

University of Montana

ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

1934

Adult education in Montana

Thomas E. Smalley

The University of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

Let us know how access to this document benefits you.

Recommended Citation

Smalley, Thomas E., "Adult education in Montana" (1934). *Graduate Student Theses, Dissertations, & Professional Papers*. 7668.

<https://scholarworks.umt.edu/etd/7668>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

ADULT EDUCATION IN MONTANA

by

Thomas E. Smalley

B.A., State University of Montana, 1929

Presented in partial fulfillment of the
requirement for the degree of
Master of Arts.

State University of Montana

1934

Approved:

W. E. Maddock

Chairman of Board
of Examiners

W. G. Bateman

Chairman of Committee
on Graduate Study.

UMI Number: EP38469

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP38469

Published by ProQuest LLC (2013). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

TABLE OF CONTENTS

PART I

	<u>Pages</u>
INTRODUCTION	
First Definitions of Adult Education	1-2
Second Growth of Adult Education	2-4
Third Evening Schools	4-7
Fourth Can Adults Learn	7-11

PART II

ADULT EDUCATIONAL AGENCIES IN MONTANA	
Introduction	11-12
Chapter I Smith-Hughes Work	13-25
Cooperative Industrial Work	24-34
Chapter II Correspondence Study	
Montana School of Mines	35-40
State University of Montana	40-45
Eastern Montana Normal School	45-46
State Normal College	46-48
Northern Montana College	48-49
Montana State College	49-51
International Correspondence	
Schools	51-53
Chapter III Parent-Teacher Associations	54-68
Chapter IV Federation of Women's Clubs	68-74
Chapter V Masonic Educational Program	74-78
Chapter VI Service Clubs	
Rotary International	78-82
Lions International	82-85
Kiwanis International	85-87
Chapter VII American Legion	87-93
Chapter VIII Public School Adult Study	93-103
Chapter IX Post Graduate Students	103-106
Chapter X Indian Education	106-111

Chapter XI	Church Study in Montana	111-114
Chapter XII	Study Among Laborers	
	United States Forest Service	114-117
	Firemen's Schools	117-120
	Missoula Garage Men	120

PART III

SUMMARY AND CONCLUSIONS	121-126
Bibliography	126-128

MAPS

of

Adult Educational Agencies

		<u>Page</u>
Map No. I	Vocational Education	15a
Map No. II	Cooperative Schools	23a
Map No. III	Correspondence Courses	50a
Map No. IV	Parent-Teacher Locals	53a
Map No. V	Federated Women's Clubs	67a
Map No. VI	Masonic Lodges	73a
Map No. VII	Rotary Clubs	77a
Map No. VIII	Lions Clubs	81a
Map No. IX	Kiwanis Clubs	84a
Map No. X	American Legions	88a
Map No. XI	Public Schools	92a
Map No. XII	Indian Education	105a
Map No. XIII	Church Adult-Schools	110a
Map No. XIV	Organized Fire Departments	116a

FOREWORD

About 1916 the term "adult education" began to appear in the literature. It is a new term for a practice that has existed through the ages, for there have always been some men who have "kept on learning".

However, the war revealed the need of continued education among the adults. Educators have felt that there has always been some adult education in this country, but it has been scattered and spasmodic, and little has been really known of its scope or effectiveness. Surveys have been made in only a few states.

This survey of adult education in Montana was undertaken,

First, because the work seemed timely.

Second, to discover the places where, and the nature of the work done.

Third, that the information obtained might furnish inspiration and guidance to others.

Fourth, to attempt to find a plan for organization of the work.

The survey was undertaken with some hesitation.

1. Inquiries seemed to reveal that there was very little known of anything tangible.
2. No funds were available for a survey in this state as there had been in Massachusetts and in Virginia.

However, after spending a year in study of the work in this state and in other states, plans began to form out of the void.

Much credit is due Dean Daughters of the Department of Education of the State University of Montana for suggesting the plan of attack, and for guidance through the survey. Credit is also due C. G. Manning, Principal of the Fergus County High School for inspiration, and to M. P. Moe, State Director of Vocational Education for furnishing much real tangible information. Thanks are due others who kindly furnished records or sent in detailed accounts which must have taken much time.

During two years the author garnered facts and figures from all parts of the State where he thought there might be any activity in adult education. Scores of personal letters were written, dozens of officials and laymen were interviewed, many parts of the state were visited personally, proceedings of national, state and local meetings were gathered and studied, bulletins and pamphlets of adult work were read, and every known or suggested source was traced down.

Response to the inquiries was splendid, and this report is the result of the research, the digest and the compilation.

The author humbly submits the report of the survey,

hoping that those reading it may be helped and inspired by the men whose work has been described. This makes no claim of being a finished production, it is only the summing up of many efforts. It is hoped that such advancement may be made in this field, that within a short time, this account may seem as just a primer in a series of records of progress.

January 1, 1934.

T. G. C.

ADULT EDUCATION IN MONTANA

Adult Education is one of the phases of education that at the present time is being pushed to the front. While adult education under various titles might be traced back to Ancient History, and its proponents may declare that it has continued from antiquity, yet a more definite and special stress has been given to it during the past decade, and the various ideas and methods concerning such education have been taking more definite form during the past few years.

Some mistiness enshrouds the exact meaning of the term "adult education".

When does a person become an adult, and under what conditions is education known as adult education?

L. R. Alderman, a writer who has a national reputation in this type of education, in his U.S. Educational Bulletin 1929, No. 23, characterizes it as follows:

- 1st--The work must be voluntary.
- 2nd--It must be taken during leisure time.
- 3rd--It must be somewhat consecutive and continuous.
- 4th--Those taking it should be past the compulsory school age."

He says later, "Adult Education is the cause of much optimism, because an increased number of people see in it a remedy for an uninteresting and pessimistic old age".²

1. U. S. Bureau of Education Bulletin No. 23, p. 2
2. Ibid, p. 2.

The president of the American Association of Adult Education writes thus concerning adult education:

"It is to inspire grown-ups to be something more than they are now, and to do their work better than they do it now. Its beginning is wherever one finds himself; its end only when ambition ceases to function. At its best it leads to constantly increasing richness of life, better appreciation of what life offers, greater satisfaction in the use of mind and body, and better understanding of the rights and duties of one's fellow men. Adult education provides a means of enriching old age. It inspires the people to use their minds, to think, to discuss, to enlarge their vision, to making growing-old an interesting time, rather than a dwarfing of mind and body till death ends existence." ³

Chancellor Brannon spoke of adult education as:

"a deliberate and voluntary attempt to organize ourselves, and to better adapt ourselves to our surroundings, or perhaps to modify our surroundings." ⁴

Growth of Adult Education

L. R. Alderman in his bulletin, number 21, says ⁵ the growing consciousness, on the part of adults, that they should continue their education, is revealing itself by a general and growing interest in the public evening schools. The desire on the part of adults to continue group instruction is evidenced in all civilized countries. There are those who think that this movement is one of the most important for race betterment that the world has ever known.

3. Strong, E.E., Adult Ed. in Virginia, p. 18.

4. Address given by Chancellor Brannon at University of Montana, August 1902.

5. U. S. Bureau of Education, Bulletin No. 21, p. 1

It has been said that the nineteenth century was the time when the rights of childhood came to be more generally recognized. It was during this time that the proponents of the idea of a public school education for every child, convinced the public sufficiently so that laws were enacted to that effect. The first quarter of the twentieth century saw a wonderful new realization of the importance of adolescence as a time for education. The marvelous growth of secondary schools in the United States is evidence of this fact. Now this movement for education of grown men and women is but the logical next step in the march of progress.

It is but natural that taxpayers, who have provided school houses, and trained teachers in every section of the country, should look to the public schools for help in this movement for adult education.

