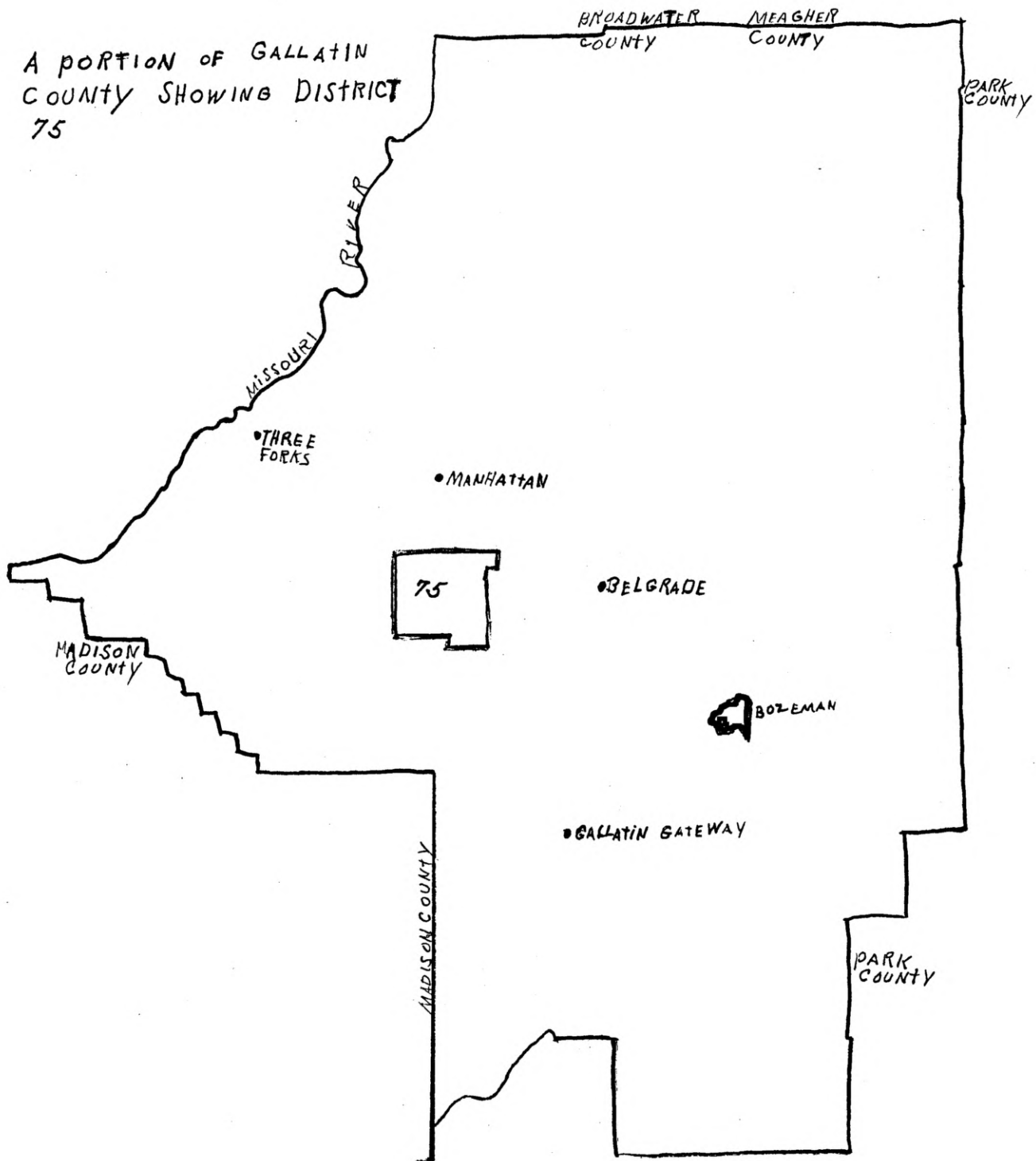
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A PORTION OF GALLATIN  
COUNTY SHOWING DISTRICT  
75



