A study of rural school facilities in Powder River County
by Harold L Greiner

A THESIS Submitted to the Graduate Committee in partial fulfillment of the requirements for the Degree of Master of Science in Agricultural Economics
Montana State University
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Abstract:
The object of this study is to formulate a system of rural school reorganisation for Powder River County that could replace the present system and meet the demands and requirements of modern education. The proposed reorganisation would include adoption of the county unit plan of school administration, supervision, and financing, under the direction of a county school board in cooperation with the county superintendent of schools. Further, the present school districts would be reorganised so as to make possible better school facilities, to rural children especially, by substituting the rural two-room-two-teacher unit in place of the one-room-one-teacher unit. In other places rural - village or rural - town consolidation could take place.

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The rural one room school, however, is wholly inadequate to meet these demands.(3) To aid in meeting these requirements it is necessary to bring about a reorganisation in the present system, which has become outmoded in our present day economy.

Powder River County was chosen as the county for this study because of its isolation problem caused by tie sparsity of population, typical of the eastern, part of Montana. The period chosen for study covers the school years of 1929-50 through 1955-56, inclusive. This period has been one of adverse agricultural conditions in many areas of the state. Sinee the writer has taught school in Powder River County for several years, it was felt that personal knowledge of local conditions would be of aid in a study of this problem.

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by

HAROLD L. GEHLBER

A THESIS

Submitted to the Graduate Committee
in partial fulfillment of the requirements
for the Degree of Master of Science
in Agricultural Economics
at Montana State
College

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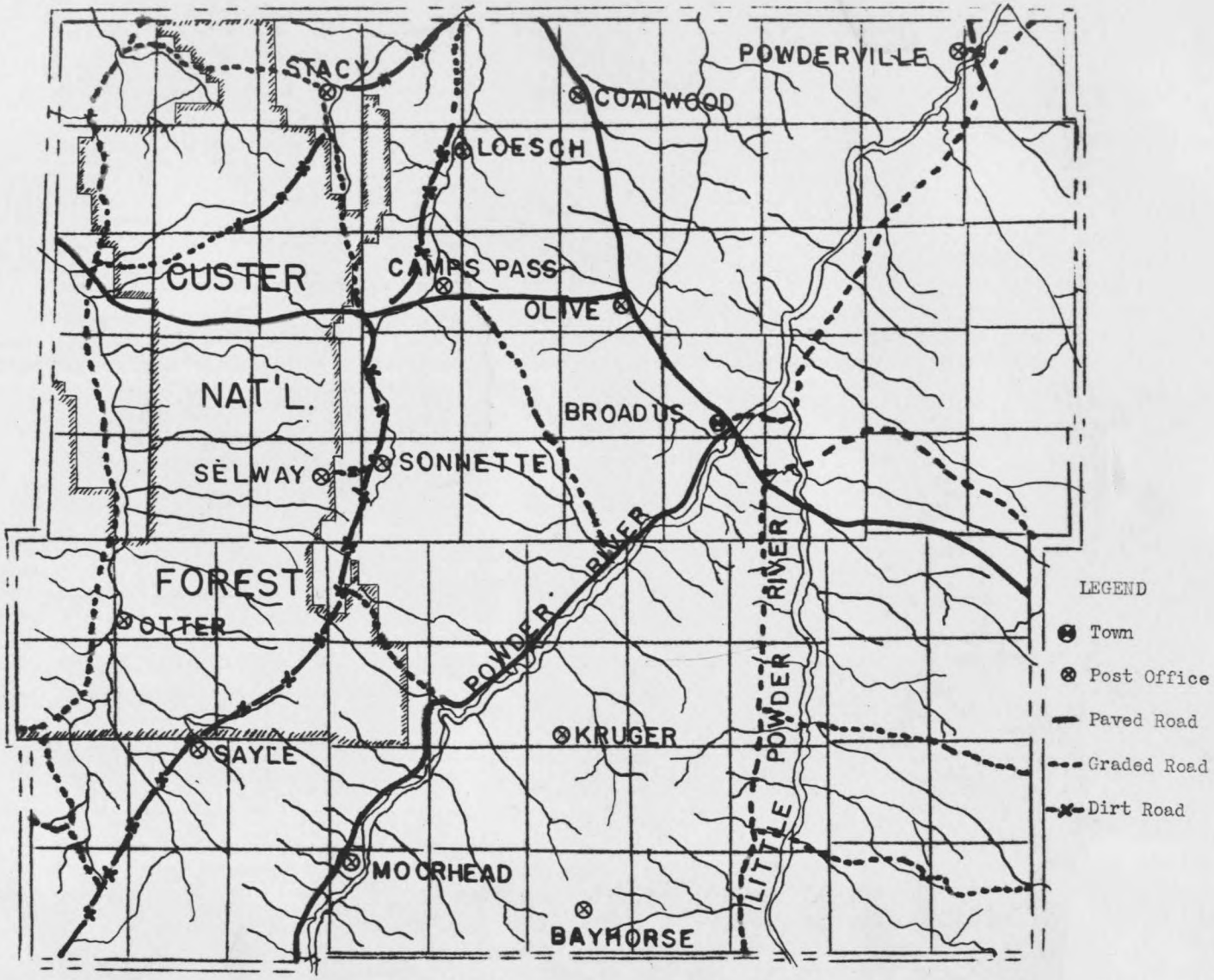
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MAP OF POWDER RIVER COUNTY

INTRODUCTION

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HISTORY AND CHARACTERISTICS OF POWDER RIVER COUNTY

Location and Physical Features

Powder River County, situated in southeastern Montana, is on the edge of the "bad-lands". It was created April 1, 1919, from the southern part of Custer County with an area of 3,337 square miles. The county is approximately 60 miles long and 54 miles wide. It is bounded on the north by Custer County, on the east by Carter County, on the west by Rosebud and Big Horn counties, and, on the south, by the State of Wyoming. The northern and eastern portions of the county are rolling prairie with occasional pine and cedar brakes. The western and southern portions are rough, being broken by hills and gullies. The Custer National Forest extends into the western part of the county. The largest portion of the county may be classified as low-grade grazing land.(6)

The larger part of the county is drained by Powder River, which flows in a northeasterly direction. The southeastern portion is drained by Little Powder River, which flows north and empties into Powder River near Broadus. The extreme northwestern part of the county is drained by the Mizpah River and by Pumpkin Creek. The numerous dry creeks, flowing only during the flood season, necessitate dependence on artesian wells for water supply. Lack of sufficient water has been one of the main factors contributing to the isolated settlement in the county.

(6) No soil reconnaissance survey has been made in this county but rough estimates classify most of the land as third or fourth grade grazing land and fourth grade farming land.

The only irrigated land in the county is found along the river bottoms, most of which is farmed on the basis of the flood irrigation system. The balance of the farming is dry-land, mostly with small grains, corn, and alfalfa. About 56.7 per cent of the land in the county is in farms. About 55.9 per cent of the total area, or 23.7 per cent of the farm land, is tillable.

Population

The greatest influx of settlers to Powder River County and the adjoining territory took place during the "Homestead Period" from 1900 to 1920. This brought the small grain farmer into a country previously devoted to stock ranching. The coming of the squatter and homesteader brought about a conflict with the rancher which is in evidence today. This marked the end of the "open range" in this area.

The population of Powder River County in 1930 was 3,909 persons, representing 997 families. Of these families 919 were rural farm and 78 were rural non-farm.

Of the total population 7.1 per cent were foreign-born white. Of these 13 per cent were Italian and 12 per cent were German.(7) Powder River County has 1.2 people per square mile. Taking rural farm people only, the density is 1.04 persons per square mile. For the state as a whole the corresponding figures are 3.7 and 1.4, respectively. These figures show that Powder River is a rural county and one in which isolation is important.

Broadus, the county seat, is the only incorporated town in the county and has approximately 200 inhabitants. It is an inland town located

(7) Fifteenth Census of the United States 1930. United States Department of Commerce, Bureau of Census.

80 miles from the nearest railroad point - Miles City. Other shipping points are Arvada, Gillette and Sheridan, in Wyoming, and Belle Fourche in South Dakota. All other trading centers in the county, have only a post office and a general store service. Because of the lack of important trading centers, other than Broadus, the trade interests tend to be pulled to the north and south out of the county. This situation is a factor in breaking down the community solidarity and prevents the establishment of communities around the school or trading center.

The problem of isolation manifests itself in the large number of rural schools, in relation to the population, operating between 1930 and 1936. Throughout the period of this study, the total number of open schools was never less than 59. The number of these schools with an enrollement of 6 pupils or less increased from 6 in 1930 to 13 in 1935, and dropped to 6 in 1936. The rural school with 7 to 12 pupils was the typical school in the county, during the seven-year period of study. That over 50 per cent of all schools fell in this category is shown in table I. The sparsity of population, as previously indicated, is the chief factor in accounting for the large number of schools in the county.

(8) See Frontpiece.

TABLE I.

NUMBER OF OPEN RURAL SCHOOLS BY ENROLLMENT IN POWDER RIVER COUNTY - 1930 - 1936.

Number of Pupils per School	Number of Open Rural Schools						
	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
TOTAL	63	66	67	69	69	63	59
1-6	6	5	8	9	13	12	6
7-12	33	36	35	41	32	33	38
13-18	21	16	17	16	22	25	14
19-24	3	9	6	2	2	2	0
Over 24	0	0	1	1	0	1	1

PRESENT STATUS OF RURAL SCHOOLS

The Rural School Today

The rural schools of Powder River County are typical of the Western school of the early eighties. John Morris Gillette's description of a rural school is applicable to this area - "The typical American school is characterized as follows: It is a one-story frame building about 24 by 32 feet in size, painted dingily if at all, with one or two doors in one end, and having 2 or 3 windows in each of two sides. The teacher's desk is at one end on a small platform and is faced by the non-adjustable seats of the pupils. The school equipment is a blackboard or two, often poor or out of repair, a few school charts and maps, possibly a dictionary and a globe, a meager library or none at all. The one room is heated by an unjacketed stove and is without ventilation devices. The school grounds consist of an acre of land, commonly without trees, shrubs or beautification, unfenced or with a rough fence and often grown to weeds. The toilet provisions consist of outside latrines, generally disgracefully filthy and carved or written over with salacious figures and words."(9) In Powder River County water is either supplied from a shallow well or hauled to the grounds.

The total number of rural schools operating in the county remained about the same throughout the 7 years studied. This is contrary to the popular belief that the depression tended to decrease the school facilities in rural communities. The factors that counteracted the closing of schools were: first, that new schools were opened in different sections of the county as others were closed; and, second, that the locations of some schools were

(9) Gillette, John Morris - Rural Sociology, p. 367.

changed because of the need for schools in different sections.

The trend during the first few years of the period studied was to open many schools. Most of the schools were for five or fewer families with children attending school. This tendency decreased in the later years of this study, but the problem of schools for few families persists enough so that some correction is necessary before the number of schools may be reduced. Another tendency that presents itself, most apparent during the first years of the study, is for families to have their children attending other than the nearest school. In some cases the children did not attend schools in their own districts but in adjoining districts. These instances arose, for the most part, out of personal dislikes of either the teacher or school board by members of the family. Thus, if a person held a grievance against the teacher, the children were sent to some other school. If the chosen school was far, the transfer not only involved more expense to the school chosen but also to the family for board and room. This tendency was less apparent during the last years of the period of study. Apparently this resulted from a change in school personnel or in the economic status of the family. This decrease is evident in the comparing of figures 1 to 7. These figures show the school district boundaries, with the transfer of land from one district to another, for each year of the study. The families are mapped in place, according to the legal description, with a line from this location to the school attended. The problem of children attending school other than the nearest school is clearly shown in the northeastern and southeastern parts of the counties.

Table II shows that the number of children between the ages of 6

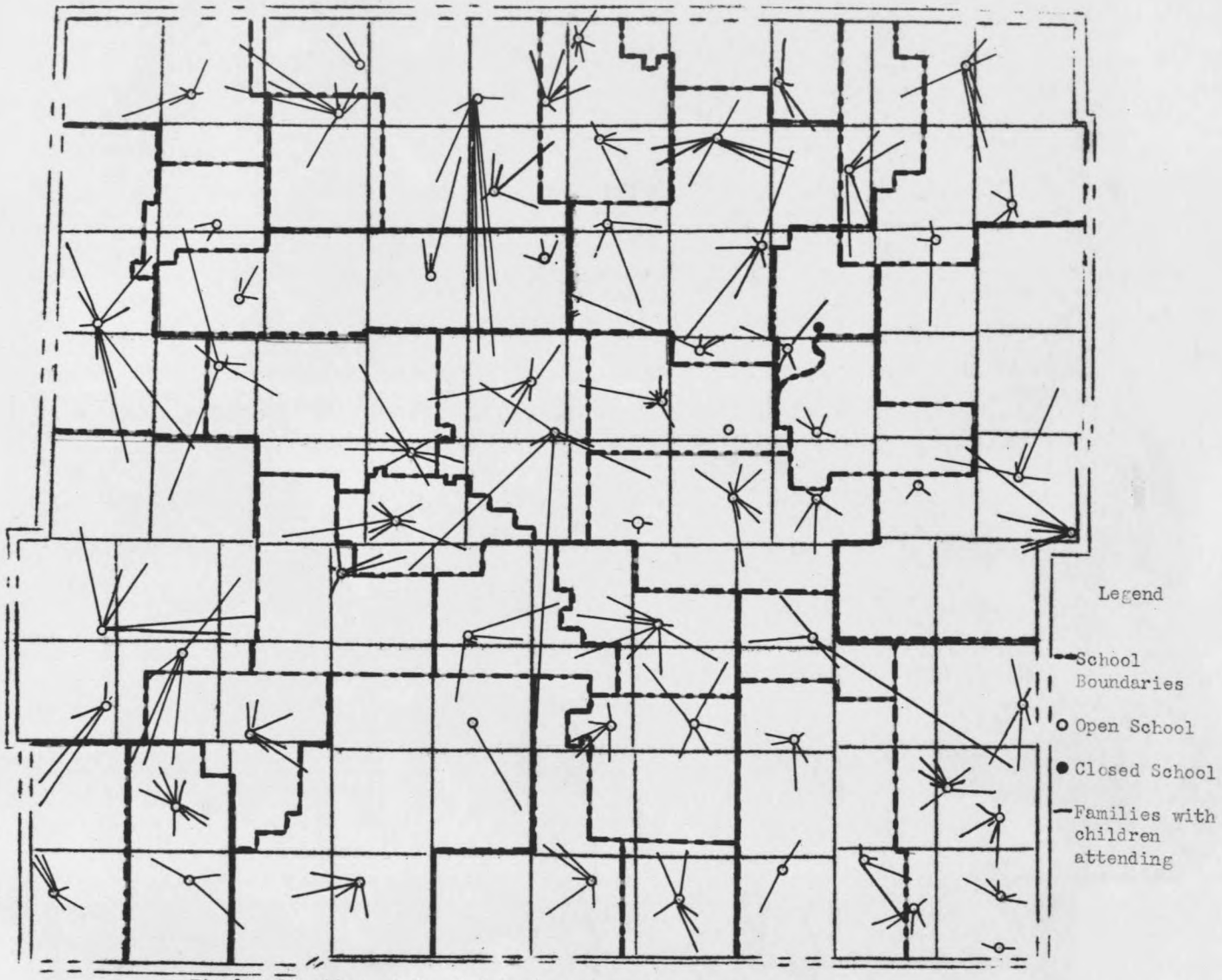


Fig.1. Location of Rural Schools and Families with Children Attending School, 1929-1930