In spite of the stressing economic situation this year, adult education is receiving much attention and the movement is making progress. Under normal economic conditions, again, the right of education in the public schools for all adults will be urged as was the right for all children in the nineteenth century. It is expected that there may be the same stubborn resistance offered to free adult education as was offered to free and universal education of children.

There have always been those who contend that education

is in the nature of a luxury, and that all who want their children educated should pay for it, and not obtain it at public expense. Fortunately this group has become greatly outnumbered by those who feel that the educated children make better citizens and make a greater return to the state in service. Yet, Dr. Woody, in an address before the Montana Educator's Conference in Missoula in July 1933, reported that certain Michigan legislators, this year, asked why a young man starting into the automobile business should not be subsidized by the state to the same extent, that a young man is, who enters the state university to prepare to become a dentist. These challenging questions have been and will be asked, but the mass of people in all countries do believe that education does furnish great advantages.

Statistics gathered by L. R. Alderman in 1927 in his bulletin on evening schools shows nearly one million adults enrolled. When we realize that there are probably 25,000,000 adults who could profit by attendance at these schools we see that only a small percent are enrolled.

Statistics⁶ also show that about 47.6% of children of high school age are enrolled in secondary schools. Consequently if the other fifty percent, representing four million boys and girls are to go to schools they must attend evening schools or some other type of adult school.

Many cities are holding very successful evening schools

6. U. S. Bureau of Education Bulletin No. 21, p. 1

for adults while other cities meet with little success or perhaps give them little attention.

Study⁷ was made of attendance in day and evening school of 16 cities selected at random from each of three classes of cities according to population, cities of over 100,000, cities of 30,000 to 100,000 and cities of 10,000 to 30,000 population.

Why, when one city has 30% as many people in its evening schools as in its day schools, should another city of like population have as low as 1%?

Data show that the evening schools of cities of thirty thousand to one hundred thousand population vary from 1½ to 8 percent of their day school attendance, and cities of more than one hundred thousand population vary from 2½ to 12 percent. This wide variation shows that in some cities the evening school is given much consideration and funds with which to carry on a successful program, while in another similar city there is evidently very little attention paid to this important work.

L. R. Alderman deduced the following, from his study of the evening schools, that to develop a successful evening school program: 8

*1st--There must be trained tactful teachers.

7. U. S. Bureau of Education Bulletin, No. 13, p. 3

8. U. S. Bureau of Education Bulletin, No. 13, 1927, p. 3.

- 2nd--There must be the proper esprit de corps among the faculty.
- 3rd--Students must develop the habit of attending school.
- 4th--Students must budget their time so that the evening school has its proper place.
- 5th--There must be built up in the community a favorable public opinion in regard to night schools.
- 6th--There must be some certain financial support program for this type of school."

A further set of suggestions is as follows:

1. Teach everything worth while for which there is or can be created a sufficient demand.
2. Teach from the practical standpoint in groups small enough to afford individual instruction.
3. Employ the best teachers obtainable from any source.
4. Give the teachers a living wage.
5. Make them better teachers by adequate supervision and supplementary training.
6. Make education easy to get by opening well-equipped centers in many communities.
7. Create a demand and secure general cooperative interest by adequate publicity.
8. Foster community interest and promote community cohesion by making the night school the center of community interest.
9. Make appeal not only to legitimate self-interests but to the desire for culture, specific self-improvement, civic duty and national need.
10. Plan courses to benefit and thereby interest definite groups--manufacturers, merchants, labor organizations of non-English speaking groups.
11. In fine, open to the community every facility which the schools can offer, and even increase these facilities when possible.

May it not be that the task of offering elementary education to the twenty or twenty-five million men and women

between 16 and 50 years of age who lack it,⁹ is one of the most important educational problems of the country today? The opportunity to get an education must come to most of them after a day of toil. This problem calls for an evening school program. The community which looks upon its inhabitants as its main asset, and seeks to develop this resource to its full capacity will not neglect to use, the public evening school as one of the agencies for this accomplishment.

Equalization¹⁰ of educational opportunities is such a big contract, that it can not be realized at once. It is an ideal for which we may ever labor and never entirely attain. In our effort to equalize educational opportunities the evening schools and other adult schools must play a large part.

Can Adults Learn?

"You can not teach an old dog new tricks" has been repeated as a truism for generations. It was generally believed that the minds of children and youth were plastic and then that they gradually hardened and dried much as does plaster of Paris or molding clay, until the youth became an adult. With such a picture of the human mind, it is easy to understand how the impression prevailed that when adult-

9. U. S. Bureau of Education No. 13, 1927, p. 21

10. Ibid, p. 22

hood was reached that his mind was impervious to new ideas. It was thought that each person must learn in the time of his youth, or be doomed to everlasting ignorance. Hence schools were established for children and all were urged to take advantage of these schools while young. Educations were spoken of, and really thought of, as finished with the terminating of the school year.

It remained for Dr. E. L. Thorndike to explode this old theory, and to furnish to the educational world scientific data that adults can learn, and can even learn better than children. In 1927 Dr. E. L. Thorndike concluded a number of experiments in New York in connection with his work in Columbia University. To test ability in motor learning he selected forty-one adults who practiced for sixteen hours learning to write with the wrong hand. In general, they made greater improvement than do school children in the use of their right hands in over one hundred hours of special practice in handwriting.

To test their ability in memory and logic learning groups were taught Esperanto. Children in a good private school who spent forty hours in study learned only half as much as did university students ranging in age between twenty and fifty-seven years in one half the time, or twenty hours of study. The younger children (9 to 11) made still lower rates of gain despite the fact that one of these groups was

composed of children of exceptionally high intelligence. Comparing adult's ability shows falls of twenty per cent from the age of twenty-two to forty-two, or one per cent per year. These facts are in flat contradiction to the doctrine that childhood is the period for easiest learning to read, write and understand a language, and the early teens are the next most advantageous.

In testing groups of average ability his findings show that the average proportion that the gains of each are to the gains of the most frequent group are as follows:

59 for ages 14-16.
 85 for ages 17-19
 100 for ages 20-24.
 89 for ages 25-29.
 87 for ages 35 and over.¹¹

Ages 20-24 are the favored group, while the early teens show the least gain.

Stating the results in another way shows:

Group I	14-16	made	60%	accomplishment.
Group II	17-19	made	85%	accomplishment.
Group III	25-29	made	89%	accomplishment. ¹²
Group IV	30-39	made	87%	accomplishment.

Group IV made progress 27% higher than did Group I.

Groups II, III and IV represent the ages of those most frequently found in evening or other adult schools. Thus the time of greatest learning ability coming at a time when

11. U. S. Bulletin, 1927, No. 13, State School Systems.

12. U. S. Bulletin, 1927, No. 21, Evening Public Schools for Adults.

most people are not in school, may assist in reorganizing our school program.

Thorndike's tests included a great number of school subjects and activities, tried with many different groups and hundreds of individuals. His conclusions are that in general nobody under forty-five should hesitate through fear that he is too old to learn anything which he should desire to know. Age, in itself, is a minor factor in either success or failure. Capacity, interest, time and energy are the essentials.

PART II

ADULT EDUCATIONAL AGENCIES IN MONTANA

In Montana, the state organization known as the Montana Society for the Study of Education has a committee whose duty it is to study and report on adult education in this state. The committee now is: General Chairman, Dr. Lynn B. McMullen, President of the Eastern Montana Normal School; Sub-Chairman, Parent Education, Dr. Gladys Branegan of Montana State College; Citizen Education, Principal C. G. Manning of Fergus County High School; Vocational Education, M. P. Moe, Director of Vocational Education in Montana; and Government Education, H. H. Swain, Executive Secretary of the Greater University of Montana.