## The Seventy-seven School Districts

- |                      |                        |
|----------------------|------------------------|
| 1. Logan             | J-45-34. Spanish Creek |
| 2. Winter and Heath  | 46. Durham             |
| 3. Manhattan         | 47. Malmborg           |
| 4. Central Park      | 48. Lower Bridger      |
| 5. East Gallatin     | 49. Muir               |
| 6. Lane              | 50. Chestnut           |
| 7. Bozeman           | 51. Mountain View      |
| 8. Barnhart          | 52. Little Holland     |
| 9. Dry Creek         | 53. Pine Butte         |
| 10. Wilson Creek     | 54. Elk Creek          |
| 11. Rea              | 55. Waterman           |
| 12. Decker           | 56. Storrs             |
| 13. Cameron          | 57. Foster Creek       |
| 14. Rochambeau       | 58. Highline           |
| 15. Willow Creek     | 59. Elk Grove          |
| 16. Walker           | 60. Meadowlark         |
| 17. Reese Creek      | J-61-26. Anceney       |
| 18. Garden Gulch     | 62. Crane              |
| 19. Nelson           | 63. Basin-Grayling     |
| 20. Springhill       | 64. Trident            |
| 21. Maudlow          | 65. Sunnyside          |
| 22. Cottonwood       | 66. East Flathead      |
| 23. Middle Creek     | 67. Baker Creek        |
| J-24-24. Three Forks | 68. Vincent            |
| 25. Pass Creek       | 69. West Yellowstone   |
| 26. Mount Zion       | 70. Little Bear        |
| 27. Monforton        | 71. Fish Hatchery      |
| 28. Menar            | 72. Ophir              |
| 29. Upper Madison    | 73. Lincoln            |
| 30. Heeb             | 74. Table Mountain     |
| 31. Story            | 75. Armstrong          |
| 32. Leverich         | 76. Clarkston          |
| 33. Valley View      | 77. Valley Center      |
| 34. Josephine        |                        |
| 35. Salesville       |                        |
| 36. Riverside        |                        |
| 37. Fowler           |                        |
| 38. Sedan            |                        |
| 39. Upper Bridger    |                        |
| 40. Harper           |                        |
| 41. Anderson         |                        |
| 42. Hormen           |                        |
| 43. LaMotte          |                        |
| 44. Belgrade         |                        |

## Districts in 1964

1. Logan
3. Manhattan
4. Central Park
7. Bozeman
11. Rea
- J-15-17. Willow Creek
17. Reese Creek
20. Springhill
21. Maudlow
22. Cottonwood
- J-24-24. Three Forks
25. Pass Creek
27. Monforton
35. Gallatin Gateway
38. Sedan
41. Anderson
43. LaMotte
44. Belgrade
47. Malmborg
61. Anceney
64. Trident
69. West Yellowstone
72. Ophir
75. Amsterdam

## County Superintendents

18 -82 W. F. Sloan  
1883-84 C. W. Monroe  
1885-86 Ada M. Hamilton  
1887-92 Mary F. Houston (Mrs. J. J. Reeves)  
1893-94 John W. Kay  
1895-96 A. J. Walrath  
1897-98 Ida Mack Davies  
1899-1902 Mary E. Chrisman  
1903-04 Olla Ferguson  
1905-06 Alice M. Williams  
1907-08 Pearl Dickson  
1909-10 Clara M. Kremer  
1911-18 Ida W. Davis  
1919-20 Daisie E. Forrest  
1921-26 Lucille Quaw  
1927-30 Mary Rosenberg Kundert  
1931-34 Trena Hollier  
1935-45 Ella N. Conklin  
1945-62 Martha Haynes  
1963- Mary Lutes

This is to Certify that I have Examined  
Miss Fannie Campbell, and find that she  
is a lady of good Moral Character and  
qualified to teach a Common School in  
Gallatin County Montana Territory until  
the first day of November next.  
May 30<sup>th</sup> 1890

Clarett  
Supt. of Public Inst.  
for Gallatin County M.T.

Mrs. Fannie  
Campbell  
Thurberg of  
Logan by 1911

Sally Raymond's Diary for 1866

Virginia City, Montana Territory

Miss Sallie Raymond

Feb. 23, 1866

Mr. Millard says the school Commissioner will be here tomorrow to examine me, preparatory to my opening the district school, says they will want the school to commence the first Monday in March how I long for the examination to be over with and yet how I dread his coming! What would I do if I should fail to get a certificate should die with mortification!

Feb. 24

Mr. Thrasher - the commissioner - has been here I have passed through the trying ordeal & come out successful, Mr. T-- seemed well pleased with my qualifications, complimented me by saying that I passed a good examination, that I did exceedingly well. Oh! I am so glad it is over with, don't think I shall ever dread it again as I have done heretofore.