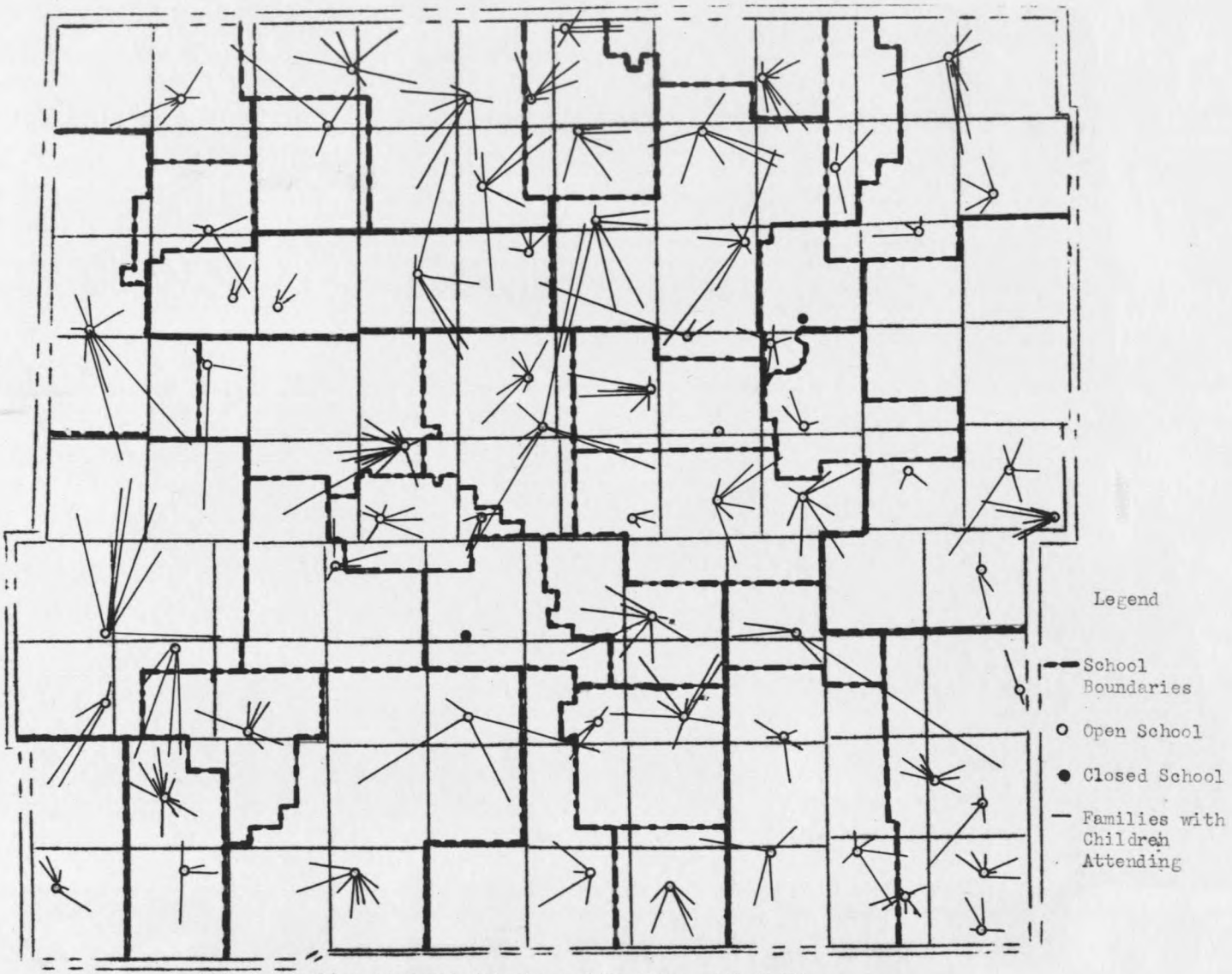


Fig. 2. Location of Rural Schools and Families with Children Attending School, 1930-1931

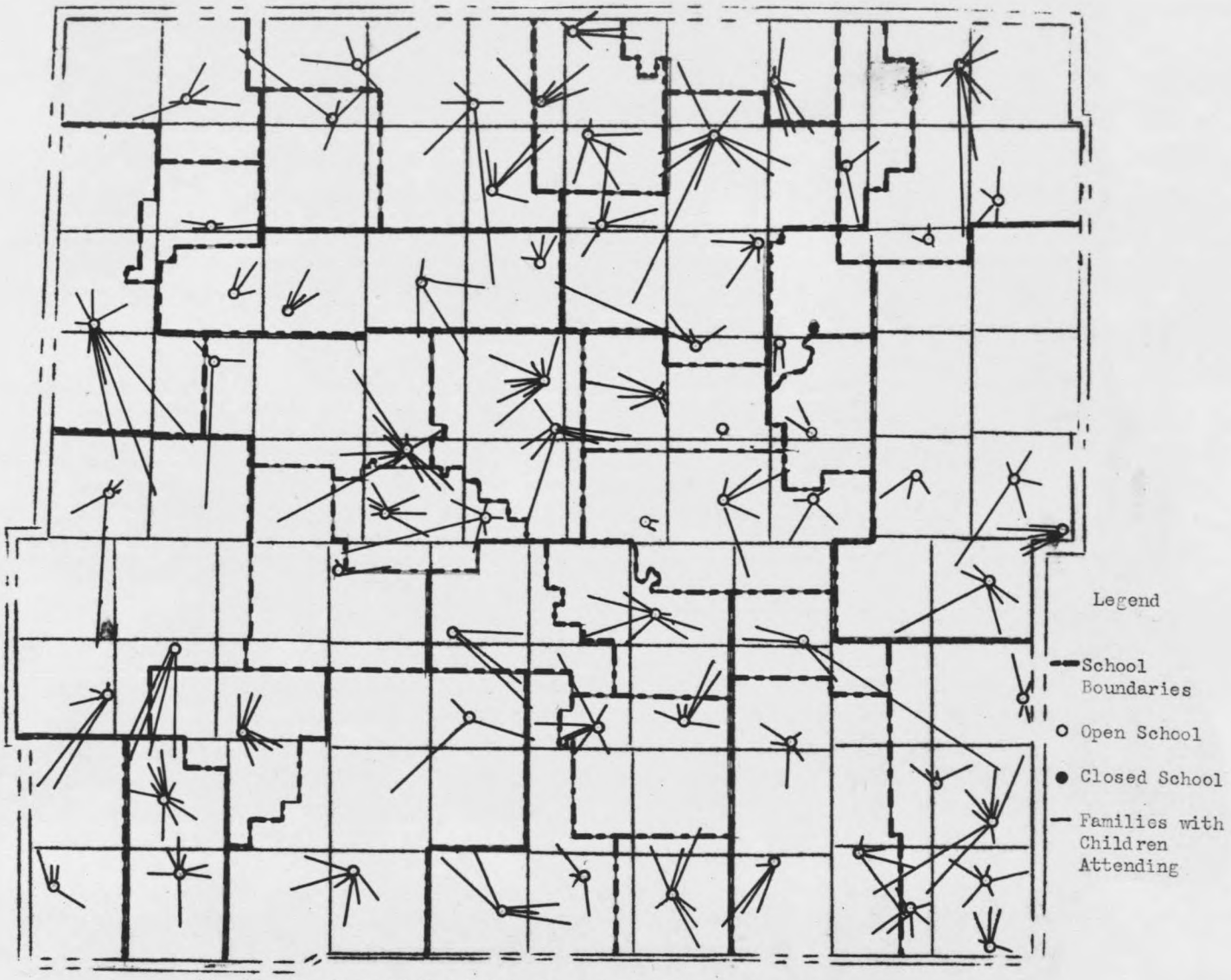


Fig.3. Location of Rural Schools and Families with Children Attending School, 1931-1932

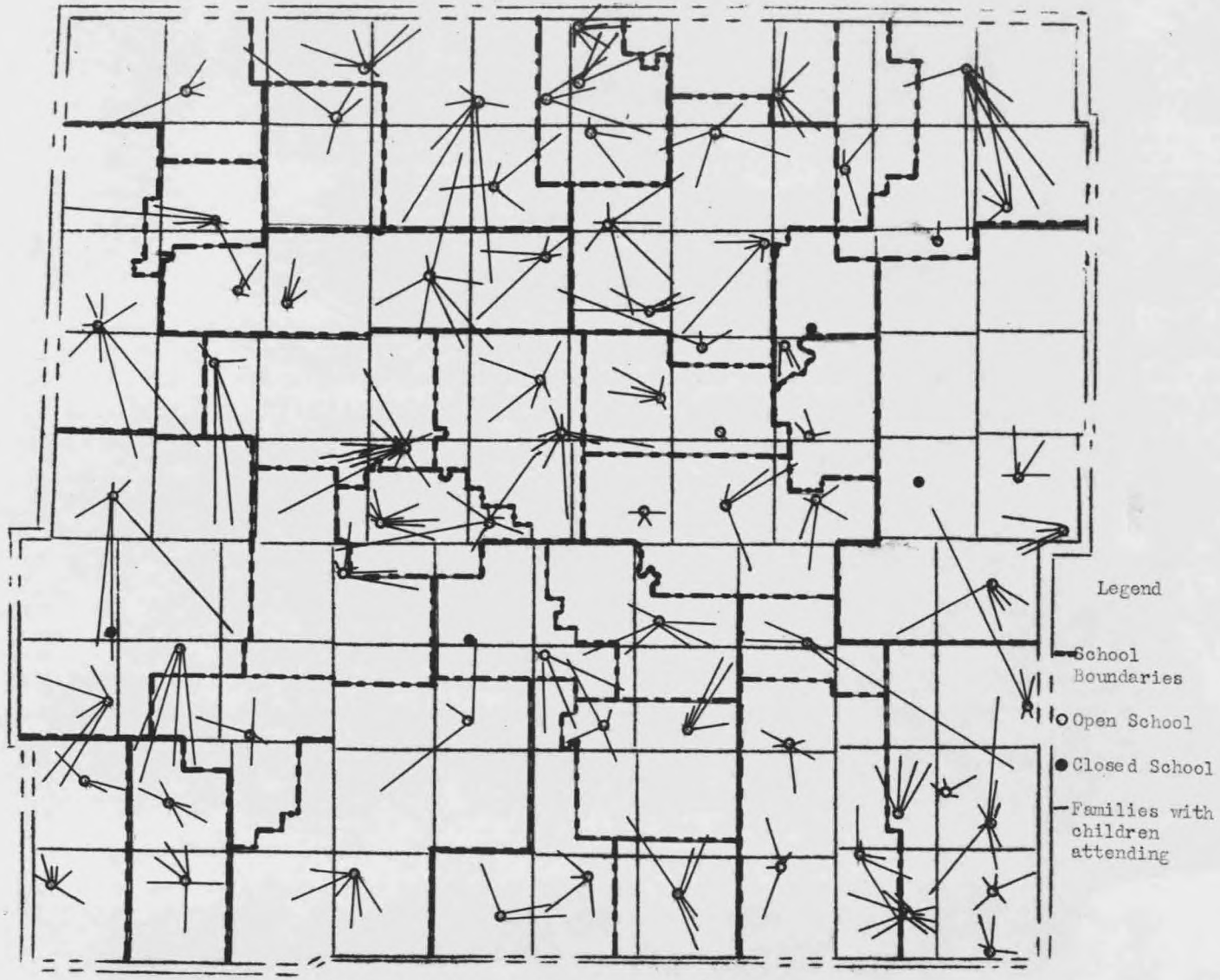


Fig. 4. Location of Rural Schools and Families with Children Attending School, 1932-1933

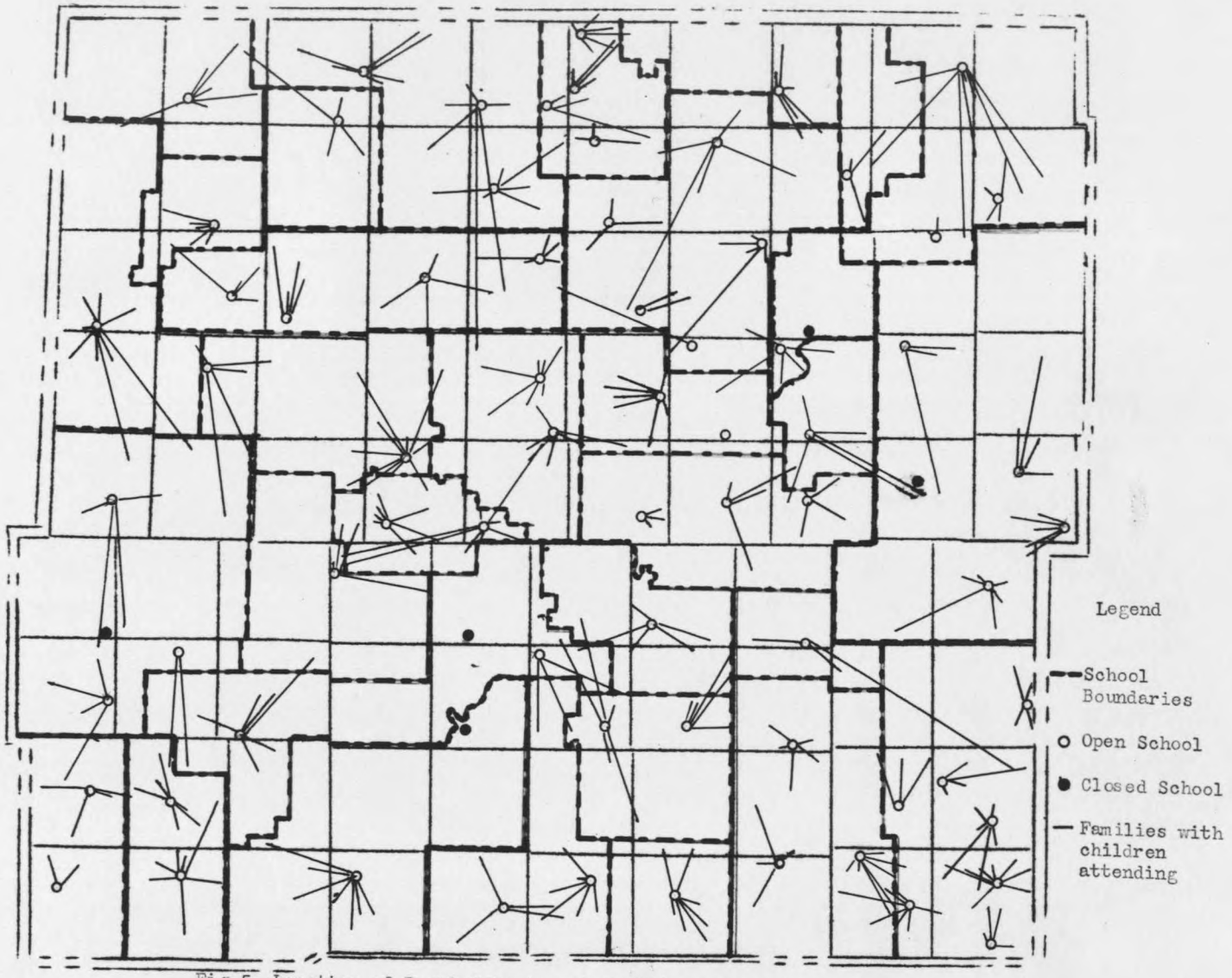


Fig.5. Location of Rural Schools and Families with Children Attending School, 1933-1934

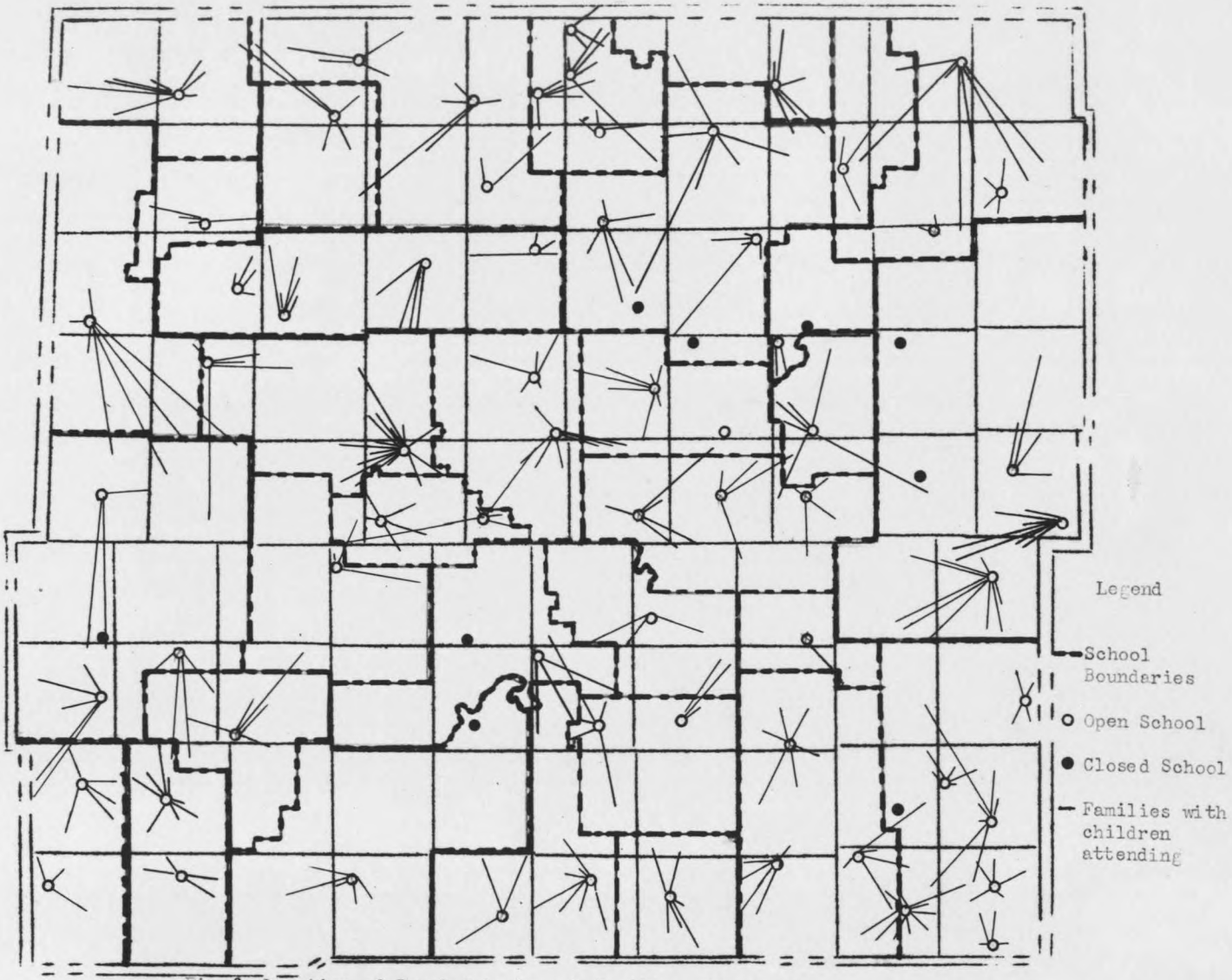


Fig. 6. Location of Rural Schools and Families with Children Attending School, 1934-1935