This is a new committee just added to the working committees of this society, and its recent appointment indicates that the President of this society recognizes the importance of adult education.

Many different organizations in Montana are giving attention to the education of adults, and the fact that nearly all of them have placed the terms "adult education" in their programs indicates that they are becoming "adult education conscious".

Service clubs, Parent Teachers Associations, Masonic Lodges, Women's Clubs, American Legions, and others are giving more attention to this type of education. In addition, a number of public schools are giving more time and thought

to the type of education which interests the grown-ups.

MAP NO. I.

VOCATIONAL EDUCATION



- 1. Anaconda
- 2. Billings
- 3. Butte
- 4. Cascade
- 5. Chinook
- 6. Deer Lodge
- 7. Glasgow
- 8. Lewistown
- 9. Havre
- 10. Helena
- 11. Hinsdale
- 12. Kalispel
- 13. Lima
- 14. Miles City
- 15. Missoula
- 16. Moore
- 17. Sidney

CHAPTER I
SMITH-HUGHES WORK
VOCATIONAL EDUCATION

During the past four years Elizabeth Ireland as State Superintendent of Public Instruction, and M. P. Moe under the title of State Director of Vocational Education have had charge of the Vocational Education in Montana. M. P. Moe is assisted by J. E. Border who directs the work in agriculture and by Louise Keller who is in charge of the home economics. Federal and State funds obtained under the Smith-Hughes Act have been used to promote this vocational work.

Much of this work would classify directly as adult education since it deals only with adults and with youth who fit under the classification given in the first chapter. A large number of youth in this work are continuing their education under the cooperative plan. While they are still enrolled in high schools, they most likely would drop out and go out bidding for jobs were it not for this part-time or cooperative plan under the vocational department. Hence, all of this education, which M.P. Moe directs under the vocational and the cooperative plans is classified as adult education in this discussion.

Federal Control in State Education Approved.

Congress in 1917 passed the acts which made vocational

education in the states possible. In that year it created the Federal Board of Vocational Education in Washington. It is significant to recall that it created this board after obtaining the viewpoint of persons particularly interested in vocational education. The National Association of Manufacturers stated, prior to 1917, that they would not favor attempting a national program of vocational education unless such a board was created. The American Federation of Labor endorsed the board at this time, and again recently. The U. S. Chamber of Commerce conducted a referendum on the question of creating the Board and it was carried by a large majority. Hence it is seen that this Board was created only after due deliberation by Congress.

That the project met with success and favor is attested by this extract from the 1931 annual report to the governor, by Francis G. Blair, State Superintendent of Schools in Illinois. His statement is as follows:^{12a}

"When this work was instituted in 1917, the relations thus established between the Federal and State Governments were new. The organization of the work within the state was undertaken with some doubts and misgivings. Misunderstandings and conflict of opinion between the State and Federal authorities have disappeared. The work has gained in favor with school officials and with the general public each year. The supervisory staff have been selected on account of their thorough preparation for the work. They are the ones to whom credit should be given for the excellent work which has been accomplished. The finest harmony and cooperation between the Federal agents

12a. Quoted from Convocation address of Paul W. Chapman.

and the State authorities has been established."¹³

Educators generally have feared that if the federal government entered into the educational work in the states that they might attempt to dominate and would probably impose policies unfavorable to the states. The administration of the vocational system has dispelled any such fear. Paul W. Chapman, State Director of Vocational Education of the State of Georgia states that really there is no "dual system" as some feared. All vocational education is carried on under public supervision and control, and this control in every instance is vested in the local school authorities. All state supervisors of vocational education are employees of the state and not of the national government. They hold their positions at the pleasure of the State Board of Vocational Education--which in 32 states is the same board as the State Board of Education. Hence, there is no violation of state rights when the power to employ and dismiss vocational supervisors is vested in the state board of education. Thus, the Vocational Education is a venture by the Federal Government into state education and it has met with general favor and success.

In Montana, laws were passed by the Legislature which provided for cooperation with the government in the promotion of education in agriculture and the trades and indus-

13. Chapman, Paul W., State Director Vocational Education, Ga., Convocation Address, State Agricultural College, Fort Collins, Colorado, June 19, 1932, p. 6.

tries. The laws set forth the authority of the state board of education, as well as rules and regulations pertaining to the courses offered, the instructors employed, the funds received, and to other matters concerning these courses. The treasurer of the state of Montana is designated as the custodian of all funds for vocational education.

During the school season 1932-33, the vocational education under the guidance of The Director of Vocational Education has been carried on in eighteen different cities in Montana, as follows: Anaconda, Billings, Butte, Cascade, Chinook, Deer Lodge, Glasgow, Lewistown, Havre, Helena, Hinsdale, Kalispell, Lima, Miles City, Missoula, Moore and Sidney. Of course this does not represent all the different schools or classes as in some cities several institutions took charge of different types of work.

In most cities the superintendents directed the work, and in a few instances they taught the classes. Below are the classes taught in each city, as obtained from reports sent to the office of State Director of Vocational Guidance.

	<u>Number</u> <u>Enrolled</u>	<u>State</u> <u>Funds</u>	<u>Federal</u> <u>Funds</u>	<u>Local</u> <u>Funds</u>	<u>Total</u>
Anaconda					
Clothing	42				
Foods	30	\$85.00	\$85.00		\$170.00
Stenography	54				
Bookkeeping	33				
Business English	10	200.00		200.00	400.00
B. P. R.	10		80.00	80.00	160.00
Shop Mathematics	9				
Billings					
Mechanical Draw.	22	24.00	24.00		48.00
Butte					
Food	35				
Clothing	37		180.00	180.00	360.00
Mech. Drawing	32				
Shop Mathematics	12				
Mech. Shop	25				
Electricity	25				
Short Story	36				
Meter Com.&Oper.	32	54.00	198.00	216.00	468.00
Cascade					
Child Psychology	16		12.00	12.00	24.00
Deer Lodge					
Clothing Renov. and Construction	15	30.00	30.00		60.00
Glasgow					
Family Relations	32				
Clothing	13	82.00	82.00		164.00
Foods	14				
Great Falls					
Foods	16				
Clothing	17				
Mental Hygiene	19	200.00		200.00	400.00
Helena					
Auto Mech.	30	96.00	96.00		192.00
Child Psychology	15	60.00	60.00		120.00
Clothing	16				
Foods	14	80.00	80.00		160.00
Missoula					
Auto Mechanics	79	19.50	19.50		39.00
Sidney					
Sugar Tech.	16	29.25	29.25		58.50

The salary in each of these classes was \$1.50 or \$2.00 per hour. These costs probably averaged about five dollars per person and in most cases about 1¢ per person per lesson.

Railroad Schools

In Lima and in Butte other evening schools of a slightly different nature were held. It was an instance of the cooperation of the State Vocational Department, the Local Public Schools and the Oregon Short Line Railroad Company. The usual plan is for the railroad company to furnish an instruction car which is properly equipped with air brakes, freight triple valves, "VC" Universal control valves, water heaters, compressors, compressor governors and other appliances used on the railroad. The railroad also furnishes an instructor who goes with the car to the cities where the men reside. This year when it was not possible to use the car, the instructor, J. W. Cornell, went to the places of instruction and held the classes in the depots. While this was somewhat of a handicap, yet there was a good attendance, and the impression prevailed that the school was good. The expense was divided among the three organizations who sponsored it. The public schools contributed from general funds that had been budgeted for that purpose, and, while Lima had omitted this amount from the budget this year because of reports circulated that this school would be discontinued, they did nevertheless save the necessary amount from the other budgets. Superintendent Wildman at Lima sponsored the school there and

Superintendent Ragsdale the one at Butte.