Feb. 26

They are to pay me \$125. per month for teaching, will open the school next Monday.

Mar. 1

Mrs. Millard called this evening she says the trustees are going to employ Mrs. Farley as assistant in my school, shall be glad of it for she is a real nice lady.

March 4

My thoughts tonight are all about the school that I am to take charge of tomorrow, I shall be so glad when the first day is over, I dislike organizing a school.

March 5

An eventful day, The Legislature met today, brother A went to the ranch, I opened the district school, had over fifty pupils, & the worst set of children I ever saw or heard tell of, am almost afraid that I never can bring them under subjection. We were expecting Mr. Thompson to take the male department but as he didn't come I had to send for Mrs. Farley to come & assist me this afternoon.....It was almost dark when I got home after school.

March 6

Another days work is done & I feel as tired as if I had been minning, yet feel contented for that something has been accomplished today, the children did some better than yesterday, feel somewhat encouraged.

March 7

Another day spent in the school room, the children are improving, think I will soon have a good & orderly school.

March 8

Mr. Rogers called at the school house this afternoon he seemed pretty well pleased with my mode of governing & teaching a school, employed Mrs. Farley as my assistant providing she can get a certificate, she has been helping me all this week, like her for an assistant very much.

March 9

One weeks work is done, my school has improved very much, had a real good attentive & obedient school today, had a spelling match this afternoon, came home very tired, feel as though I can scarcely move, yet I had written two letters tonight. Mr. & Mrs. Farley called this evening to see about my going to the junction with Mrs. F tomorrow for the purpose of getting a certificate for her, Mr. Thrasher lives there, she only teaches the little ones, but the law requires her to have a certificate.

March 10

It was storming so this morning that Mrs. F & I couldn't go to the junction & it is well enough that we didn't get off, for they have employed another lady to help me instead of Mrs. F, think they have treated her real mean, they hadn't permanently employed her, but gave her to understand that if she got the certificate, she could have the situation, but they employed some one else before she had time to get the certificate. I was introduced to Miss Bell today, the lady who is to help me, like her appearance very much, but feel sorry for Mrs. F for she really wanted the situation, Miss Bell is to go on an equal footing with me & help bear the responsibility.

March 11

The trustees have had school dismissed until Wednesday for the purpose of repairing the house, are afraid it will fall down.

March 12

Mr. Conway and Mr. Herndon are fixing the school house, or church rather, which we are using for a school house.

March 14

Our school commenced again today, Miss Bell was there, I do not like the new arrangement as well as the first, prefer Mrs. Farley to Miss Bell.

March 16

Had a very interesting spelling match at school, there was over 60 scholars at school, thirty-four engaged in the spelling match. Came home from school very tired.



March 19

Mr. Rogers, one of the trustees, seemed to think that as Miss Bell is the oldest & most experienced she ought to be principal or head of the school, she seemed willing to take the responsibility of controlling the school & I was more than willing to give it to her, so we made that arrangement this morning. I hear the same recitations that I did before, only she has all the (punishing) to do. I am well pleased with the arrangement, but the scholars are not, thought at one time they would break out in open rebellion they declared that I was employed as principal, & no one had a right to superside me. Came to the rescue, told them that Miss B has assumed a great responsibility, that I was glad to get rid of that, I was well pleased with the new arrangement, that if they wished to please me they would be (first) obedient scholars, they promised that as it was my request they would try to do as I desired.

March 20

I like my new position in school so much, the benefit derived from the change is all on my side, I take my classes to one end of the room & can hear the recitations in quietness & can devote all my time to my classes for I am not bothered trying to keep order, but I help Miss Bell & do all I can to assist her, wouldn't be in her shoes for anything imaginable, more than two thirds of the school are so dissatisfied with the change that they do not hesitate to express themselves in such a manner that she can not help but hear it. I like Miss Bell, think she is a perfect lady & does everything in her power to try to have order, but her efforts have been vain, we have had a very disorderly school this week, I told the children this evening that it bothered me just as much as it did Miss B when there was disorder in the school room, some of them seemed to feel sorry they had conducted as rudely, & I hope they will try & do better in the future. Some of the largest scholars seemed determined that I must hear their recitations, left the classes they were in & came to mine.

March 21

Our school did a great deal better today, but it is far from being an orderly, well conducted school yet.