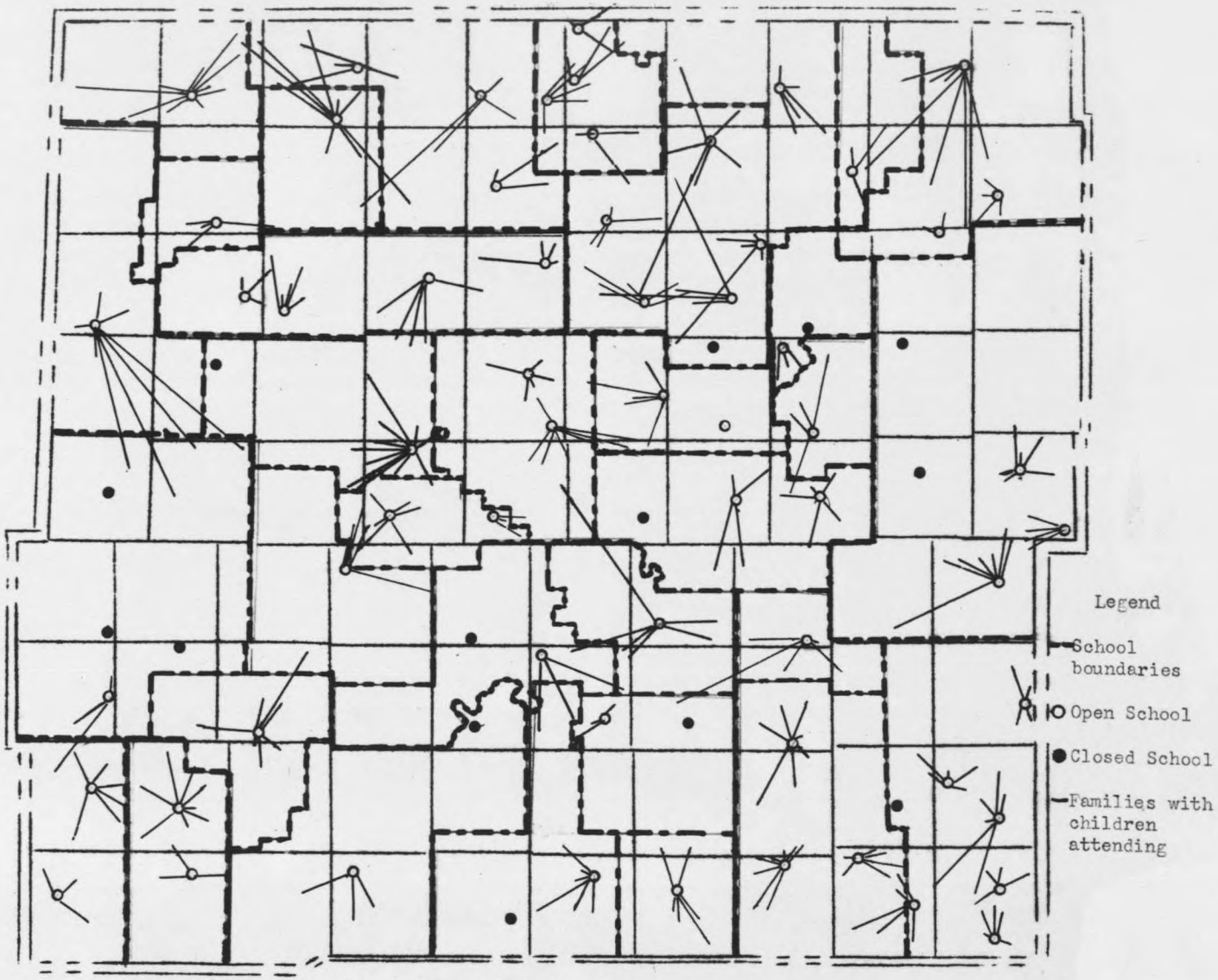


Fig. 7. Location of Rural Schools and Families with Children Attending School, 1935-1936

TABLE II.

COMPARISON OF NUMBER OF SCHOOLS, NUMBER PUPILS ENROLLED AND NUMBER OF CHILDREN 6 - 21 YEARS OF AGE IN POWDER RIVER COUNTY 1930-1936

School Year	No. of Schools	No. of Children enrolled	No. of Children 6 - 21	Percent of Total Children enrolled	Ave. No. enrolled per school	Av. No. Children 6 - 21 per school
1929-1930	63	784	1144	68.53	12.4	18.1
1930-1931	66	862	1189	72.49	13.0	18.0
1931-1932	67	820	1208	67.88	12.2	18.1
1932-1933	69	814	1269	64.14	11.7	18.6
1933-1934	69	794	1273	62.37	11.5	20.2
1934-1935	63	717	1228	58.39	11.3	19.4
1935-1936	59	671	1159	57.89	11.3	19.6

and 21 years was about the same throughout the period studied. The number of children ranged from 1,144 in 1930 to 1,273 in 1934, with a decrease to 1,159 in 1936. During the same period, the number of children enrolled in school decreased steadily from 1931 to 1936. The per cent of the enrolled children to the total children between the ages of 6 and 21 decreased steadily. This indicates either that the number of children over 18 years of age, who are included in the school census, was increasing or that fewer of the children of school age were actually enrolled although living in the community. Another explanation of this decrease may be that in the first part of the period studied the number of children over the legal school age but under 20 years of age attended school, while during the later years studied this group did not attend. The latter situations may be attributed to a change in the economic status of the family caused by drought conditions existing in the county for the past few years.

The Status of the Rural Teacher

One of the most prevalent complaints against the rural school system of today is the cost to the tax payer. To the average person the only solution is the reduction of teachers' salaries. This seems to be an attempt to correct the effect rather than the cause of high school costs, which is the system of one room schools. This has been the practice followed without regard to the effects upon the school system. Some of these effects are the following: 1) an increased pupil load per teacher because of a reduction in teaching staff; 2) a low salary level which tends to drive many good teachers out of the profession into fields which pay higher salaries; 3) a tendency to leave the people who are less adaptable

in the profession; 4) a salary insufficient to entice well trained instructors to apply for teaching positions in the rural schools. The average yearly teacher salary in Powder River County in 1930 was $907. This decreased steadily until in 1936 when the average salary was $617, or a decrease of nearly $300. Some teachers received as low as $450 for instructing 12 pupils for a full school term.

Many of the teachers in the more isolated schools live in teacherages provided by the schools. These are usually only a "lean-to" or shed-like building attached to the school house, generally about 24 feet by 10 feet in size. These buildings are generally poorly ventilated and poorly lighted. In connection with her teaching duties she has her household duties and is required to clean the school house, build fires, carry fuel and ashes. On cold mornings she must arise early and have the school house warm when the children arrive. These various tasks take up much of the teacher's time and do not allow ample time for preparation of daily work. Thus, the pupil does not have the same chance to receive well prepared subjects as the children in the town schools. Many people have the impression that the teachers' duties end at four in the afternoon and do not start again until nine o'clock the following morning. This has led to the feeling that the reduction in teachers' salaries was justified. She may teach from 2 to 8 grades in addition to supervising the study and play of the children.

There is no correlation between the salary paid and the number of pupils taught. A comparison of tables III through IX shows that teachers with two pupils may receive the same salaries as other teachers with a pupil

TABLE III

COMPARISON OF YEARLY SALARY OF TEACHERS AND NUMBER OF PUPILS ENROLLED FOR ALL RURAL SCHOOLS, 1929-1930

Number of pupils per school	Yearly Salary										
	Total all salaries	Under $300	$300-399	$400-499	$500-599	$600-699	$700-799	$800-899	$900-999	$1000-1099	$1100 and over
Total all schools	63	-	-	-	-	1	-	34	27	1	-
1 - 2	2	-	-	-	-	-	-	1	1	-	-
3 - 4	2	-	-	-	-	-	-	2	-	-	-
5 - 6	2	-	-	-	-	-	-	1	1	-	-
7 - 8	12	-	-	-	-	-	-	4	8	-	-
9 - 10	10	-	-	-	-	1	-	7	3	-	-
11 - 12	11	-	-	-	-	-	-	3	5	-	-
13 - 14	8	-	-	-	-	-	-	4	3	1	-
15 - 16	8	-	-	-	-	-	-	3	2	-	-
17 - 18	5	-	-	-	-	-	-	2	-	-	-
19 - 20	2	-	-	-	-	-	-	-	-	-	-
21 - 22	-	-	-	-	-	-	-	-	-	-	-
23 - 24	1	-	-	-	-	-	-	-	-	-	-
Over 24	-	-	-	-	-	-	-	-	-	-	-

TABLE IV

COMPARISON OF YEARLY SALARY OF TEACHERS AND NUMBER OF PUPILS ENROLLED FOR ALL RURAL SCHOOLS, 1930-1931

Number of pupils per school	Yearly Salary										
	Total all Salaries	Under $300	$300-399	$400-499	$500-599	$600-699	$700-799	$800-899	$900-999	$1000-1099	$1100 and over
Total all schools	66	-	-	-	1	-	-	28	31	6	-
1 - 2	-	-	-	-	-	-	-	-	-	-	-
3 - 4	3	-	-	-	-	-	-	1	2	-	-
5 - 6	2	-	-	-	-	-	-	1	1	-	-
7 - 8	11	-	-	-	1	-	-	7	3	-	-
9 - 10	14	-	-	-	-	-	-	9	4	1	-
11 - 12	11	-	-	-	-	-	-	3	8	-	-
13 - 14	5	-	-	-	-	-	-	1	3	1	-
15 - 16	5	-	-	-	-	-	-	2	2	1	-
17 - 18	6	-	-	-	-	-	-	3	3	-	-
19 - 20	5	-	-	-	-	-	-	1	3	1	-
21 - 22	3	-	-	-	-	-	-	-	2	1	-
23 - 24	1	-	-	-	-	-	-	-	-	-	-
Over 24	-	-	-	-	-	-	-	-	-	-	-

TABLE V

COMPARISON OF YEARLY SALARY OF TEACHERS AND NUMBER OF PUPILS ENROLLED FOR ALL RURAL SCHOOLS, 1931-1932

Number of pupils per school	Yearly Salary										
	Total all Salaries	Under $300	$300-399	$400-499	$500-599	$600-699	$700-799	$800-899	$900-999	$1000-1099	$1100 and over
Total all schools	67	-	-	-	1	6	-	29	23	2	1
1 - 2	-	-	-	-	-	-	-	-	-	-	-
3 - 4	3	-	-	-	-	-	-	1	2	-	-
5 - 6	5	-	-	-	1	-	-	2	2	-	-
7 - 8	14	-	-	-	-	2	-	6	6	-	-
9 - 10	11	-	-	-	-	-	-	6	5	-	-
11 - 12	10	-	-	-	-	2	-	3	3	1	-
13 - 14	8	-	-	-	-	2	-	4	2	-	-
15 - 16	6	-	-	-	-	-	-	3	3	-	-
17 - 18	1	-	-	-	-	-	-	-	1	-	-
19 - 20	3	-	-	-	-	-	-	-	2	1	-
21 - 22	3	-	-	-	-	-	-	-	2	-	1
23 - 24	-	-	-	-	-	-	-	-	-	-	-
Over 24	1	-	-	-	-	-	-	1	-	-	-

TABLE VI

COMPARISON OF YEARLY SALARY OF TEACHERS AND NUMBER OF PUPILS ENROLLED FOR ALL RURAL SCHOOLS, 1932-1933

Number of pupils per school	Yearly Salary										
	Total all Salaries	Under $300	$300-399	$400-499	$500-599	$600-699	$700-799	$800-899	$900-999	$1000-1099	$1100 and over
Total all Schools	69	-	-	-	14	3	23	27	1	-	-
1 - 2	-	-	-	-	-	-	-	-	-	-	-
3 - 4	1	-	-	-	1	-	-	-	-	-	-
5 - 6	6	-	-	-	2	1	4	1	-	-	-
7 - 8	12	-	-	-	3	1	3	4	1	-	-
9 - 10	15	-	-	-	4	1	7	2	-	-	1
11 - 12	14	-	-	-	1	-	5	8	-	-	-
13 - 14	6	-	-	-	2	-	-	3	-	-	-
15 - 16	3	-	-	-	-	-	1	2	-	-	-
17 - 18	5	-	-	-	1	-	1	3	-	-	-
19 - 20	-	-	-	-	-	-	-	-	-	-	-
21 - 22	2	-	-	-	-	-	2	-	-	-	-
23 - 24	-	-	-	-	-	-	-	-	-	-	-
Over 24	-	-	-	-	-	-	-	-	-	-	-

TABLE VII

COMPARISON OF YEARLY SALARY OF TEACHERS AND NUMBER OF PUPILS ENROLLED FOR ALL RURAL SCHOOLS, 1933 - 1934

Number of pupils per school	Yearly Salary										
	Total all salaries	Under $300	$300-399	$400-499	$500-599	$600-699	$700-799	$800-899	$900-999	$1000-1099	$1100 and over
Total all schools	69	4	1	3	7	39	11	4	-	-	-
1 - 2	-	-	-	-	-	-	-	-	-	-	-
3 - 4	4	1	1	-	-	1	1	-	-	-	-
5 - 6	9	3	-	-	-	5	1	-	-	-	-
7 - 8	10	-	-	-	-	10	-	-	-	-	-
9 - 10	15	-	-	-	2	8	2	1	-	-	-
11 - 12	9	-	-	2	3	4	-	-	-	-	-
13 - 14	11	-	-	1	1	4	3	2	-	-	-
15 - 16	9	-	-	-	1	5	3	-	-	-	-
17 - 18	2	-	-	-	-	2	-	-	-	-	-
19 - 20	1	-	-	-	-	2	2	1	-	-	-
21 - 22	1	-	-	-	-	2	1	-	-	-	-
23 - 24	-	-	-	-	-	-	-	-	-	-	-
Over 24	-	-	-	-	-	-	-	-	-	-	-

TABLE VIII

COMPARISON OF YEARLY SALARY OF TEACHERS AND NUMBER OF PUPILS ENROLLED FOR ALL RURAL SCHOOLS, 1934 - 1935.

Number of pupils per school	Yearly salary										
	Total all salaries	Under $300	$300-399	$400-499	$500-599	$600-699	$700-799	$800-899	$900-999	$1000-1099	$1100 and over
Total all schools	63	-	2	3	15	37	3	3	-	-	-
1 - 2	-	-	-	-	-	-	-	-	-	-	-
3 - 4	5	-	-	-	1	4	-	-	-	-	-
5 - 6	7	-	1	-	2	3	-	1	-	-	-
7 - 8	10	-	-	-	3	7	-	-	-	-	-
9 - 10	12	-	-	-	2	8	2	-	-	-	-
11 - 12	11	-	1	-	4	5	-	1	-	-	-
13 - 14	11	-	-	3	1	6	1	-	-	-	-
15 - 16	4	-	-	-	1	2	-	1	-	-	-
17 - 18	-	-	-	-	-	-	-	-	-	-	-
19- 20	-	-	-	-	-	-	-	-	-	-	-
21 - 22	1	-	-	-	-	-	-	-	-	-	-
23 - 24	1	-	-	-	-	37	-	-	-	-	-
Over 24	1	-	-	-	-	1	-	-	-	-	-

TABLE IX

COMPARISON OF YEARLY SALARY OF TEACHERS AND NUMBER OF PUPILS ENROLLED FOR ALL RURAL SCHOOLS, 1935-1936.