At Lima 14 men took the course for engineers, and 16 took the course for firemen. There was a total of 326 clock hours of instruction at a cost to the state of \$62.50. In Butte, 18 men took the course for engineers, and 18 the course for firemen. There were five more in this group making a total of 39 men in the courses. The State and the Federal funds were each taxed \$62.50 for this school.

Last year classes of this type were held in Deer Lodge, the work being conducted jointly by the Fowell County High School under the direction of Principal J. R. Culver, and the C. M. St. P. & P. Railway. Letters received from men who were in these classes put a high estimate upon the value of these courses to the student.

Below are a number of extracts from letters written by shop foremen to the Principal of the Fowell County High School.

"Every one interested in the training of our electrician apprentices has a kind word for our evening classes. The old method of training an apprentice was to give him plenty of practical experience and let him furnish his own theory. The new and better way is to combine theory and practice in our training of the apprentice."

"The drawing and blue print work is very practical and helpful."

"The mathematics taught applies to many mechanical problems and has direct value. Teaching the mechanics the use of handbooks is worth while. This type of instruction should produce a type of mechanic better fitted in every way to approach the ever increasing mechanical ability that is needed these days to fit in with this mechanical age."

Apprentices taking the course wrote as follows:

"The part time school conducted at the high school and shops is surely a great benefit to an apprentice learning any trade." "These courses give us more of the technical part of our trade, while the shops give the actual experience and practical side." "I surely hope this school can continue next year for this is a great opportunity."

A further idea of these evening schools is obtained from this list of instructions given to the teachers.

What Is The Job Of The Evening School Instructor?

It is to take workmen having a common need for what he teaches, and "put into their heads or hands that which they did not know or could not do before, and to do this with the least amount of effort on the part of both the learner and the instructor." He has therefore four duties or responsibilities, and he is efficient in proportion as he discharges all four of them successfully, namely:--

1. To teach them the skill or knowledge they require as workmen.
2. To give them this skill or knowledge, effectively, so that they can use it for themselves.
3. To do this at the least expenditure of time and effort on the part of the learner.
4. To do this also at the least expenditure of his own time and effort.¹⁵

Helena was very successful with the evening classes and much real progress was made. Of course they were fortunate in having the State Superintendent, and the State Director

15. Copy of instruction from state vocational office.

residing there, as well as a number of teachers on the faculty of the city schools who assisted in promoting and in teaching.

Below are statements from Helena letters addressed to various members of the faculty or sponsors in that city written in appreciation of the work.

Salesmanship

"Many of our employees attended the classes in salesmanship and all received great benefit."

"I strongly recommend salesmen to attend these government classes especially if the instructor is an experienced salesman. Being a young salesman I needed guidance in phases of the work which had often baffled me and consequently led to discouragement. The psychology of selling was presented so clearly that after the first lesson, I took up my work with a new interest and a conviction that I could sell. I now enjoy selling."

Business English

"I derived a great deal from this class and recommend it to anyone who desires instruction in a study of this type. Daily I find occasions to refer to the lessons in this course and I feel certain that my time was well spent."

Advanced Accounting

"Such a course in advanced accounting was attended with profit to myself during thirty lessons of the 1931-32 period. I intend to complete the work given by the Walton School and plan to attend the Smith-Hughes classes when continued in the Fall. I believe that everyone in position to do so should enroll in such an evening class. It would be regrettable if the present financial conditions resulted in the elimination of Smith-Hughes activities."

Bookkeeping

"Our employee who was a student in your class in book-

keeping under the Smith-Hughes Educational program was greatly aided in her work. We would not hesitate to recommend that this course be taken by all those who can make the necessary arrangements."

Foods and Meal Planning

"In taking the course in "Foods and Meal Planning" I learned how to prepare a well balanced meal, ways to prepare food so that none of the food value would be lost, substitutes for meat, how to set a table and different ways of serving at the table. I believe the course was very helpful to everyone."

Clothing

"Many women in my community have tried to solve the problem of clothing their families economically. This is not easy to do. By following your course of study on Renovation of the out-of-style garments, I have a well-fitting fashionable sport dress costing only seventy-five cents."

"Another member of the class made a charming afternoon dress from an old one at the expense of one spool of thread."

"The course was skillfully planned for individual work. Every lesson stimulated our enthusiasm. As a result we have better fitting garments, more suitable to our personalities and for a very low cost."

"I am hoping the opportunity to combine the study of clothing will be given us again next year."

Interior Decorating

"Everyone possible should take advantage of a course of this kind. I thoroughly enjoyed every minute of the four hours a week spent in the Interior Decorating Class."

French

"It is my firm belief that the Smith-Hughes Evening Classes, which were held in this City this past winter, were the source of much help and inspiration to all who have felt the need of further educational work. As a member of the French Class permit me to say that I hope every effort will be made to continue

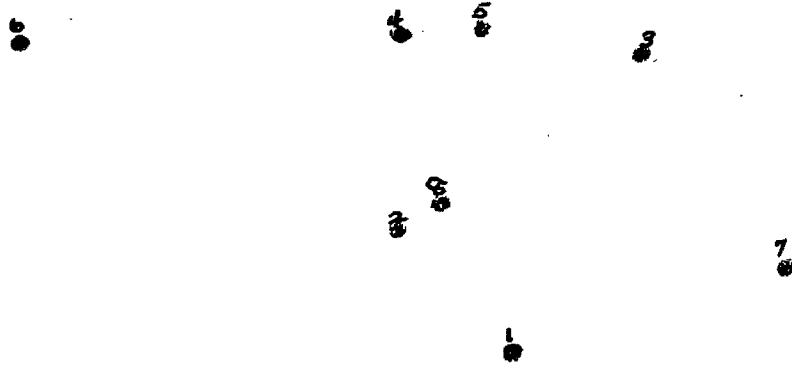
this good work. I have been greatly benefited by the instruction I received the past winter."

Child Psychology

"The members of the class as a whole took a deep and personal interest in the work. Professor Marple furnished a complete outline of the work in advance of the lectures so that the group knew in advance what particular subjects would be canvassed each session. The value of this course to parents is inestimable in assisting them to understand their children. Every parent, in our opinion, should have the benefits of such a course."

This vocational education is making an appeal to many who are desirous of continuing their education. Many are benefited and the cost need not be great. Extracts from the above letters to M. P. Moe and the Helena faculty members indicate that much benefit is derived from these courses that the people like them and wish them to be continued.

MAP NO. II.

COOPERATIVE SCHOOLS

1. Billings
2. Moore
3. Hinsdale
4. Havre
5. Chinook
6. Kalispel
7. Miles City
8. Lewistown

COOPERATIVE INDUSTRIAL WORK

Another type of vocational work brought to the attention of the educators of Montana by the Director of Vocational Education is what is known as Cooperative Industrial Work, or sometimes called Part-Time Cooperative Courses. This work reaches a younger generation than the Evening-School project reaches.

In many of the high schools are found a few youths who seem unable to adapt themselves to the traditional school system, and who as a consequence soon leave the environment of the school entirely. They are beyond the compulsory school age, and since they are not happy in the courses as they are, the school loses its hold upon them, and they enter such industries as they can, and take the place and the jobs of adults. Since this is the situation, it seems clear that any education which can be made to appeal to these youths now, is properly designated adult education.

Bulletin, Misc. 1214, sent out by the Federal Board for Vocational Education to the state boards of vocational education sets forth quite clearly the plan and purpose of cooperative courses.