March 22

Another day at School. Am fearful that our school will not succeed well under the present arrangement. I find that Miss Bell is disposed to be rather domineering & I am too high spirited to submit to anything of the kind.

March 23

Our school went off nicely today, Miss Bell was as pleasant as a basket of peaches, didn't do anything without consulting me & acted very lady like manner, guess she found that I wasn't the tame spirit she had taken me for, that I might be led but never driven.

March 29

A member of the Legislature, Mr. McMulloch visited our school this evening.

Another weeks work is done, our school is prospering tolerable well, though not as well as I should like to see it, & as I believe I could have it prosper were I principal.

April 3

Another days work is done. How pleasant it is when evening comes to feel & know that something has been accomplished during the day, that seed has been sown, bread cast upon waters that we may gather many days hence. Teaching is certainly a pleasant vocation, when rightly considered, such a broad field for doing good.

April 6

Mr. Thrasher the county superintendent visited our school today. Had a spelling match this afternoon and I spelled with the scholars.

April 9

My weeks work has begun, have spent another day in the school room. Miss Bell wanted to dismiss school this morning because there was no wood, but I opposed the plan, & borrowed wood from Mother's wood pile.

April 16

Have had a very pleasant day at school today, everything went off nicely the first day that I have really enjoyed teaching since I have been in this school.

April 20

A real April day showers and sunshine, but showers of snow instead of rain, Miss Bell & I had quite an interesting confab after school this evening, she read a letter to me, guess we will become intimate friends yet. . . . We have hooping cough in our school, occasions considerable disturbance sometime when they all get to coughing at once.

May 14

Received two months wages for teaching today \$250. as a great many of our scholars have hooping cough we do not have so large a school as at first.

May 28 and 29

Oh, this tedious tiresome life of a school teacher, I know I was born for something better. Sometimes I have tried to persuade myself I like it---but it is no use I am tired to death of it, what merit is there in being a good school teacher? None whatever & if there was I would not obtain any as I am situated at present, for although I am certain that the success of our school is wholly owing to my own

persevering energy, Miss Bell seems to claim & receive all the merit, well I don't care she is welcome to all the praise for I think there is but little honor attached to a pedegogues career.

May 31

I went to see the trustees, there is talk of a vacation, which I am opposed to.

June 1

I gained my point, are not going to have vacation.

June 7

Wasn't well enough to go to school this morning but thought that duty called me, I went; went through with my duties, but they proved to be painful duties this morning, wasn't able to go to school this afternoon so we gave the children an extra half holiday. It has been raining all day so our school was small, which was another excuse for dismissing this afternoon.

June 8

Am almost well today. Mr. Farley-clerk for this district paid us some money today not all that was due us though, don't know why they didn't pay it all. Went to Mr. Farley's this evening to get it.

June 11

Wednesday 13th--I was not feeling very well Monday morning but thought I was well enough to go to school so at nine O'clock I went, didn't feel any worse for some time, a little after ten O'clock I began to feel very sick, and asked Fannie Louell for some water she brought it. I took a drink & felt a little revived as she took the cup back to the bucket she told Miss Bell I was sick, she came to me as soon as she could (June 12) get there, but was only just in time to catch me & prevent my falling to the floor, for I had fainted, they bathed my face with cold water & I soon returned to consciousness--the whole school was standing around me, they were very (white) - could have heard a pin drop--& seemed to be very much frightened at my pale and deathlike appearance, I came home as soon as I was able & was too sick to sit up at all during the day, Mother sent for the doctor, he came administered some medicine.

June 13-14

.....and said he thought I would soon be well.....Today I am about well and a little weak is all ..... I went to the school-house this afternoon, heard a few recitations but didn't exert myself very much.

June 15

My days work at school made me very tired I was so weak that my duties in the school-room was very irksome for the last few days.

June 25

There will be a select school commence this week, will take about ten of our pupils, I am sorry to lose them but Miss B. says she don't care, will make it easier for us.

June 26

Losing ten scholars makes quite a difference in the appearance of our school.

July 13

Another weeks work is done in the school-room, oh won't I be glad when the 17th August rolls round our school is somewhat irksome this warm weather.

July 24

This has been a tedious day in the schoolroom for I have been too ill to sit up much less teach.

July 25

We improved the opportunities and went to school, found the roof had leaked so that there wasn't a dry spot in the house. We swept out the water gave the children an extra half holiday and came home.