Number of pupils per school	Yearly salary										
	Total all salaries	Under $300	$300-399	$400-499	$500-599	$600-699	$700-799	$800-899	$900-999	$1000-1099	$1100 and over
Total all schools	59	-	-	2	16	35	5	1	-	-	-
1 - 2	-	-	-	-	-	-	-	-	-	-	-
3 - 4	1	-	-	-	1	-	-	-	-	-	-
5 - 6	5	-	-	-	1	4	-	-	-	-	-
7 - 8	16	-	-	-	6	9	1	-	-	-	-
9 - 10	14	-	-	1	2	11	-	-	-	-	-
11 - 12	8	-	-	-	2	5	1	-	-	-	-
13 - 14	7	-	-	1	3	2	-	1	-	-	-
15 - 16	4	-	-	-	1	3	-	-	-	-	-
17 - 18	3	-	-	-	-	1	2	-	-	-	-
19 - 20	-	-	-	-	-	-	-	-	-	-	-
21 - 22	-	-	-	-	-	-	-	-	-	-	-
23 - 24	-	-	-	-	-	-	-	-	-	-	-
Over 24	1	-	-	-	-	-	1	-	-	-	-

load of 24. The fact that there seems to be little compensation for training or experience is shown in Appendix tables X to XVI. A teacher holding a second grade certificate (10) may receive the same salary as an instructor who holds a life certificate. The second grade certificate is the lowest certificate which can be held and is granted by examination only with no experience necessary. The first grade certificate requires twelve months teaching and may be renewed at the end of four years. The professional certificate is gained by teaching 18 months and is valid for 8 years. Elementary state certificates are granted on basis of two years' college work in an accredited school. A secondary state certificate is given to graduates of four years course with required educational credits. To receive the elementary life certificate one must hold an elementary state certificate and must have taught successfully for 36 months and completed 8 quarter credits of advanced work in an accredited institution. It is felt that these conditions may be improved by reorganising the present system.

Trend in School Costs

The trend in school costs is clearly shown in figures 8 and 9. The total costs decreased until 1935 and then increased through 1936 because of increased transportation costs. The same trend is shown in the average cost per school and per pupil. The average cost per school decreased from approximately $1,500 in 1930 to less than $900 in 1934, but increased again in 1936 to about $1,000. The average cost per pupil dropped from about $120 in 1930 to about $75 in 1934, and increased to $90 in 1936. The average cost per capita increased slightly in 1931 and decreased to its lowest figure in 1934.

(10) A Second Grade certificate was obtained by examination only. These have not been awarded since September 1936.

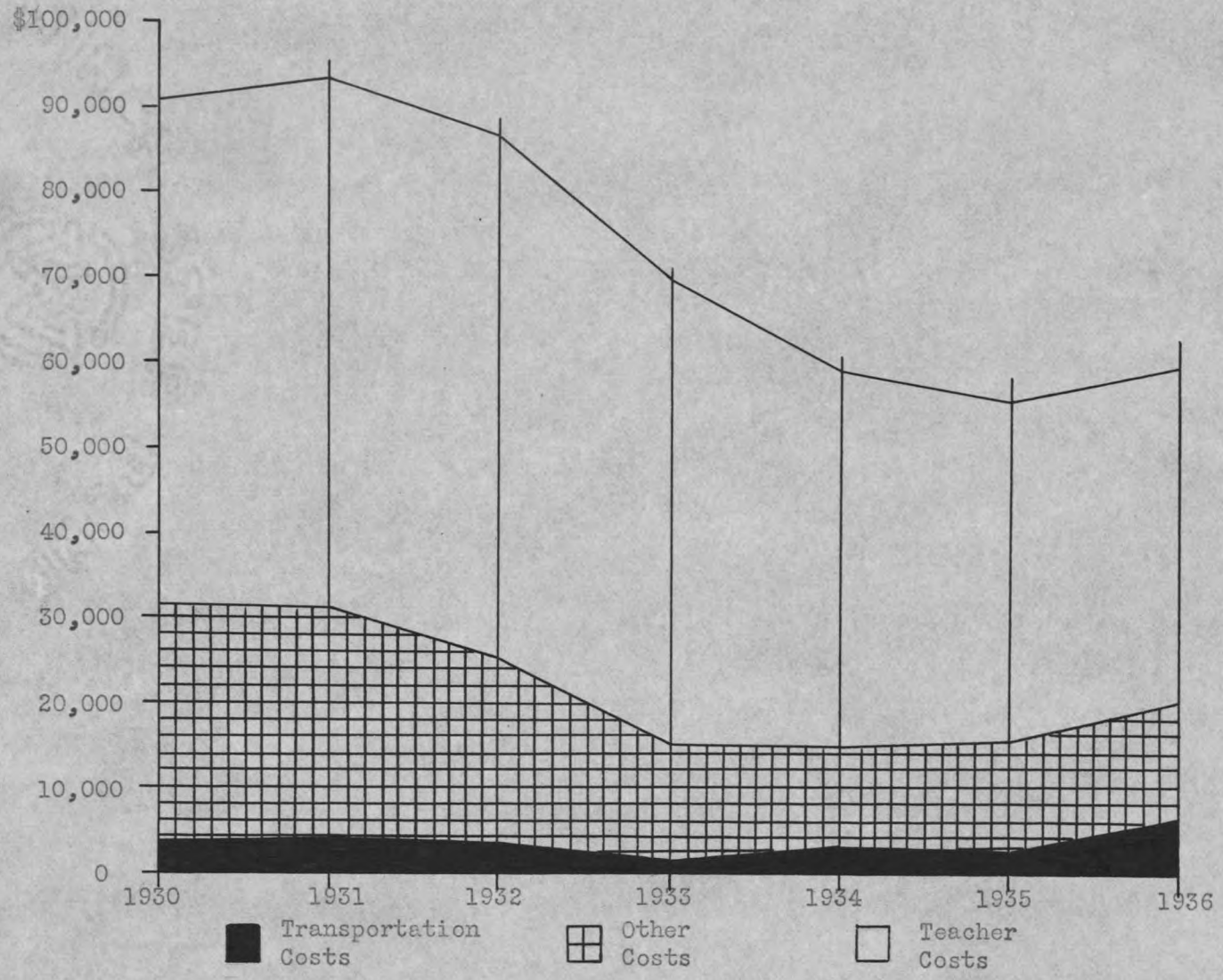


Fig. 8. Comparison of Total, Teacher, Transportation and Other Costs for all Grade Schools in Powder River County, 1930-1936

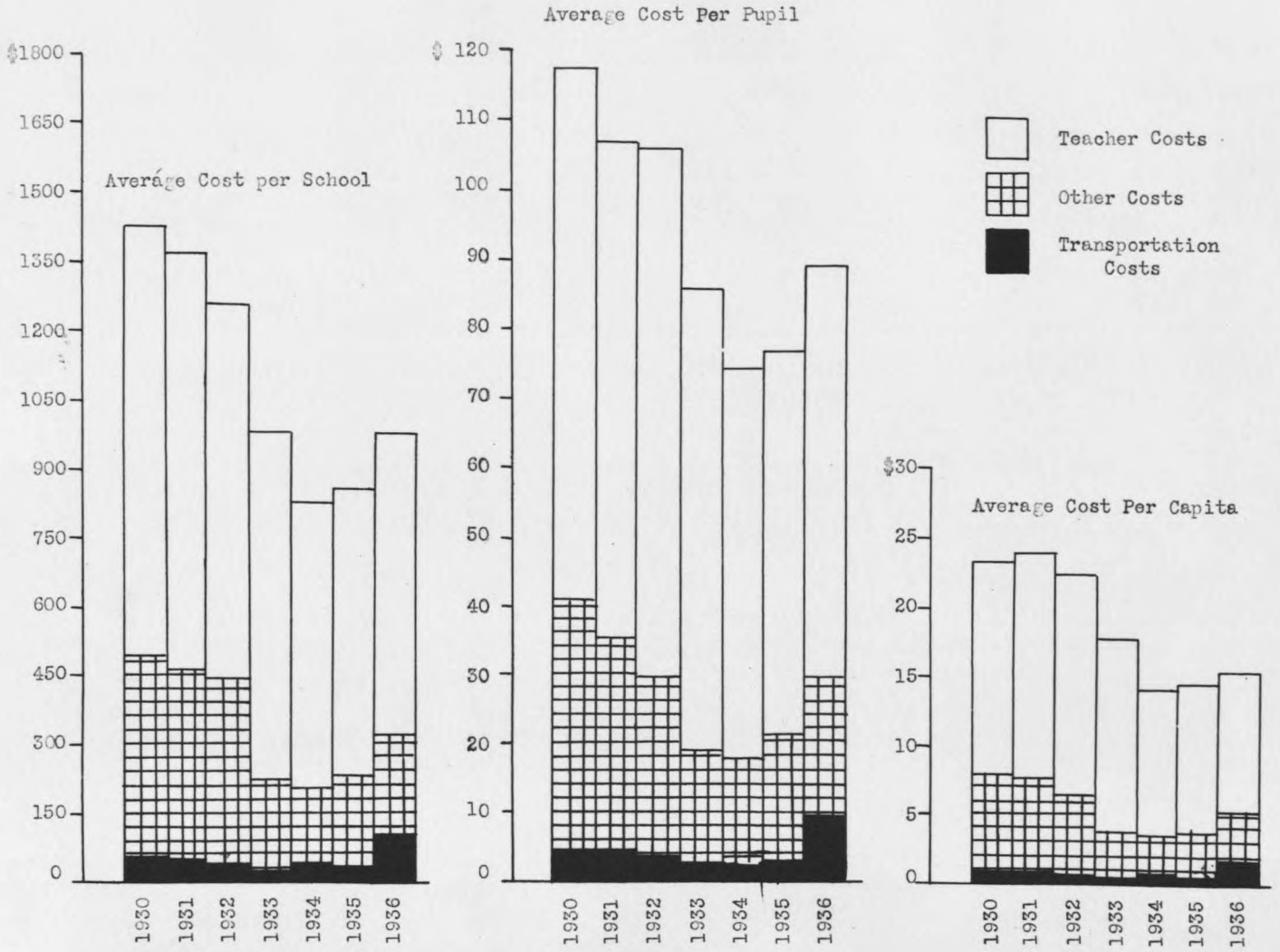


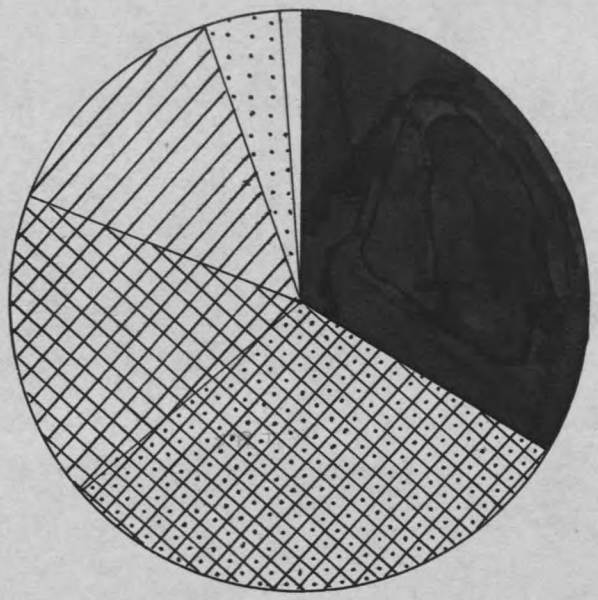
Fig.9. Comparison of Average Cost per School, per Pupil, and Per Capita, of all Rural Schools in Powder River County, 1930-1936

In 1935 and 1936 it again increased. The difference in trend in these graphs is based on the variance in number of schools and the number of pupils, while the per capita figures are based on the 1930 census figures.

A detailed analysis of receipts and expenditures is shown in figures 10 to 16. The receipts were classified as to balance on hand; special taxes, which include special taxes for general fund, text book fund, and interest and sinking fund; county six mill levy; state fund; forest service and all other. Besides the balance on hand, the greatest revenue is derived from special taxes. The classification of expenditures includes: teachers' salaries, transportation and auxillary agencies, library and text books, repairs and upkeep on buildings, and new buildings and alterations. Teachers' salaries comprise the greatest expenditure in all years and tend to increase in some years due to a change in the amount of other expenditures as these are relative figures.

There has been a steady decrease in receipts during the period studied. In 1929-30 the total receipts were $132,738.99 and in 1935-36 this figure was $85,168.32 or a decrease of 35.83 per cent. Total expenditures decreased from $90,891.75 in 1930 to $59,651.67 in 1936, or 34.37 per cent.(11) These figures show that receipts have tended to decrease faster than expenditures and some plan must be placed in operation to correct this condition. With this large decrease in receipts it is evident that some plan must be enacted to meet this loss of revenue to the schools. The outlook for an increase in receipts is a gloomy one indeed as the county has been

(11) See table XVII. Comparison of Receipts and Expenditures for all grade schools 1930-1936.



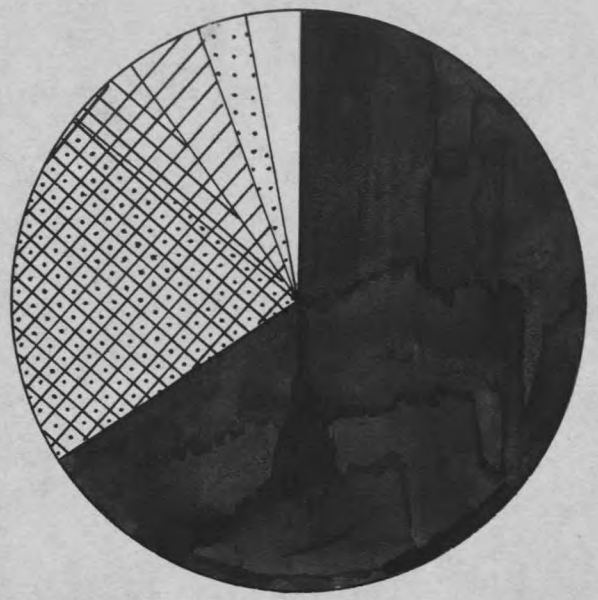
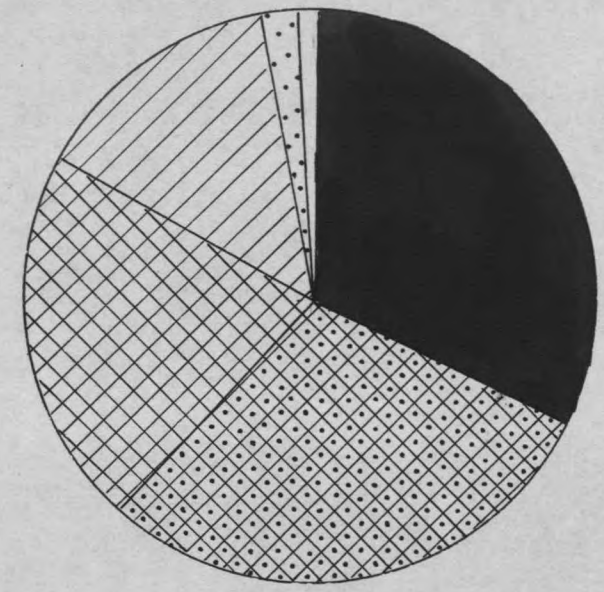


Fig. 10. Comparison of Receipts and Expenditures for All Grade Schools in Powder River County for Fiscal Year 1929-1930

Receipts		Expenditures	
Total	$132,738.99	Total	$90,891.75
Balance on hand	33.7%	Teachers Salaries	65.7%
Special Taxes	30.5%	Transportation	4.2%
State Funds	17.2%	Library & Textbooks	4.2%
County Six Mill Levy	13.9%	Repairs & Upkeep	2.7%
Forest Service	1.0%	New Buildings	3.0%
All Other Sources	3.9%	All Other Costs	20.2%