MODIFICATION OF POLICY ON PART-TIME COOPERATIVE COURSES

"Many states are confronted with the problem of providing training for boys and girls, designed to fit

them for useful employment, in the smaller cities and towns where the employment opportunities are so diversified and miscellaneous in character as to preclude the feasibility of establishing unit trade courses. While the general industrial type of trade training is designed to meet this situation it has been found to present many difficult problems. In some cities it is not practical to attempt to organize part-time cooperative trade courses, where there is no one dominant industry or group of closely allied industries to employ the cooperative students. Yet in such cities there are often many opportunities available to place students in positions which offer real chances for training and advancement in diverse occupations. A modified form of part-time cooperative organization, which can place its students in available openings of this type, will materially contribute to meeting a real vocational training need, in certain cities. In order to permit the establishment of such courses, classified as general continuation, as a partial solution of this problem, primarily affecting the smaller cities and town, the Federal Board has ruled that:

Beginning with the current year, Federal funds for the salaries of teachers of trade, home economics, and industrial subjects may be used in reimbursement of the salaries of coordinators and teachers of part-time cooperative occupational courses under the following conditions:

1. That a general plan for part-time cooperative occupational courses be set up by the State Board and approved by the Federal Board.
2. That a qualified coordinator be employed and a minimum of two school periods a day made available to him for effective coordination. The State in its plans for this work should designate the distribution of time (in hours per week) to be spent in teaching, in visiting places of employment, homes, and other places where pupils may be found, in consulting with teachers, and in keeping of office records and reports. The plan should also designate the total number of pupils for whom the

coordinator shall be held responsible.

3. That the coordinator meet qualifications similar to those set up in the State plan for shop teachers of part-time trade extension and preparatory classes. A variety of occupational experience may be substituted for the trade experience required.
4. That pupils be legally employed for at least 20 hours per week throughout the school year.
5. That the arrangement of time schedule under this co-operative plan of half time employment be a half day in school, followed or preceded by a half day in employment.
6. That the employment be regular employment which offers opportunity for advancement and possibilities for training.
7. That there be an agreement with the employer that he will, as far as possible under the conditions of employment, make the working conditions educational in accordance with a written outline, analyzed and agreed to by the employer and coordinator.
8. That the time at work equal or exceed the time in clock hours devoted to school instruction throughout the year. A student who spends more time in school during the school year than he spends actually at work under regular employment conditions, cannot be considered a part-time student.
9. That one regular school period each day will be provided for a segregated group, with the coordinator in charge, for instruction in industrial relations and economics, occupational instruction given to individuals or to occupational groups, supervised occupational study, and individual conferences.
10. That, in addition to the one period given to the segregated group, occupational instruction be given to individuals or to occupational groups, equivalent to at least one school period per day, to be arranged for by the coordinator in special segregated classes, in available high school classes, or on the job.
11. That the teacher of a segregated group of part-time students when he is another person than the coordinator, meet the qualifications provided in the State plan for part-time teachers of the appropriate subjects.

12. That the remainder of the school time, available under this schedule, may be devoted to regular high school subjects, for which no reimbursement from Federal funds will be made."

School Laws of the State of Montana also provide for such classes under Title VI, Part Time Schools, Section 98, as follows:

"The board of trustees of any high school district or of any county high school may establish part-time high schools or high school classes for eligible pupils residing or employed within the jurisdiction of the board, who are over fourteen (14) years and less than twenty-one (21) years of age and who have left the regular full-time day schools to work.

Section 98: Whenever the board of trustees of any school district or county high school shall establish a part-time high school or part-time high school classes in accordance with this chapter and pursuant to the rules and regulations and with the approval of the state board of education, it shall be entitled to be reimbursed for the salaries paid the teachers in the part-time high school or of the part-time high school classes to the extent of fifty per centum of the salaries paid, such reimbursement to be made from any funds of the state, whether derived from the federal government or otherwise, which may be available for the promotion of vocational education."

Reports from the state office show the following records of cooperative, part-time work in eight schools in Montana 1932-1933.

These teachers and coordinators are paid partly from local funds and partly from Federal funds. As the reports are not all complete it is not possible in every case to ascertain just how the funds are raised from local sources, or exactly the total cost. In each case shown here the federal funds have been used to defray half the cost of

of instruction. The other half is usually paid from the local school general fund, except in a few instances where service clubs contributed.

15a

School	Number Enrolled			% Time	Local Funds	Federal Funds	Total
	Boys	Girls	Total				
Billings	55		55	71	-----	\$696.15	\$696.15
Moore	5	1	6	32	\$239.28	239.28	578.57
Minsdale	5	4	9	42	358.71	358.71	717.42
Havre	16	6	22	50	575.00	575.00	1150.00
Chinook	13	3	16	31	292.97	146.48	439.45
Kalispell	58	5	63	87	-----	303.75	303.75
Miles City	83	-	83	100	1000.00	1000.00	2000.00
Miles City	17	4	21	85	1153.75	1153.75	2307.50
Lewistown	35	25	60	71.43	844.68	844.65	1289.31

In order to understand how this cooperative industrial plan operates in detail, the quite comprehensive report of Harry Kauffman, who is coordinator and instructor in this work in Flathead County High School at Kalispell is given in full. Since Flathead County is one of the largest high schools in the state, and as Principal Payne Templeton and Harry Kauffman have given the cooperative plan quite a thorough and systematic try-out, a report from them should not only be interesting and enlightening, but should be very valuable data concerning such education. It is given herewith:

15a. Unpublished report from office of Vocational Director, Mo.

COOPERATIVE INDUSTRIAL WORK AT FLATHEAD

1931-32

"Forty-six boys and girls were enrolled in Cooperative Industrial work in Flathead County High School at Kalispell, for the year 1931-32. Forty of these students were boys and six were girls. This is the first year we have invited girls to participate. A larger number of girls seek enrollment for next year."

The number of boys enrolled this year is five less than the enrollment of last year. We anticipate a smaller number of boys next year. We attribute this decrease in the number of boys to three factors:

1. With depressed economic conditions we were unable to find places in the community where all boys could be located. Places that ordinarily have enough work to give a boy training and practical experience do not have such opportunities now.
2. We choose the applicants for part-time work more carefully. We want each boy to "make good". Hence we discourage some applicants from taking cooperative work. We try to hold to the principle that the student should secure training in the kind of work for which he is suited. We discourage the applicant that simply wants a job.
3. This is our fourth year of cooperative Industrial work and the newness and novelty of it has worn away. Hence we do not have the influx of applicants to a course that is no longer new and novel.

In the first year we started at the beginning of the second semester, and during that semester enrolled 23 boys; the second year we enrolled a total of 45 boys; the third year 45 boys; and this year 40 boys and six girls. This enrollment seems to be about the capacity for which this community is suited.

We permit enrollment at any time during the year. In fact, that is one of the big advantages of cooperative industrial work. When students are unable or unwilling to secure benefits from their school subjects, the cooperative course offers an opportunity for that boy or girl to make good as a school citizen, and a vocational citizen. We do not infer that the misfits

in the school room are the only bright students in part-time work. But the majority of them have difficulty with school work. Except in unusual cases, freshmen are not permitted to enroll.

During the past year nineteen vocations were entered by our cooperative Industrial students: Eleven worked in garages; four in auto service; one in tire repair; fourteen in sales work; one in book-keeping; two in paper publishing; two in grain milling company; one in wholesale company; one in plumbing; one in watch repair; one in candy manufacture; one in hardware; one in tailoring; one in secretarial work; one in sheet metal; one in a five and dime store; one electrician; one architect; and one in beauty parlor!

We require each student to take at least one subject in school that is related to the cooperative job. In addition we had a class in Industrial Economics for a part of our cooperative students. This course did not prove very satisfactory. The principal difficulties were: (1) The great variation in the school year at which pupils enrolled. There were eighteen enrollments at the beginning of the year, and forty-six before the year ended. (2) The great variation of interests as shown by the nineteen vocations prevented the presentation of a detailed and regular course of study that would hold the attention of all. (3) The great variation in ages, and previous high school instruction was in my opinion the biggest difficulty. We had students who could make good on a job but simply could not make good in a course in Industrial Economics.