Aug. 3

Judge McMulloch visited our school this afternoon. He showed me a new and short way of working interest. Another weeks work is done and oh! I am so glad, am getting very tired of being confined to the school room. This delightful weather.

August 10

Another weeks work is done, one more and we will be free!

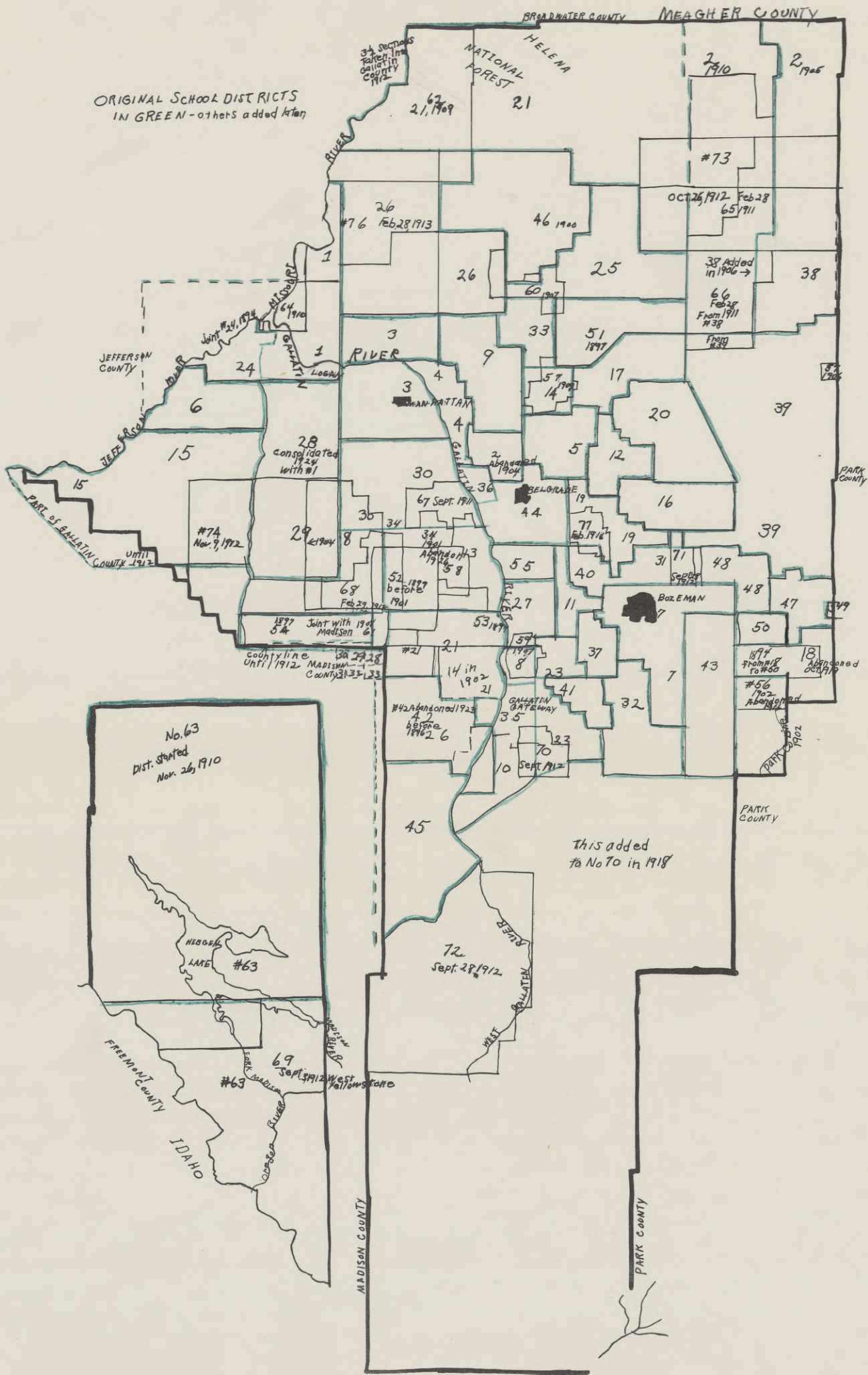
August 17

High Ho! I am free once more, our school closed today, didn't have many spectators The Judge was there of course.

December 6

Received the balance due me for teaching.







MAP of  
GALLATIN COUNTY MONTANA  
with School  
Dist. as of 1964