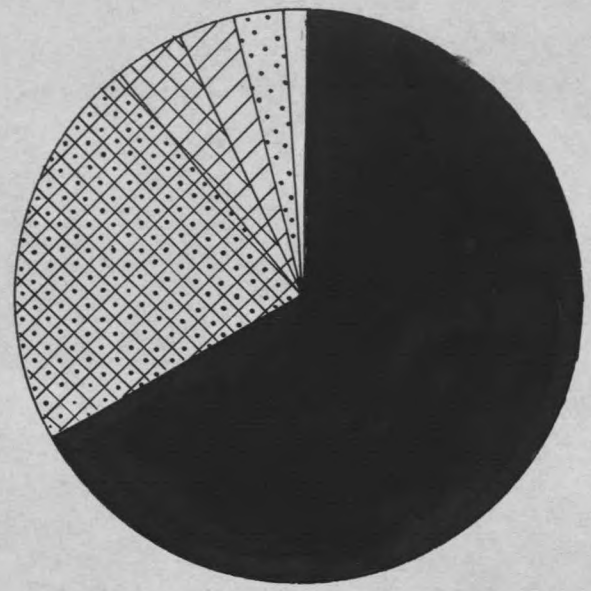
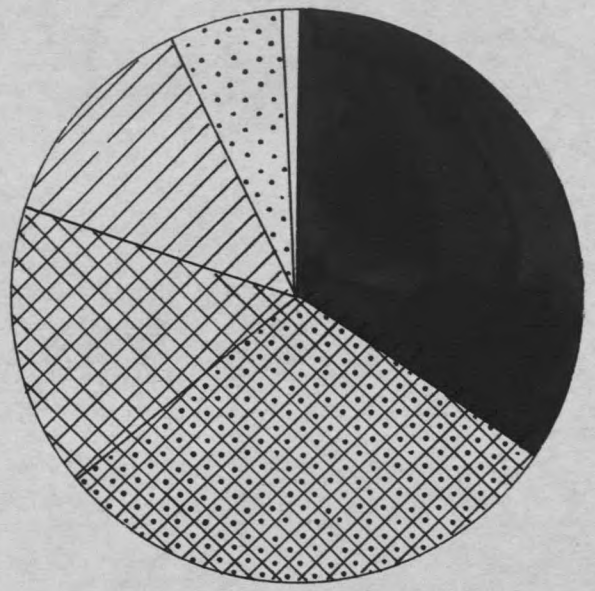


Fig. 11. Comparison of Receipts and Expenditures for All Grade Schools in Powder River County for Fiscal Year 1930-1931

Receipts		Expenditures	
Total	$131,474.20	Total	$93,279.80
Balance on hand	32. %	Teachers Salaries	67. %
Special Taxes	30. %	Transportation	4. %
State Funds	21. %	Library & Textbooks	3. %
County Six Mill Levy	14. %	Repairs & Upkeep	3. %
Forest Service	1. %	New Buildings	1. %
All Other Sources	2. %	All Other Costs	22. %



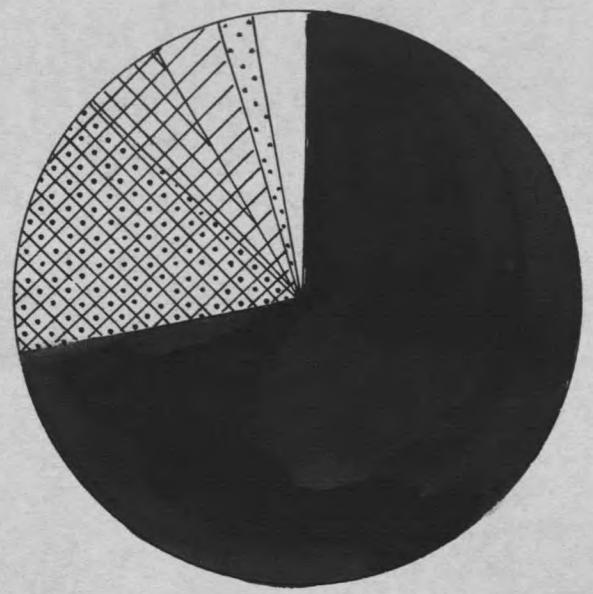
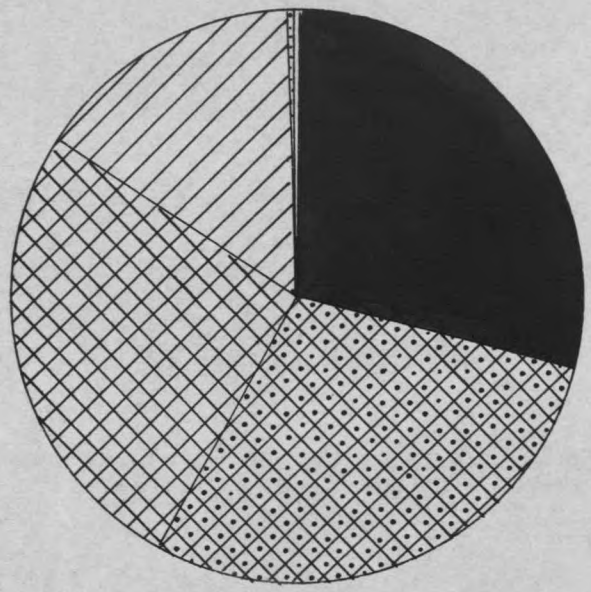


Fig.12. Comparison of Receipts and Expenditures for All Grade Schools in Powder River County for Fiscal Year 1931-1932

Receipts		Expenditures	
Total	$113,091.74	Total	$86,930.86
Balance on hand	34. %	Teachers Salaries	72. %
Special Taxes	30. %	Transportation	3. %
State Funds	16. %	Library & Textbooks	5. %
County Six Mill Levy	13. %	Repairs & Upkeep	2. %
Forest Service	1. %	New Buildings	3. %
All Other Sources	6. %	All Other Costs	15. %



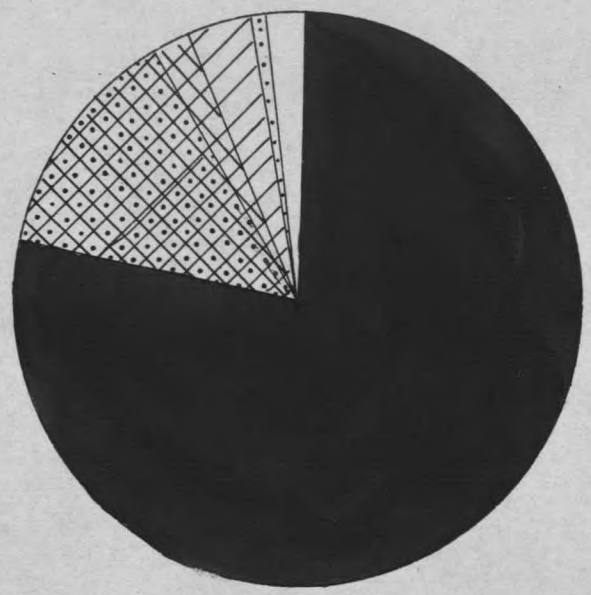
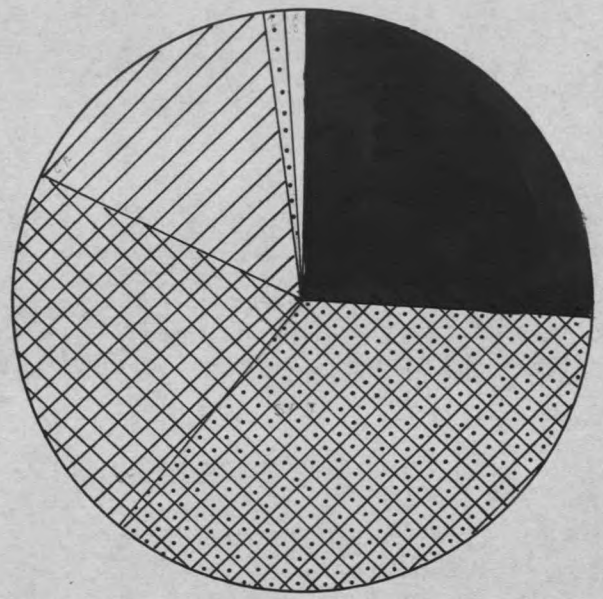


Fig. 13. Comparison of Receipts and Expenditures for All Grade Schools in Powder River County for Fiscal Year 1932-1933

Receipts		Expenditures	
Total	$90,525.00	Total	$69,933.60
Balance on hand	29. %	Teachers Salaries	78. %
Special Taxes	29.3%	Transportation	2. %
State Funds	26. %	Library & Textbooks	4. %
County Six Mill Levy	15. %	Repairs & Upkeep	1. %
Forest Service	.4%	New Buildings	2. %
All Other Sources	.3%	All Other Costs	13. %



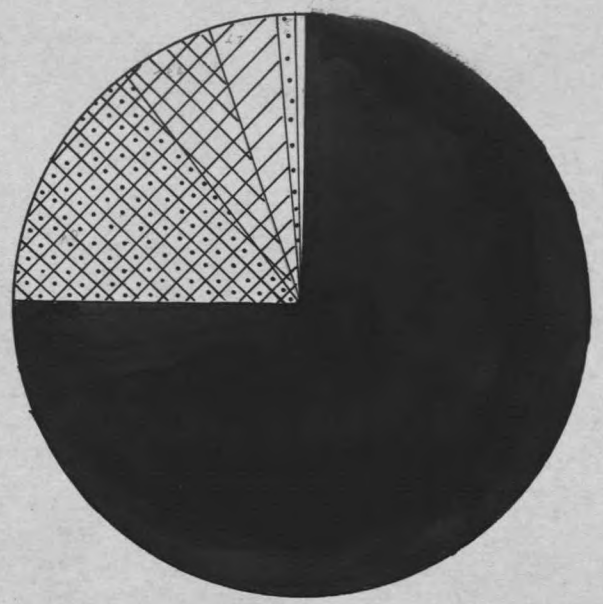
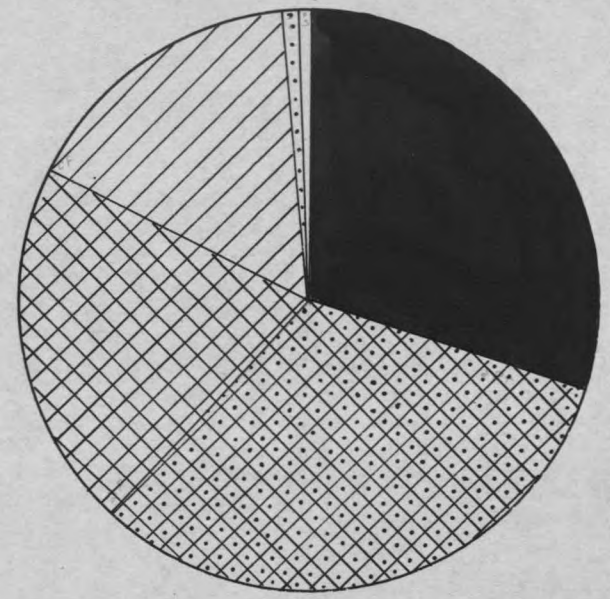


Fig.14. Comparison of Receipts and Expenditures for All Greade Schools in Powder River County for Fiscal Year 1933-1934

Receipts		Expenditures	
Total	$79,417.48	Total	$58,698.79
Balance on Hand	26. %	Teachers Salaries	75. %
Special Taxes	35. %	Transportation	5. %
State Funds	21. %	Library & Textbooks	4. %
County Six Mill Levy	16. %	Repairs & Upkeep	1. %
Forest Service	1. %	New Buildings	.5%
All Other Sources	1. %	All Other Costs	14. %



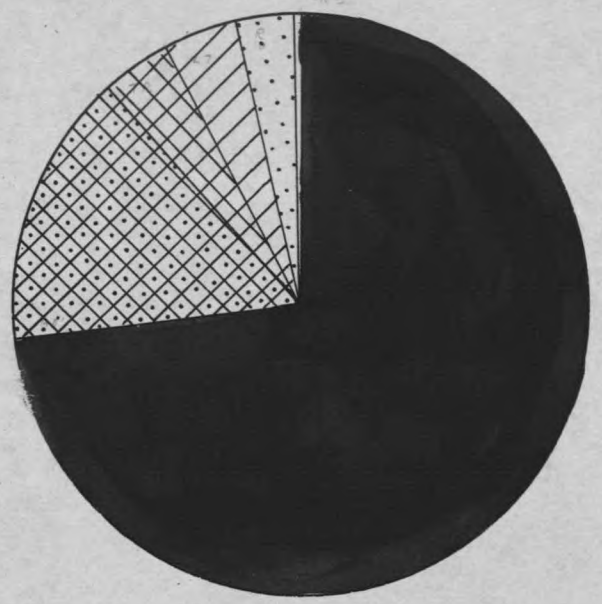
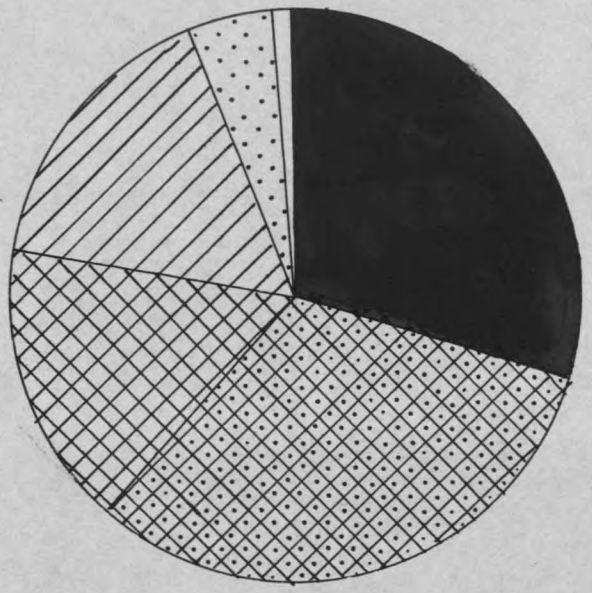


Fig.15. Comparison of Receipts and Expenditures for All Grade Schools in Powder River County for Fiscal Year 1934-1935

Receipts		Expenditures	
Total	$86,014.98	Total	$55,562.54
Balance on hand	30. %	Teachers Salaries	73. %
Special Taxes	32. %	Transportation	3.8%
State Funds	20.3%	Library & Textbooks	4. %
County Six Mill Levy	16. %	Repairs & Upkeep	3.4%
Forest Service	.8%	New Buildings	.4%
All Other Sources	.9%	All Other Costs	15.4%



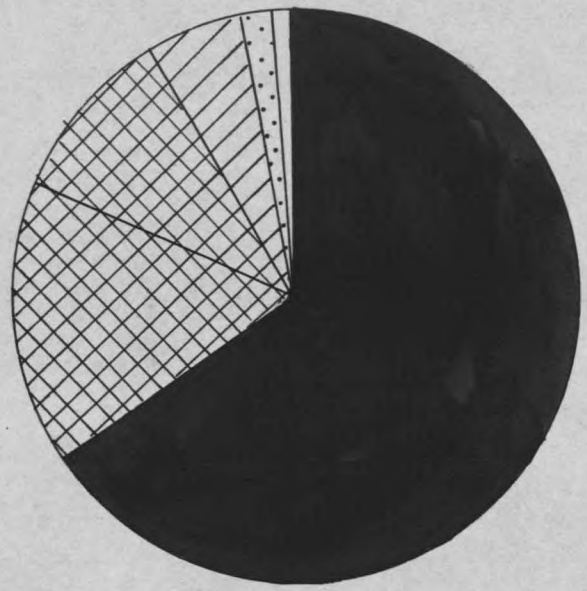


Fig.16. Comparison of Receipts and Expenditures for All Grade Schools in Powder River County for Fiscal Year 1935-1936

Receipts		Expenditures	
Total	$85,168.32	Total	$59,651.67
Balance on hand	30. %	Teachers Salaries	66. %
Special Taxes	32.1%	Transportation	10. %
State Funds	16.1%	Library & Textbooks	5.5%
County Six Mill Levy	16. %	Repairs & Upkeep	2. %
Forest Service	0.8%	New Buildings	.7%
All Other Sources	5. %	All Other Costs	15.8%

suffering from drought conditions and there are no indications that this dry period is abating.

The inadequacy of the present system has been shown and the evident need of correction pointed out. The status of the rural teacher should be raised to keep the best trained individuals in the profession and induce other well trained persons to enter the field of teaching. The reduction of costs should be met by reorganization rather than sacrificing teaching personnel.

The trend in total receipts reflects the financial status of the county and makes evident the need of correction in order that school facilities can be made available to the pupils. At the present there are no indications that the financial condition of the county will improve and according to forcasts the future of agriculture in eastern Montana is a dreary one indeed. Drought conditions and insect pests are predicted for the coming year and the prospects of any revenue from agricultural land does not seem likely.