Another year I am making the following recommendations: (1) That all cooperative students take a course in economics and sociology before they graduate from high school. (2) That the coordinator meet with all cooperative students one hour a week and make a study of (a) the personal relationships of the student to the job, to his employer, and to his school subjects. (b) That all students prepare an analysis of the job at which they are working.

The greatest values which I have observed in cooperative industrial work are:

1. The efficient vocational training under the

guidance of school and employer.

2. The concrete opportunity which it offers a student to know his vocational interests, and the chance for vocational guidance.
3. The development of better school and community citizens. The personal contacts of employer and coordinator with students on the job have a tremendous influence in the development of good citizenship.
4. Finally the cost of such training is very small to a school as compared with other forms of vocational training!"

Fergus County High School located at Lewistown, having the same enrollment as Flathead County has sixty pupils enrolled in cooperative classes this year. Principal C. G. Manning assisted by his coordinator Louis C. Brockman has done some splendid work in giving this plan of education a trial. It is interesting to note that their young folks worked in the following fields on part-time work: Salesman, 11 boys, 3 girls; office work, 3 boys, 3 girls; waitress, 1 girl; clinical, 1 girl; library, 2 girls; mechanics, 6 girls; teaching, 5 girls; hotel club, 1 boy; wholesale grocery, 1 boy; photography, 1 girl; auto supply, 1 boy; creamery and poultry, 1 boy; show work and tire repair, 1 boy; oil station, 1 boy; garage, 1 boy; hardware and implements, 1 boy; and grain elevator, 2 boys.

The above report^{15b} reveals that Custer County High School at Miles City under the direction of Principal W. H.

15b. Unpublished report from office of Vocational Director, Moe.

Wollin has a larger number enrolled in the cooperative courses than have any of the other schools. They also have two coordinators who spend a larger per cent of their time in this work than do the coordinators of any of the other schools. Harry Hoffman spends all of his time at this work and Edgar Johnson spends eighty-five per cent of his time.

Billings High School under the direction of Superintendent A. T. Peterson is also doing some work in this line, with an enrollment of fifty-five boys and with the coordinator, C. V. Johnson, spending seventy-one and four tenths per cent of his time in directing the operations.

In the tryout and study of an educational project rather new to the state it is often enlightening to get the viewpoint of those who are most directly concerned with the project. In accordance with this idea letters were solicited from parents of students who did the cooperative work, and also from the students themselves. They furnish some interesting reading, and give some angles to the situations arising. Extracts are given from letters dated June, 1932, to H. P. Hoo.

Pupils

"I believe that the combination of school and work down town is a good thing. It gave me some training along the lines of a certain vocation. I think it has helped to broaden my mind by giving me a variety of people's ideas on things. I have learned about altruism which means regard for others."

"If one gets this training while still in school they are ready for their life's work as soon as they are out of school. Sometimes people don't like the work they have trained for and are continually changing and never specialize in anything. They can find their wrong points while training and correct them. When they get out of school they are ready to hold a job more easily."

"I have ideas both pro and con on this question. I think the combination of school and work is a good thing because it is helpful to be able to apply what you are learning in school to your work down town. Another thing is that if you have some question you can bring them before your instructors in your classes and obtain information. While one is in school his instructors get him his position where if a person went to get a job by himself he would nine times out of ten fail. My reasons against this plan are more or less personal. By taking training down town a student neglects taking studies which he really should take in school. Then he kind of falls away from his classmates and friends and gets left out of social functions, and before long he feels like a social outcast."

"Personally, I do not think that the combination of school and work is a good thing. I do not believe that even ten percent of the students get a job at the place where they have been taking training, or any place else for that matter. Experience, it is true, is supposed to help a great deal toward obtaining a job, but from actual experience, I found that four out of seven employers stressed that experience is hardly counted. I also think that after you have worked for a semester at a store, the employer feels that you owe him something for starting you in this type of work, and that if you did it before for nothing but experience you might be glad to do it now for only a little more."

Parents.

"Regarding the vocational system, I wish to state that I am not in support of it, for the reason, that it reduces the employment for those that have dependents to support. As my boy is now working in a grocery store doing certain clerical

work, I know of at least one good groceryman that has had no work all this season. This I believe is an injustice to those that should be given employment with sufficient pay to live on."

"I think this vocation work for the learning student is a wonderful thing for loafing boys, because when they have nothing to do they just loaf, and when they have work they can break the habit."

This Cooperative Industrial Work is being tried in more schools yearly and no doubt benefits many. School and community should be canvassed carefully before inaugurating this plan; first, to determine the number and type of students who might be benefited; and second, the number of desirable positions available for working students. Where conditions have been found favorable an active coordinator may help many students by the use of the cooperative work plan.

CHAPTER II

CORRESPONDENCE STUDY

MONTANA SCHOOL OF MINES

Montana School of Mines arranged this spring, 1933, for a miner's short course, lasting from January 16 to February 24, 1933. Their two-page bulletin bore the following introductory paragraphs:

"Montana School of Mines in cooperation with the State Department of Vocational Education offers for prospectors, mine owners, business and professional men interested in the mineral industry, a six-weeks' course designed to cover some of the elementary fundamentals of the mineral industry.

For admission to this course ability to read intelligently, to write legibly, and to use arithmetic accurately are the only requirements.

A deposit of \$25 for laboratory materials is required, part of this deposit will be returnable at the conclusion of the course. This deposit will also cover registration and matriculation fees. Text books will cost from \$5 to \$10 in addition, and board and room may be secured in Butte for an average of \$8 per week.

It is not the aim of this course to duplicate in any way the work given in the four-year, collegiate courses in engineering in the School of Mines, and immature persons will not be permitted to enroll. The purpose of the course is to afford to persons interested in the various phases of the mineral industry, an opportunity to gain more information through lectures and through laboratory work than they can possibly do by private study. Lectures will be of 35 minute duration, and the conference method with opportunity for questions will be used. Laboratory periods will be three hours in length and here the student is taught to do by doing, in other words he will handle and work with the materials himself under the guidance of skilled

instructors. Classes meet at 8:10 A.M. till noon, and from 1:15 P.M. to 5 P. M. five days a week."

Before the date for registration President Francis A. Thomson and H. P. Moe of the Vocational Department, made some arrangement whereby some additional money from the Vocational fund was furnished to the School of Mines for the payment of instructors which made it possible to reduce the registration fee to \$2.50.

President Thomson in a letter to Vocational Director Moe soon after, had the following to say:

"Doubtless you have heard of the rather startling success of our Short Course from the point of view of enrollment. We had to "close the gates" on Tuesday afternoon because the enrollment had reached one hundred, which represents our maximum total capacity. As it is, we have had to organize three sections and to engage additional instructors in assaying and in mine surveying, for the full time employment of Mr. Blixt whom we expected to use as a part time instructor in mineralogy.

I have asked the Chancellor to take up with you the possibility of getting some additional cooperative money from your fund, as the cost of assaying materials alone for one hundred students will run, I imagine close to \$1000.00.

We have place the registration fee at \$2.50 and I am satisfied that there are four times as many people enrolled as there would have been if we had required the usual laboratory fee of \$25.00. The result in this case affords a striking illustration of what might be done in the way of adult education during this depression if the funds were available for them."

The report of the School of Mines to the State Director of Vocational Education sent February 28, 1933, carries the information that ten professors conducted classes for six weeks for a group of one hundred one men. That the

group was divided into three sections of thirty-three, thirty-four and thirty-four men who took courses in the following subjects: mining law, placer and quartz surveying, geology, mineralogy, petrology, mineral deposits, general chemistry, fire assaying, wet assaying, sampling, ore purchasing, amalgamation, cyanidation, and milling.