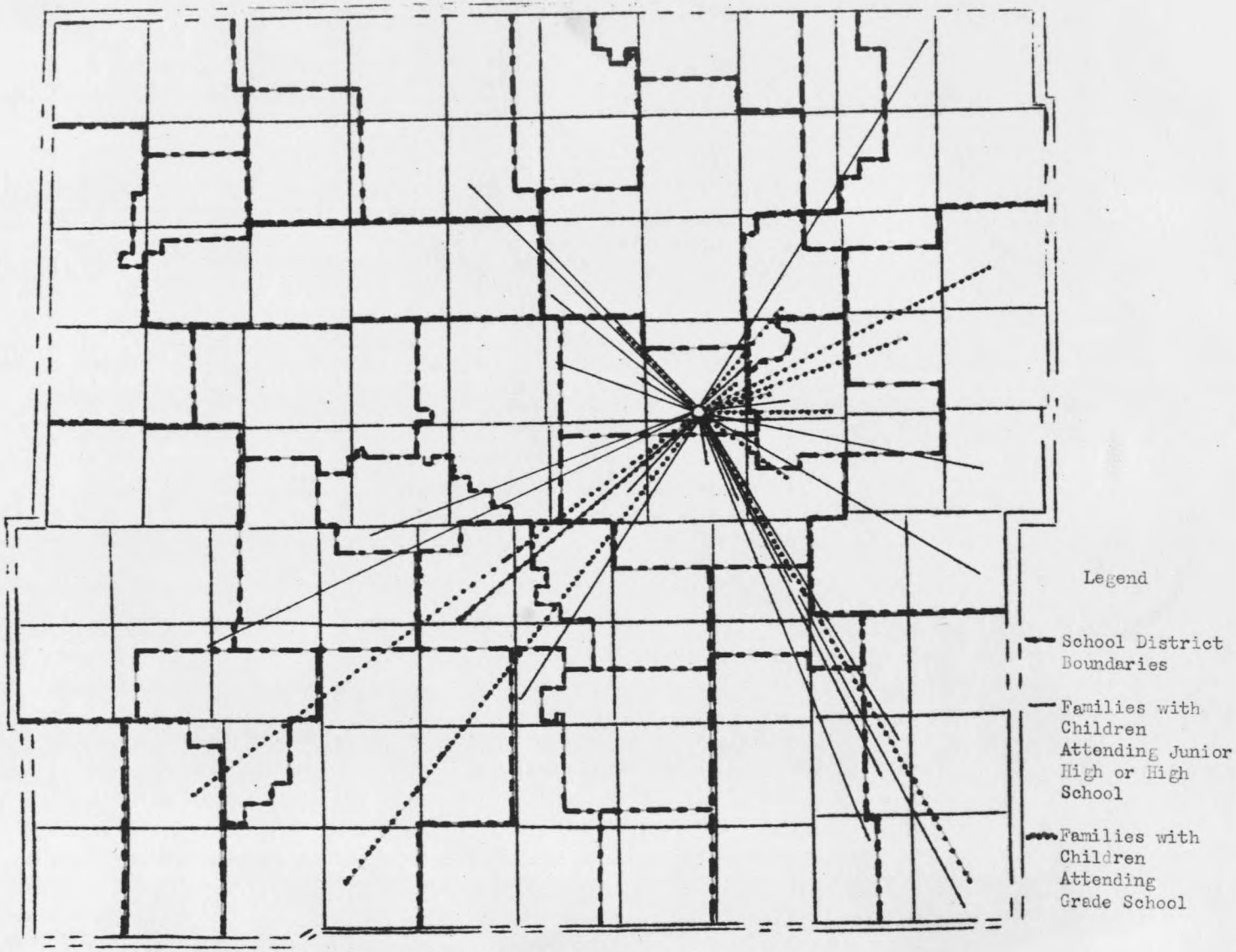


Fig. 17. Location of Rural Families With Children Attending School in Broadus, 1929-1930.

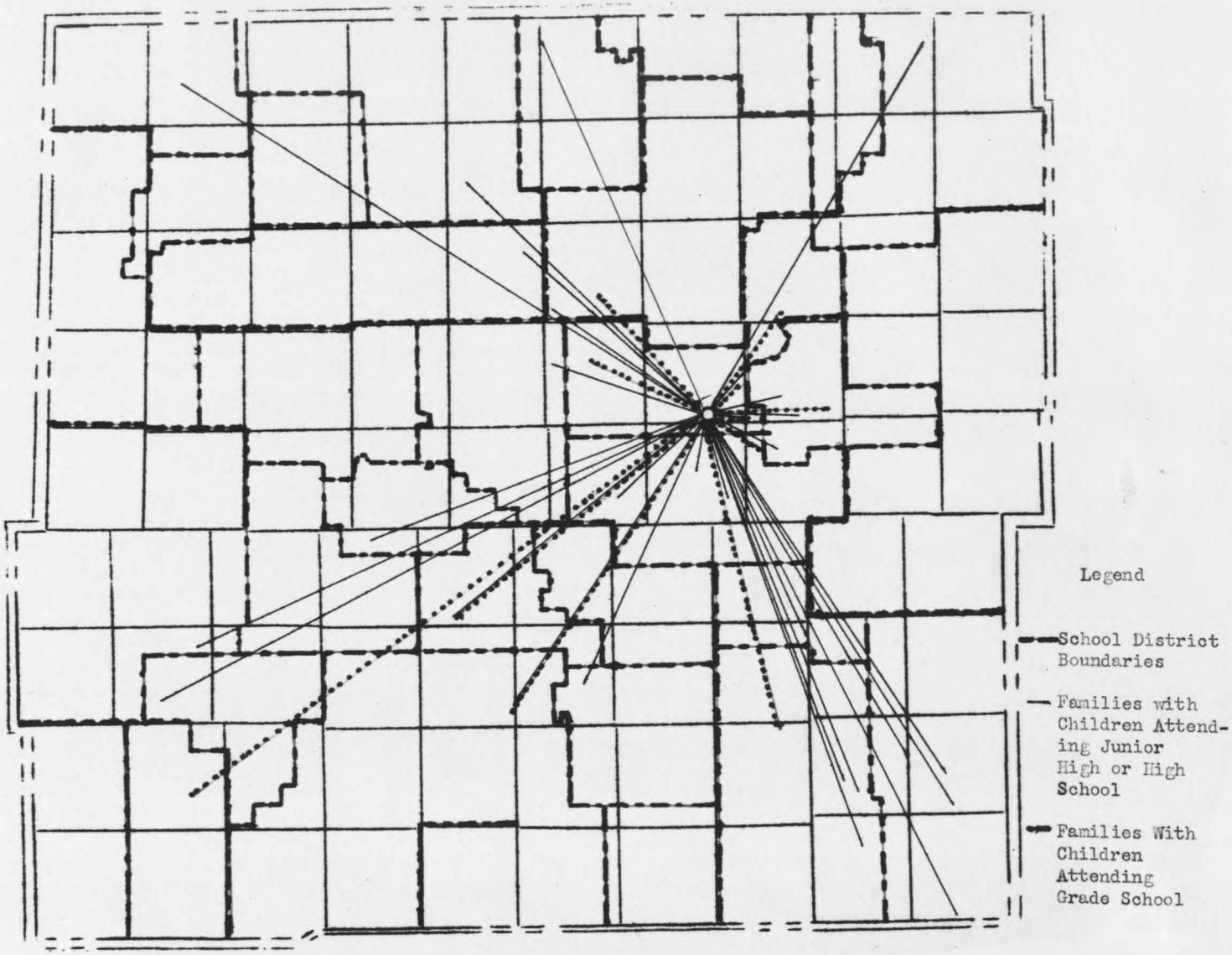


Fig.18. Location of Rural Families With Children Attending School in Broadus, 1930-1931.

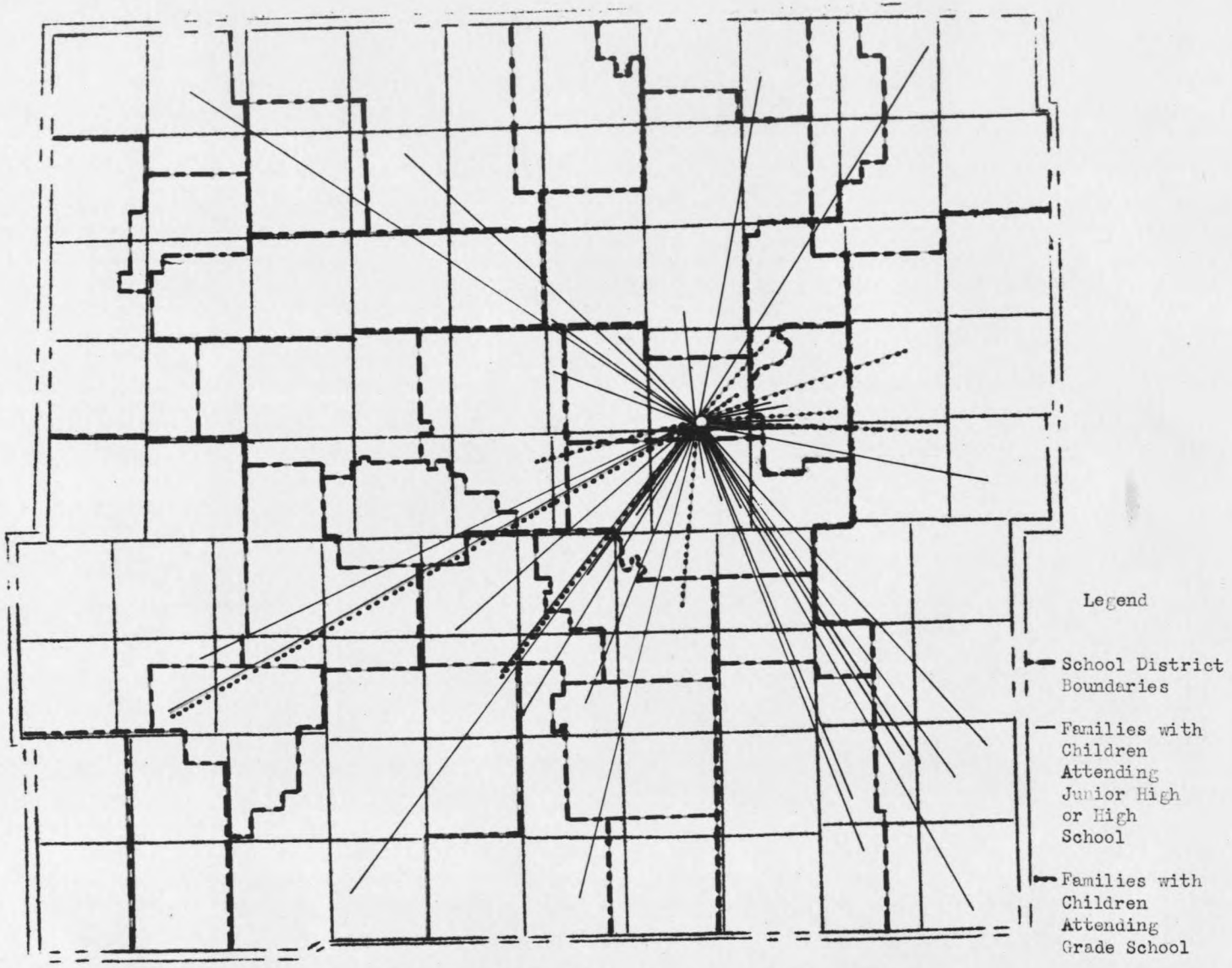


Fig. 19. Location of Rural Families With Children Attending School in Broadus, 1931-1932.

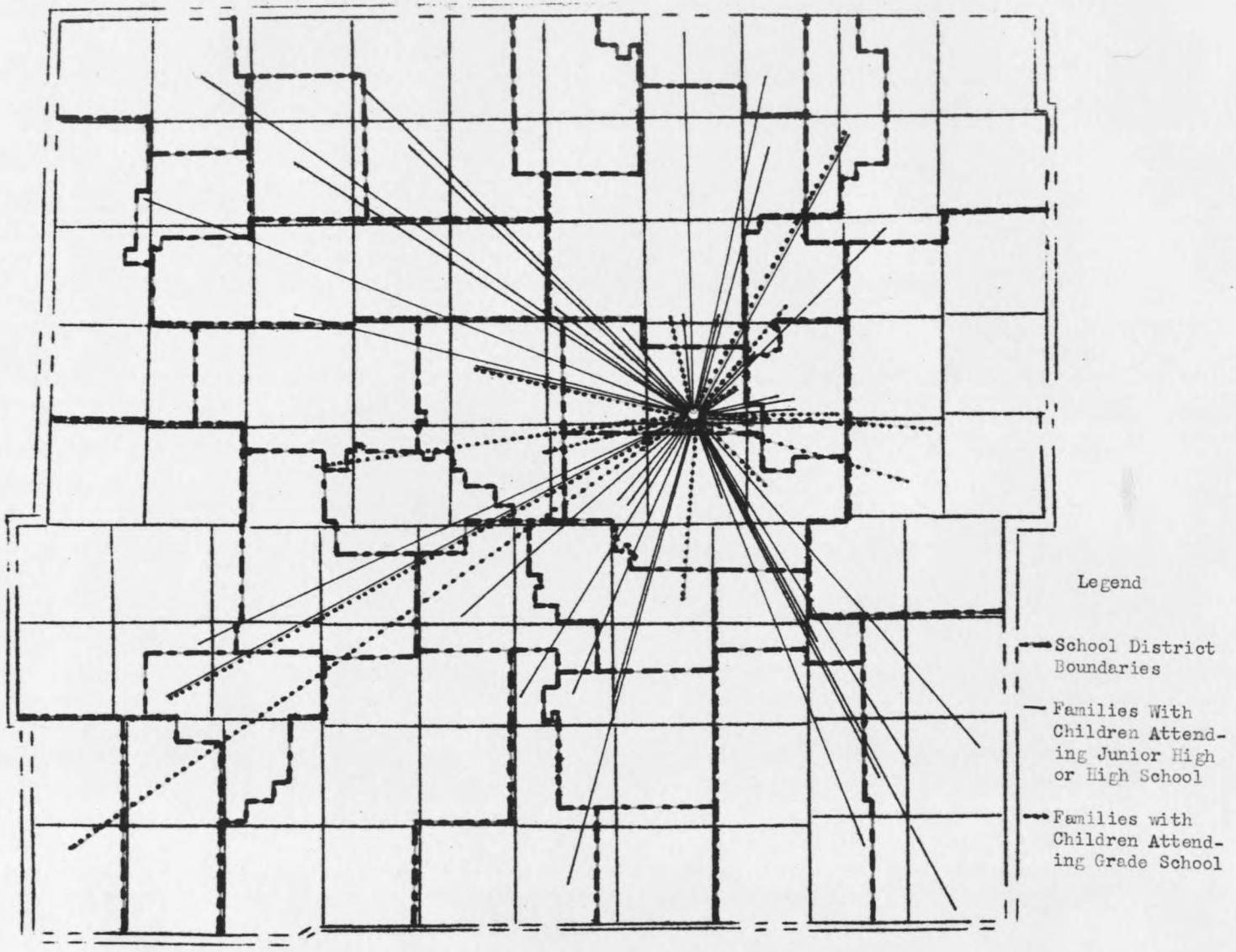


Fig. 20. Location of Rural Families With Children Attending School in Broadus, 1932-1933.

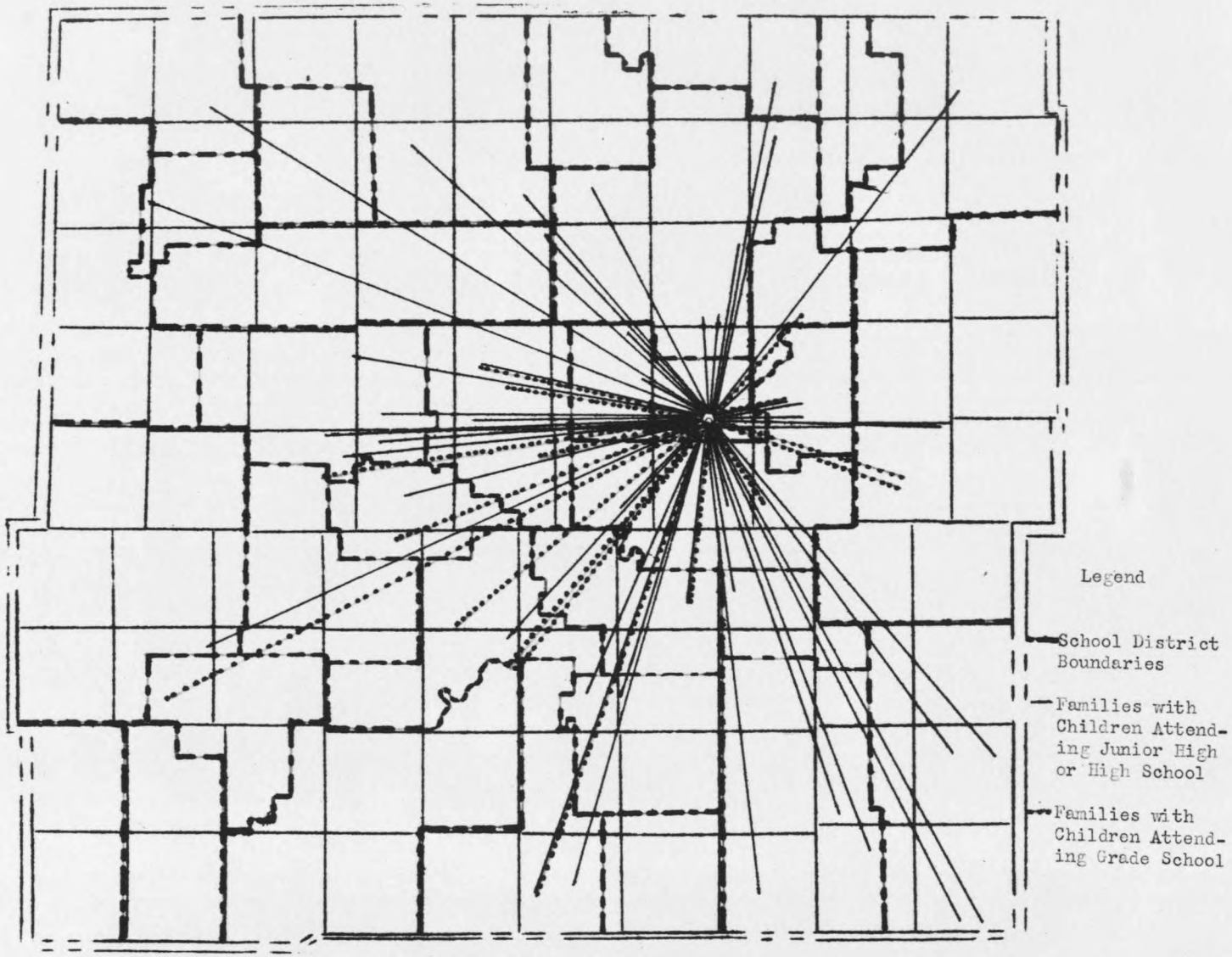


Fig.21. Location of Rural Families with Children Attending School in Broadus, 1933-1934.

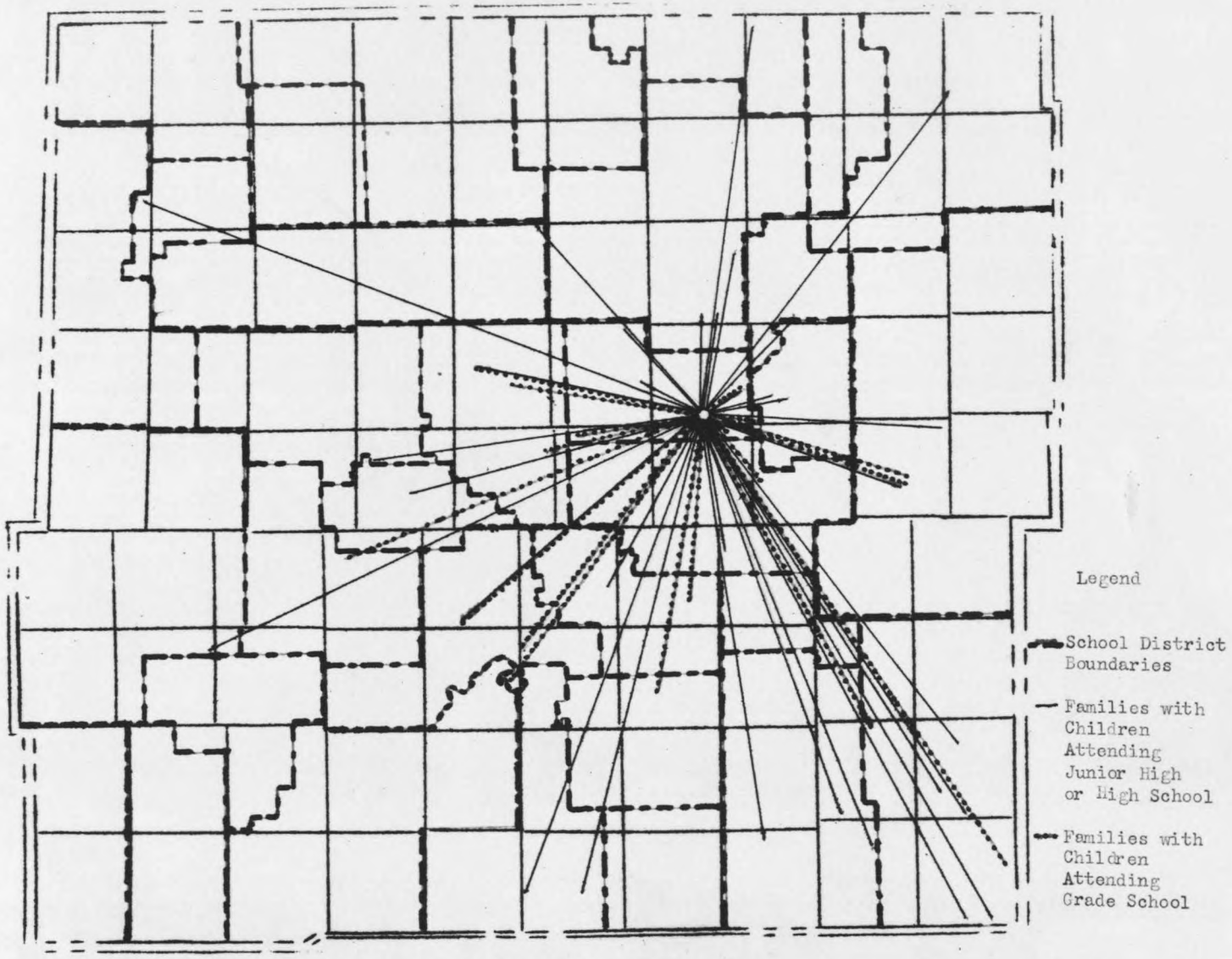


Fig.22. Location of Rural Families With Children Attending School in Broadus, 1934-1935.

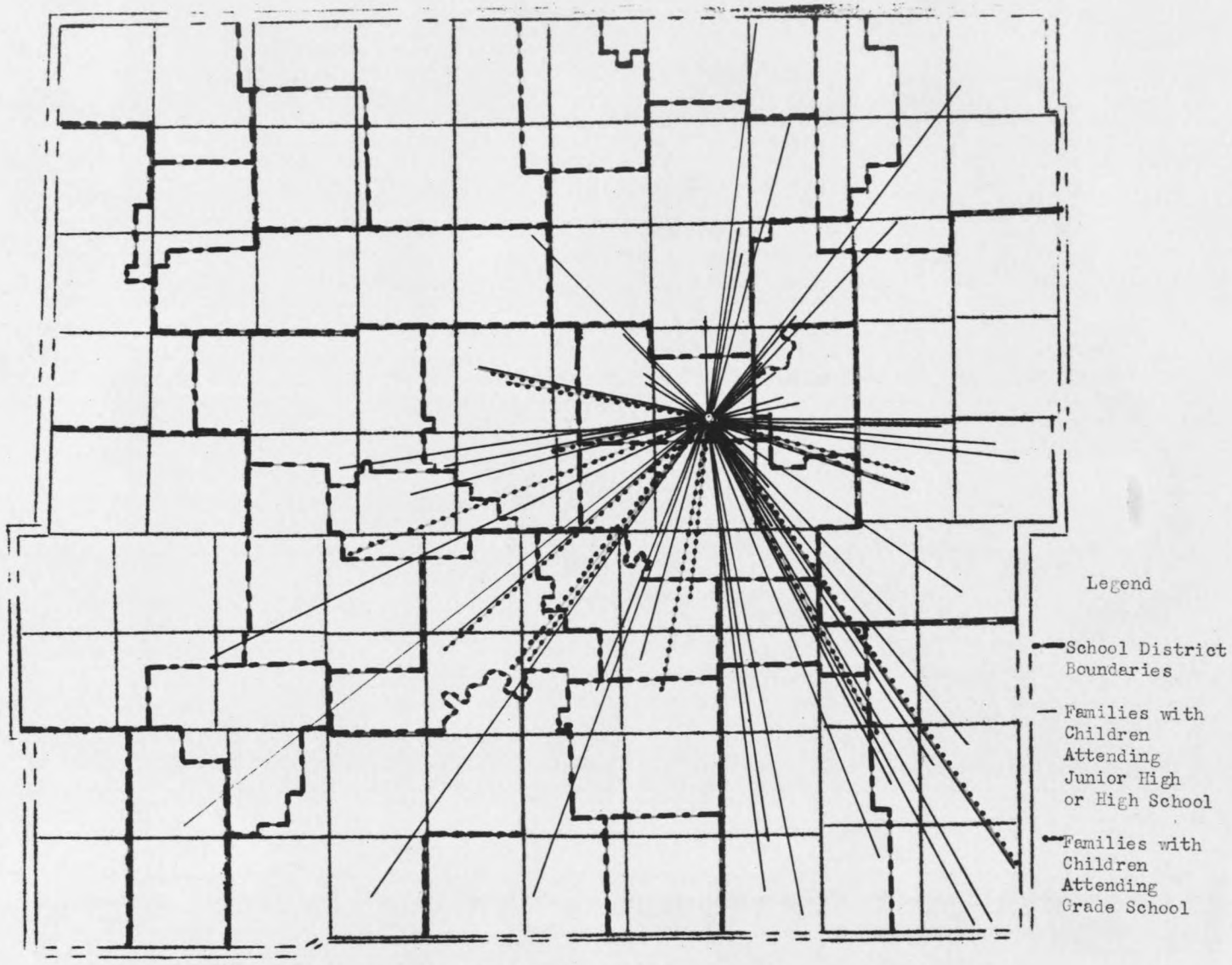


Fig.23. Location of Rural Families With Children Attending School in Broadus, 1935-1936.

BROADUS SCHOOLS

The Broadus schools consist of a grade school and high school. The system used is the "six - six plan", which has 6 years grade school work and 6 years junior high and high school work. This divides the grade school into 2 rooms, one for the primary grades and one for the intermediate grades. The seventh and eighth grade pupils are taught in the high school building.

The high school is a district school but must meet the demand of other districts in providing facilities for the education of all pupils in the county.

Prior to the period of study it was the custom for the more financially able to send their children to the Custer County High School in Miles City. The drought conditions in the past few years caused the abandonment of this practice and these pupils attended school in Broadus. In an attempt to counteract this movement and meet the increased demands, a junior High School was established at Sonnette. One teacher was hired and school supplies loaned from the Broadus school so the children in this locality could attend the school. This plan was abandoned after the first year because facilities were inadequate and one teacher could not handle the teaching load.

The number of rural families with children attending grade school and high school in Broadus increased through the period of study. Figures 17 to 23 show that in the last few years the number has increased rapidly. It

should be remembered in referring to these figures that the family has been mapped in place, while in many cases the children live in Broadus during the school year. This increase in enrollment has made necessary the enlarging of the existing high school building during the past year.

With the present exodus of rural families to Broadus a program of enlarging the schools will have to be put into effect. At the present the Broadus schools are supplying facilities for the entire county. The enlargement of the town schools is limited by the lack of finances and therefore, to aid in meeting the demand for schooling, reorganization should be brought about.

PLAN OF REORGANIZATION

The basic feature of a plan for reorganization of rural school administration and supervision should be the acceptance of the county unit plan. Although Montana has a law designed to accomplish this, such county unit operation under the existing law is concerned only with taxation and financing.(12) This is only a partial step. The law must be broadened in its scope to include administration and supervision on the county unit basis.

The county unit plan of school administration is particularly adaptable to areas with an isolated and sparse population, especially in regions where community development and definition is flexible and indefinite. The following statement with respect to the place of the county unit plan sets forth its particular merits.

> "The county unit or organization makes possible statesmanlike administration and business-like management. Policies and methods of procedure may be evolved applicable to the entire county.

(12) See Renne, R.R. Organization and Costs of Montana Schools. Montana State Agric. Exp. Sta. Bulletin No. 325, Aug. 1936.

The county may be divided, without regard to township or town lines, into an appropriate number of elementary school, junior high school, and senior high school attendance districts; school grounds, school buildings, and equipment for all schools may be standardized; a uniform salary schedule for all teachers may be adopted, based on length of preparation, length of service, and efficiency; uniform courses of study may be prescribed for all schools, etc. On the business side, the adoption of the county unit enables one person to buy all school supplies, to employ all janitors, to provide for the transportation of all school children,to keep all school accounts, to make all school reports, etc. For the sake of economy alone, the county system should displace the decentralized and extravagant township system." (13)

The essentials of the county unit plan of school administration are outlined as follows.(14)

"1. The abolition by law of the district system of school administration, and the organization of the county into one county school district, which is to be the unit for administration and supervision. Two or possibly three small counties might be combined into one unit for school organization and administration (as in Virginia) and similarly a large county might be divided into two county school districts (New York) if this division were felt to be very desirable.

2. On the other hand a city may join with the county as a part of the school district.

3. A county board of education, of from five to seven members (preferably five) to be elected from the county school district at a regular state-wide school election; to be elected preferably at large, but may be by districts; and to have much the same powers and functions as a city board of education for a city. (See 6, below)

4. The county board of education to select the county superintendent of schools and to fix his salary, electing him for three to five year terms, and being as free from political and residence requirements in his selection as is a city in the selection of its superintendent of schools or high school principal.

(13) See "County Unit of School Administration", by Carr, Wm. G. pp. 46 and 47. This statement is quoted in Public Education in Indiana, General Education Board, 1923. The County Unit plan is also strongly recommended by the National Educational Association and the U. S. Bureau of Education.

(14) Ibid - pp. 48-50. Taken from Ellwood P. Cubberley "State School Administration".

5. The county superintendent of schools to be the executive officer of the county board of education, to serve as its secretary, and to be the recognized professional and executive head of the educational system of the county. The board may also appoint other officers, if needed, such as a clerk and business manager, superintendent of plant, etc. The county treasurer to serve, ex-officio, as treasurer for both the county and city school district.

6. The county board of education to have control of all schools within the county, outside of independent city school districts, with power to establish and consolidate schools, make all repairs, buy and sell buildings and real estate, erect new school buildings, establish high schools and special schools, determine and change as needed the attendance-district lines within the county school district, furnish all supplies and janitor service, employ all teachers and principals for the schools, employ supervisors of instruction, fix the salaries of all employes, approve of courses of study and adopt textbooks for the schools of the county, and in general to have the control and management of all the schools of the county, just as a city board of education does today for a city, acting in most matters only on the recommendation of the county superintendent of schools.

7. In the consolidation of schools to provide larger units for instruction, the county board of education should try to establish such schools with partial or complete high school advantages attached, in such a manner as eventually to organize the schools of the county into a number of community school systems. To this end a careful educational survey of the county ought to be made at the time of the inauguration of the county-unit plan. In the township-unit states, such as Indiana, the township might be retained as the community unit, should it be found usable as such.

8. For each small school the board may appoint an attendance subdistrict director, to look after the school property, make minor repairs, and to act as agent of the county board of education in the attendance subdistrict and as a means of communication between the people of the subdistrict and the Board. For the consolidated or community schools, the people of the subdistrict might be allowed to elect three subdistrict directos, with somewhat larger powers. On the other hand, there is no real need for such subdirectors or boards, and they are in no way an essential part of a county-unit plan.

9. The county board of education to approve an annual budget of expenditures for maintenance and outlays for the schools of the county, and to notify the county tax-levying authorities of the

amount of county school tax, as well as any special or sub-district taxes, to be levied.

10. The county school tax to be levied on all property in the entire county. This makes the county the unit for taxation, but with additional taxation permitted in any attendance subdistrict or community school district, on vote of the people, to provide educational advantages beyond what the county school district can furnish."

Under the county unit plan, reorganization of school districts could proceed on a community unit plan in which school district boundaries are based on trade boundaries or on other indexes of community organization. Where there is a lack of such a community interest, location and distribution of population, existing highways and physical features would be the chief determinants, coupled with the financial factors, assessed evaluation, and taxable property, in determining school district boundaries.

For Powder River County the reorganization of rural schools is of first importance. Assuming acceptance of the county unit plan, how could the rural schools be most effectively reorganized? In 1935 - 1936 there were 33 districts with 59 schools operating during the school year in Powder River County. This means that there was a tremendous amount of duplication for which the tax payer was assessed. This duplication could be cut down to a minimum by the consolidation of many schools. The most feasible plan would be through the establishment of two-room-two-teacher schools. One teacher for the primary grades and one teacher for the upper grades would allow more thorough instruction in the subjects taught. The teacher would have more time to prepare her subjects and a broader curriculum could be introduced. The addition of new subjects would assist in

broadening the pupil and better prepare him for later life. The movement for consolidation in our present school system is advocated not only to reduce expense but to develop in the child understanding of the larger units of society not gained in small one-room schools where he only contacts the children of a few neighboring families.