These men maintained an average attendance of thirty in each group during the entire time, which indicates a great interest in the courses, or a strong sense of duty to be present at each class session, which is contrary to the usual impression concerning business men who have long been out of school and who usually have numerous calls upon their time.

The Vocational Department gave financial assistance to the extent of \$602.50. Of this amount one half of \$301.25 was advanced from each of the state and federal funds.

President Thomson's letter of thanks to the State Superintendent and to the Director of Vocational Education indicates that unless this financial aid had been advanced, these one hundred one men could not have been given these courses. The further cost of these courses beyond the small amount raised from fees, evidently came from the budget of the School of Mines used for extension work.

In this group of one hundred one men the ages vary from twenty to seventy-two; there are two sets of fathers and sons

enrolled and two sets of brothers.

This group was not composed solely of miners, but men of numerous occupations were enrolled in these mining courses. This indicates that men are desirous of further education and will take advantage of courses offered.

Thirty-five men gave their occupation as miner, four were prospectors, one mine surveyor, one mine carpenter, two electricians, one electrical engineer, two mining and sales engineers, one assistant foreman, one hoisting engineer, one mechanical engineer, three carpenters, one specimen collector, one pumpman, three mechanics, one millman, one machinist, three truck drivers, two teamsters, five salesmen, one gas fitter, one plumber, one woodsman, two merchants, three laborers, three clerks, one clerk and accountant, one oil man, one tire builder, one bricklayer, three farmers, one boarding house proprietor, one resort manager, one printer, one musician, one statistician, one express messenger and eight students.

According to their own classification, men from thirty-seven different occupations availed themselves of these short courses given by the School of Mines.

Eight-three of these men gave their address as Butte, one Walkerville, one Ricker, one Argenta, five Anaconda, one Warm Springs, one Helena, one Great Falls, two Missoula, one

Glasgow, one Bozeman, one Billings, one Elsinore, Utah, and one Seattle, Washington, making fourteen different cities represented.

This has all the appearance of being a splendid piece of work in adult education given by the extension department of the School of Mines.

STATE UNIVERSITY OF MONTANA

Montana's State University at Missoula has a well organized correspondence study department.

Realizing that there are a large number of adults who desire further study, but who do not find it convenient or possible to attend the University and do work upon the campus, the administrators have arranged for correspondence and extension work.

This department is in charge of M. E. Maddock, Professor of Education. The correspondence work is arranged to meet the needs of youth and adults from below college entrance, through and beyond college graduation.

On page 4 of the "Correspondence Study" bulletin are found the following:

"Purpose and Value:

The State University of Montana realizes the importance of extending its advantages to a greater number of people. For this purpose Home Study Courses have been prepared. The aim of Home Study is to extend the means and privileges of academic training in order to provide for earnest individual students to whom class work in their own locality is not available and who cannot leave home and employment to attend the University."

Persons desiring to do correspondence study should fill out and return an application blank obtained from the secretary of the Correspondence Study Department. Students will be given assistance in selecting courses, but no student may

register for more than one course at a time without special permission. Arrangements are made so that books for the courses may be obtained from the Associated Students' Store at the University, or may be borrowed from the State University Library or from certain professors.

When books are requested a deposit of four dollars is required. When the student no longer desires books, the deposit minus postage and fines is returned. Only four books may be charged to a person at a time.

Courses offered by the State University are prepared by the professors who teach the courses, and definite instructions are sent out with each course and with each assignment.

The work is equivalent to that done in residence, credits being granted on the "quarter basis" and each quarter credit requires the equivalent of approximately 36 hours in study and recitation.

Among their regulations are found the following:

- (2) Graduates of any accredited high school may register for correspondence work.
- (3) Students twenty-one years of age or over who do not have the usual entrance credits may register for Correspondence Study Courses provided they give satisfactory evidence that they are prepared to pursue successfully the courses desired.
- (4) Students under twenty-one years of age not having the usual entrance standing may be allowed to enroll by correspondence in a course or courses not giving college credit, at the discretion of the instructor concerned.

- (5) The University reserves the privilege of rejecting the application of any student not prepared to carry successfully the course or courses desired. It also reserves the right to advise change of a course already started if the student does not show fitness for the work.
- (7) Correspondence students are expected to complete a course within twelve months after registration except in the case of courses which are otherwise designated.

An additional time of six months may be given upon application.

Seven other regulations are omitted here.

The fees for correspondence courses are at the rate of \$2.50 per credit, plus an additional fee of \$1.00 per course to cover the cost of postage. However, at a meeting of the Board of Education held in June of this year the board approved a recommendation to charge \$2.00 to students who change their registration. Those whose courses are carried beyond a year will be charged an additional \$2.00.¹⁷ Fees are payable in advance.

This correspondence department offers five certificate subjects for second grade certificates, six certificate subjects for first grade certificates, and sixteen certificate subjects for a life certificate.

Fourteen different departments offer one hundred forty-one different courses. This range covers nearly all departments of the University and meets a multitude of needs of adults along educational lines.

17. Clipping from Missoulian. July 11, 1933.

In addition to this vast volume of correspondence work this department also sponsors the extension work of the University.

During two successive years Dr. J. E. Miller of the history department, and Professor Rufus Coleman of the English department have given lectures and conducted study clubs in English History and in American Literature in Butte for the benefit of members of the Butte faculty and certain towns-people who enrolled for the courses. The fees charged were the same as the regular correspondence fees, and the students did the correspondence work and obtained credit, but they had the advantage of having the professors, in person, to lecture to them, and to give more specific directions and instructions.

Following is given the yearly report of the Correspondence Study Department which is complete in detail, and enlightening as regards its great scope.

STATISTICAL REPORT OF CORRESPONDENCE AND EXTENSION STUDY

July 1, 1932 - July 1, 1933

	<u>Corres.</u>	<u>Ext.</u>	<u>Total</u>
Number of students on roll, July 1, 1932..	477		477
Number of enrollments, July 1, 1932.....	536		536
Number of Students registered from July 1, 1932 to July 1, 1933, including 6 tak- ing both correspondence and extension work	499	55	498
Number of new registrations from July 1, 1932 to July 1, 1933.....	566	59	625
Number of expirations, 1932-1933.....	122		122
Number of refunds, 1932-1933.....	46	3	49
Number of transfers, 1932-1933.....	13	1	14
Number of courses completed, 1932-1933....	487	50	537
Number of registrations in force during year, 1932-1933.....	1102	59	1161
Number of students registered in 2 courses during year.....			173
Number of students registered in 3 courses during year.....			28
Number of students registered in 4 courses during year.....			10
Number of registrations in force, July 1, 1933.....	434	5	439
Number of students enrolled, July 1, 1933	388	5	393
Number of students enrolled in 1 course July 1, 1933.....			352
" " " " " 2 courses			37
" " " " " 3 courses			3
" " " " " 4 courses			1
Total Students April 1, 1932-April 1, 1933			925

18. Report from Office of Professor Maddock.

EASTERN MONTANA NORMAL SCHOOL

Youngest among the state educational institutions of Montana is the Eastern Montana Normal School of Billings.

President L. B. McMullen of this institution, is of the opinion that education is a life-long matter and that more of our adults should be engaged in study of some kind.

President McMullen states that the Eastern Montana Normal School has attempted since its beginning to do extension work. These extension courses have been patronized very liberally by the Billings teachers and by the teachers of Yellowstone County. So far these courses have all been offered in Billings in the regular school rooms. A total of four hundred thirty-four students have been enrolled in this field. In round numbers there have been about one hundred each year. A number of Billings citizens have been interested in certain of these classes. Miss Meek has offered courses in modern poetry and modern drama which were rather popular with the club women.