The accompanying map (figure 24) shows the proposed consolidation of schools based on the school boundaries existing in 1936. With the 16 schools in the proposed plan the saving on costs other than transportation and teachers' salaries would offset the added cost of transportation. Allowing each teacher a salary of $900 a year and each pupil $20 for transportation and allowing the same amount for other costs as in school year 1935 - 1936 would result in an expenditure of $54,220 as compared with a total of $59,662 expended in 1935-36 and $90,892 in 1929-30.(15)

The teachers' salaries were set at $900 in order that the teacher may have adequate funds for a good living as well as enough to care for more advanced study. This would induce the teacher to attend summer school and would encourage her to stay in the profession.

Transportation costs were set at $20 per pupil as an average figure. This should allow each school enough for transportation since many students would require little or no transportation.

The reorganization as set forth in Figure 24 places the new type of school at the site of a one room school. This was done to reduce the building expense necessary in this plan of reorganization. Under this system alterations and additions would supplant new buildings whenever poss-

(15) See Appendix Table XVIII.

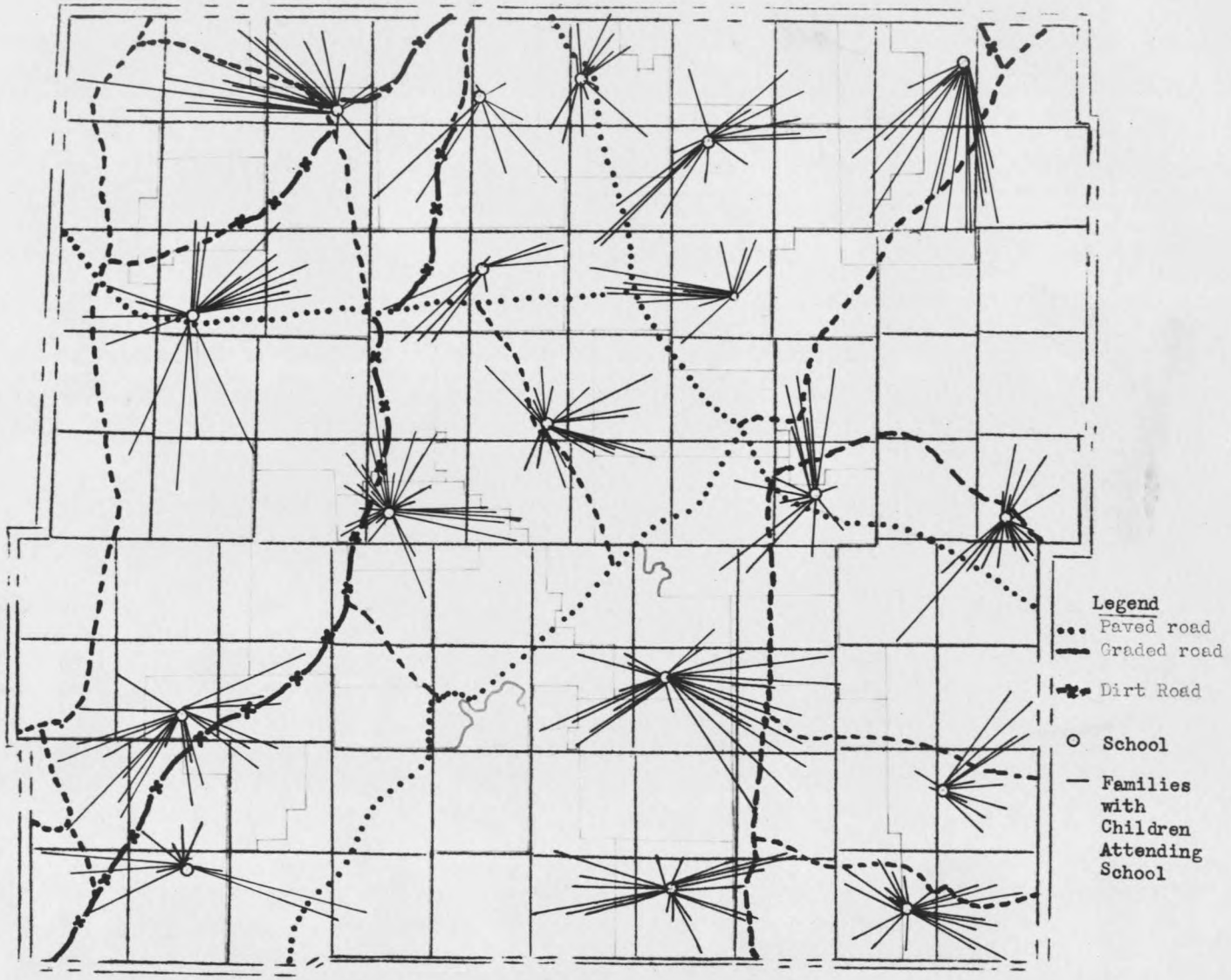


Fig. 24 - Plan of School Reorganization

ible. A comparison of school costs is shown in Table XVII.

TABLE XVII

COMPARISON OF EXPENDITURES FOR PRESENT SYSTEM AND PROPOSED SYSTEM OF REORGANIZATION FOR RURAL SCHOOLS

Type of Expenditure	Yearly School Costs		
	School Year 1929-30	School Year 1935-36	Under Proposed System
Total costs	90,891.75	59,651.67	54,820.00
Teachers Salaries	59,696.65	39,600.25	32,400.00
Transportation	3,760.36	6,111.34	13,420.00
All Other Costs	27,434.74	13,940.08	9,000.00
Average Teachers Salaries	947.57	671.19	900.00

To meet the added demands by rural children for a high school education it would be necessary to change the high school from a district school to a county school. This would also necessitate the erection of a school dormitory to meet the housing problem. At the present time it is common practice for the family to rent a house or shack in town and allow the children to "batch". This in turn leads to many cases of juvenile delinquency and the undernourishment of the children attending schools.

The drought conditions of the past few years has caused many families to move to town where they might have a closer contact with relief programs. It is the general opinion that this is a temporary move and with a change in conditions these families would move back to the farm.

CONCLUSIONS

The following conclusions have been found in the study of rural school facilities in Powder River County.

1. The present system of one-room schools does not meet the requirements of present educational needs.
2. The present teachers' salaries are not high enough to induce well trained instructors to apply for positions in the rural schools. It is felt with an increase in salaries that these persons may be secured.
3. The sparse settlement and resulting problem of isolation may best be met by school consolidation on the basis of the county unit plan.
4. The two-rooms-two-teacher school is the most feasible plan of rural school reorganization in this county.
5. The present high school should be enlarged and changed from a district school to a county school and a dormitory provided to meet the needs of rural children.
6. That the suggested reorganization will provide better school facilities and reduce the cost of education to the tax payer in comparison with the existing system.

APPENDIX A

TABLE X

COMPARISON OF TEACHING CERTIFICATE HELD AND YEARLY SALARY
1929-30

Yearly salary	Type of Teaching Certificate Held					
	Total	First	Second	Professional	Elementary State	Life
Total	63	26	10	2	16	1
Under $300	-	-	-	-	-	-
$300-399	-	-	-	-	-	-
400-499	-	-	-	-	-	-
500-599	-	-	-	-	-	-
600-699	1	1	-	-	-	-
700-799	-	-	-	-	-	-
800-899	34	11	14	2	7	-
900-999	27	13	4	-	9	1
1000-1099	-	-	-	-	-	-
Over $1100	-	-	-	-	-	-

1930-31

Total	65	31	20	2	11	2
Under $300	-	-	-	-	-	-
$300-399	-	-	-	-	-	-
$400-499	-	-	-	-	-	-
500-599	1	1	-	-	-	-
600-699	-	-	-	-	-	-
700-799	-	0	-	-	-	-
800-899	20	11	12	2	3	-
900-999	31	16	8	-	5	2
1000-1099	3	3	-	-	-	-
Over 1100	-	-	-	-	-	-

TABLE XII

COMPARISON OF TEACHING CERTIFICATE HELD AND YEARLY SALARY, 1931-1932

Yearly salary	Type of Teaching Certificate held					
	Total	First	Second	Professional	Elementary State	Life
Total	67	27	17	1	20	2
Under $300	-	-	-	-	-	-
$300-399	-	-	-	-	-	-
400-499	-	-	-	-	-	-
500-599	1	-	-	-	1	-
600-699	6	4	1	1	1	-
700-799	-	-	-	-	-	-
800-899	29	13	11	1	4	-
900-999	28	8	5	-	13	2
1000-1099	2	1	-	-	1	-
Over 1100	1	1	-	-	-	-

TABLE XIII

1932-33

Total	69	32	19	1	15	2
Under $300	-	-	-	-	-	-
$300-399	-	-	-	-	-	-
400-499	-	-	-	-	-	-
500-599	14	7	3	-	3	1
600-699	3	2	-	-	1	-
700-799	23	9	10	-	4	-
800-899	27	14	6	1	6	-
900-999	1	-	-	-	-	1
1000-1099	-	-	-	-	-	-
Over 1100	1	-	-	-	1	-

TABLE XIV

COMPARISON OF TEACHING CERTIFICATE HELD AND YEARLY SALARY, 1933-34

Yearly salary	Type of Teaching Certificate Held					
	Total	First	Second	Professional	Elementary State	Life
Total	69	20	16	2	21	2
Under $300	4	2	-	1	1	-
$300-399	1	-	-	-	1	-
400-499	3	-	-	-	2	1
500-599	7	3	3	-	1	-
600-699	39	10	11	-	12	-
700-799	11	4	2	1	3	1
800-899	4	3	-	-	1	-
900-999	4	4	4	-	-	-
1000-1099	-	-	-	-	-	-
Over 1100	-	-	-	-	-	-

TABLE XV

1934-35

Total	65	32	16	1	12	2
Under $300	-	-	-	-	-	-
$300-399	2	1	1	-	-	-
400-499	3	2	1	-	-	-
500-599	16	3	8	-	4	-
600-699	37	22	5	1	6	1
700-799	3	2	1	-	-	-
800-899	3	2	-	-	-	1
900-999	-	-	-	-	-	-
1000-1099	-	-	-	-	-	-
Over 1100	-	-	-	-	-	-

TABLE XVI

COMPARISON OF TEACHING CERTIFICATE HELD AND YEARLY SALARY
1935-36

Yearly salary	Type of Teaching Certificate Held					
	Total	First	Second	Professional	Elementary State	Life
Total	89	26	13	1	12	8
Under $300	-	-	-	-	-	-
$300-399	-	-	-	-	-	-
400-499	2	1	1	-	-	-
500-599	16	6	6	-	2	2
600-699	38	13	6	1	9	6
700-799	6	4	-	-	1	-
800-899	1	1	-	-	-	-
900-999	-	-	-	-	-	-
1000-1099	-	-	-	-	-	-
Over 1100	-	-	-	-	-	-

TABLE XVIII

COMPARISON OF RECEIPTS AND EXPENDITURES FOR RURAL SCHOOLS BY YEARS 1930-1936

1929-30					
Receipts			Expenditures		
Type	Amount	Per Cent	Type	Amount	Per Cent
Total	132,738.99	100	Total	90,891.75	100
Balance on hand	44,681.52	33.7	Teachers' Sal.	59,696.65	65.7
County Tax (6 mill)	18,444.84	13.9	Library & Text books	3,834.08	4.2
State Funds	22,809.40	17.2	Transportation	3,760.36	4.2
Special Taxes	40,466.46	30.5	Repairs & Up.	2,462.60	2.7
Forest Service	1,341.02	1.0	New Bldgs. & Al.	2,741.34	3.0
All other sources	4,995.75		All other costs	18,396.72	20.2
1930-31					
Total	131,474.20	100	Total	93,279.80	100
Bal. on hand	41,847.24	32	Teachers' Sal.	62,444.00	67
County Tax (6 mill)	18,917.96	14	Library & T.Bks.	3,042.39	3
State funds	27,043.59	21	Transportation	3,756.57	4
Special taxes	39,803.72	30	Repairs & Up.	3,262.43	3
Forest Service	1,609.28	1	New Bldg.&Alt.	1,031.70	1
All other sources	2,252.41	2	All other costs	19,742.71	22
1931-32					
Total	113,091.74	100	Total	86,930.86	100
Bal. on hand	38,194.40	34	Teachers' Sal.	62,841.84	72
County Tax (6 mill)	15,518.33	13	Library & Text books	4,003.33	5
State funds	17,702.66	16	Transportation	3,029.56	3
Special taxes	33,582.09	30	Repairs & Up.	1,756.43	2
Forest service	1,520.12	1	New Bldg. & Alt.	2,351.49	3
All other sources	6,574.14	6	All other costs	12,939.21	15
1932-33					
Total	90,525.00	100	Total	83,933.30	100
Bal. on hand	26,160.89	29	Teachers' Sal.	54,715.00	78
County tax (6 mill)	13,341.09	15	Library & text books	2,111.12	4
State funds	23,400.12	26	Transportation	1,664.65	2
Special taxes	26,919.97	29.3	Repairs & Up.	685.64	1
Forest Service	392.83	4	New Bldgs.& Al.	1,424.10	2
All other sources	310.10	3	All other costs	9,333.09	13

TABLE XVIII (Contd.)

1933-34					
Receipts			Expenditures		
Type	Amount	Per Cent	Type	Amount	Per Cent
Total	79,417.48	100	Total	58,698.79	100
Bal. on hand	20,491.39	26	Teachers' Sal	43,830.85	75
County tax (6 mill)	12,749.47	16	Library & text books	2,086.05	4
State funds	16,565.71	21	Transportation	2,712.01	5
Special taxes	27,825.94	35	Repairs & Up.	1,010.99	1
Forest Service	767.96	1	New Bldgs.	255.80	5
All other sources	917.01	1	All other costs	8,803.09	14
1934-35					
Total	86,014.98	100	Total	55,562.54	100
Bal. on hand	25,605.60	30	Teachers' Sal.	40,422.75	73
County tax	13,497.28	16	Lib. & T. Bks.	2,277.49	4
State funds	18,256.46	20.3	Transportation	2,149.90	3.8
Special taxes	27,107.30	32	Repairs & Up.	1,878.02	3.4
Forest service	745.19	.8	New Bldg. & Al.	204.20	.4
All other sources	803.15	.9	All other costs	8,630.18	15.4
1935-36					
Total	85,168.32	100	Total	59,651.67	100
Bal. on hand	25,605.60	30	Teachers' Sal.	39,600.25	66
County tax	13,510.53	16	Lib. & T. Bks.	2,828.19	5.5
State funds	13,550.11	16.1	Transportation	6,111.34	10
Special taxes	27,274.68	32.1	Repairs & Up.	1,252.08	2
Forest Service	752.14	.8	New Bldg. & Al.	440.39	.7
All other sources	4,475.26	5	All other costs	9,439.42	15.8

COMPARISON OF RECEIPTS AND EXPENDITURES FOR BROADUS HIGH SCHOOL, 1930 - 1936.

	Receipts													
	1930	Per Cent	1931	Per Cent	1932	Per Cent	1933	Per Cent	1934	Per Cent	1935	Per Cent	1936	Per Cent
Total	11,822.87	100	12,683.07	100	11,043.52	100	8,445.54	100	8,524.31	100	9,576.54	100	11,175.01	100
Balance on hand	3,995.00	33.8	3,293.64	25.9	1,153.97	10.5	1,206.65	14.3	396.75	4.7	1,904.69	19.9	1,904.69	17.1
Oil license	78.97	5	54.13	.4	44.03	.4	27.66	.3	-	-	80.62	.8	68.45	.6
Special High School tax	7,773.90	65.7	9,333.60	73.6	9,809.80	88.8	7,211.23	85.4	8,127.56	95.3	7,591.23	79.3	7,779.87	69.6
Sale of property	-	-	-	-	35.72	.3	-	-	-	-	-	-	-	-
Insurance Adj.														
All other sources	-	-	1.70	.1	-	-	-	-	-	-	-	-	1,422.00	12.7

	EXPENDITURES													
	1930	Per Cent	1931	Per Cent	1932	Per Cent	1933	Per Cent	1934	Per Cent	1935	Per Cent	1936	Per Cent
Total	8,529.23	100	11,529.09	100	9,936.88	100	8,048.80	100	7,442.29	100	6,849.18	100	8,197.63	100
Teachers' salaries	3,030.03	35.5	3,699.06	32.0	3,660.08	37.2	3,187.50	39.6	2,507.52	34.8	2,507.50	37.8	2,647.34	32.3
New equipment								2.9	-	-	161.18	2.2	979.66	12.0
& Bldg. alterations	1,577.73	18.5	3,268.83	28.4	2,039.93	20.7	229.45	5.6	1,125.19	15.1	505.00	7.4	445.31	5.4
Supplies	936.75	1.	1,464.14	12.7	557.57	5.7	446.75							
All other costs	2,984.72	35.0	3,097.05	26.9	3,579.35	36.4	4,185.10	51.9	3,729.58	50.1	3,605.50	52.6	4,125.32	50.3

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