Last year they offered, what in some institutions might be called unit courses in philosophy which consisted of four lectures by Dr. McMullen on modern philosophy; four by Dr. Hines on modern psychology and four by Mr. Foote on the application of these two to the modern school system. A great many of the young women of the city enrolled in the tap dancing and the swimming classes. There also was a group of

business men who came in to play volley ball. Some, at first thought might hesitate to class this athletic work under educational, but it clearly belongs under education for leisure which is one of the seven objectives formulated by the committee for the reorganization of education.

In addition the Montana Eastern Normal School has arranged for extension courses in cities surrounding Billings. Arrangements were made to give courses at Red Lodge but finances did not permit their being carried out.

The Normal has also offered extension courses in the nature of a lyceum, in which certain members of the faculty would give readings, others a concert of music and another a lecture for the evening. The costs in these cases were merely enough to pay the overhead expenses. Apparently the people need some education in the way of proper appreciation of the educational resources within their reach, as there has been little response to these offers. No doubt when the field is better prepared there may be much demand for this extension work. Of course aside from this formal work the faculty of the Normal do a great deal of informal work in programs of the service and womens clubs of Billings and in programs of the service and womens clubs in surrounding cities.

STATE NORMAL COLLEGE 19

In the year 1919, Montana State Normal College, which is located at Dillon, Montana created the correspondence

19. Letter from Dr. H. L. Davis, July 27, 1933.

department, and then expanded the work considerably to help teachers to meet the rising standards then coming into force. For many years from 900 to 1200 students were enrolled in correspondence study, practically all being teachers. About 1927 a restrictive policy was adopted which reduced the number taking correspondence study, and at present the number enrolled in this department is about 300.

A bulletin "New No. 52" on correspondence courses issued by the Normal College in August 1932 has the following to say about correspondence courses:

"Eight credits earned by correspondence study may be counted toward the diploma and a total of twenty-four credits in correspondence study and extension classes toward a degree.

Correspondence work is not permitted to students regularly enrolled in resident study, either in Normal College or at any other educational institution.

Students who do not complete a correspondence course within one year after date of enrollment may be asked to drop the course.

Applicants for correspondence study courses meet the same requirements as are held for resident students.

Students who have previously done work in residence at the Normal College are not registered for correspondence study unless they have earned as many grade points as credits.

It is the purpose of the Teachers' Service Division of the teachers of the state, and any requests for variations from the regulations will be passed upon promptly by that body.

The fee for correspondence study is \$2.50 per credit, payable in full when application for course is made.

Certain provisions are made to refund fees to students who do not complete the course, less a course charge of \$2.00, and lesson fees of fifty cents per completed lesson."

Extension courses which have proved to be very successful have been offered by the college, especially in Butte and in Anaconda which are relatively near to the college. Distances in a state as large as Montana offer barriers to much extension work where means are limited.

NORTHERN MONTANA COLLEGE

At the Northern Montana College in Havre, Montana considerable stress is put upon the correspondence and extension work.

Dr. Vande Bogart, president of the college, is quite in sympathy with this type of work which reaches out from his college to adults in many parts of the state, but he is handicapped at present by lack of funds.

The "Extension Service" bulletin which the college prepared in 1931 gives quite a complete organization of the correspondence department which conforms with the best regulated departments known. They set forth eight concise advantages of correspondence study, information in regard to eligibility of entrants, fees, texts, general regulations, and courses. According to this bulletin twenty-five different courses in seven different departments are offered, but Dr. Vande Bogart states that courses are constantly being changed to meet the new demands.

Extension work of the college includes instruction in chemistry to nurses in the Havre City Hospital.

MONTANA STATE COLLEGE

Montana State College is stressing the extension work at the present time, and does little or no correspondence work. The extension service now under the direction of J. C. Taylor is reaching out into the state and making many contacts in their agriculture and home economics projects.

They should also be commended especially for the splendid 4-H Club work which they are doing throughout the state. Thousands of boys and girls are contacted by the leaders in this work, selected by the College, who carry out the programs and projects, which stimulate and inspire the youth to do most creditable work.

The following report of this year's accomplishments, submitted by J. C. Taylor, director, indicates that there has been great activity in his department.

Report made about August 1, 1935.

Number of different voluntary county or community local leaders or committeemen actively engaged in forwarding the extension program.

a. Adult Work	Men	1409
	Women	1337
b. 4-H Club work	Men	305
	Women	816

Total number of farm visits made in conducting extension work15424

Total number of home visits made in conducting extension work 5021

Number of calls relating to extension work:

Office.....103308
Telephone..... 31455

Training meetings held for local leaders of committeemen:

a. Adult Work	Number	176
	Total men leaders attending	760
	Women leaders attending	2436

b. 4-H Club Work	Number	107
	Total leaders attending	1778

Method demonstration meeting held	Number	2001
	Attendance	44365

Meetings held at result demonstrations:

	Number	593
	Attendance	10650

Tours conducted	Number	274
	Attendance	5630

Achievement days held.

a. Adult Work	Number	32
	Total attendance	2304

b. 4-H Club work	Number	386
	Total Attendance	24940

Other meetings of an extension nature participated in and not previously reported:

	Number	1600
	Total Attendance	65768

Meetings held by local leaders or committeemen not participated in by agent and not reported elsewhere:

a. Adult work	Number	1337
	Total attendance	26214

b. 4-H Club work	Number	2696
	Total Attendance	48112

MAP NO. III.

*CORRESPONDENCE COURSES



- 1. Anaconda
- 2. Black Eagle
- 3. Butte
- 4. Cowan
- 5. Dutton
- 6. Forsyth
- 7. Gardiner
- 8. Glendive
- 9. Great Falls
- 10. Helena
- 11. Libby
- 12. Livingston
- 13. Klein
- 14. Malta
- 15. Missoula
- 16. Plains
- 17. Plevna
- 18. Red Lodge
- 19. Rivulet
- 20. Roundup
- 21. St. Ignatius

* Location of students taking courses from the International Correspondence School.

INTERNATIONAL CORRESPONDENCE SCHOOLS

Aside from the great amount of correspondence and extension study sponsored by the various units of the University of Montana, correspondence schools from without the state also carry on a considerable amount of study among the adults of the state.

L. H. Arduser, who is in charge of the Educational Department of the International Correspondence Schools of Scranton, Pennsylvania, in a courteous letter of August 9, 1933 gave the following information regarding their work in Montana.

While he did not make an exact count, yet he estimates that they have between 1000 and 2000 Montana students enrolled in their courses.

They have students in Anaconda, Black Eagle, Butte, Cowan, Dutton, Forsyth, Gardiner, Glendive, Great Falls, Helena, Libby, Livingston, Klein, Malta, Missoula, Plains, Plevna, Red Lodge, Rivulet, Roundup, St. Ignatius, and numerous other places.

The largest number of students are enrolled in mechanical and electrical engineering, but many are enrolled in shop courses, business, commerce, finance and women institute courses.

Probably the fewest are enrolled in language courses. Language courses are very popular on the coasts and on the

north and south borders of our country, but as the people living inland do not contact so many foreigners they do not have so much use for other languages than their own.

In answer to the question as to whether they noticed a falling off in their enrollments during the depression, they replied that they have noticed a falling off, but that at the present time their enrollments are increasing, and in some industrial centers very rapidly.

The depression, too, has caused something like 27000 people to change from one course to another. It has caused many students to complete courses which they had not finished and thousands of former graduates to re-enroll for new courses.

International Correspondence also promotes the Benton Harbor Plan, which they recommend especially for high schools. More than 1800 subjects may be taught as over 300 courses of instruction are available. A high school student may take as much or as little of a course as he desires, and pay only for what he takes.

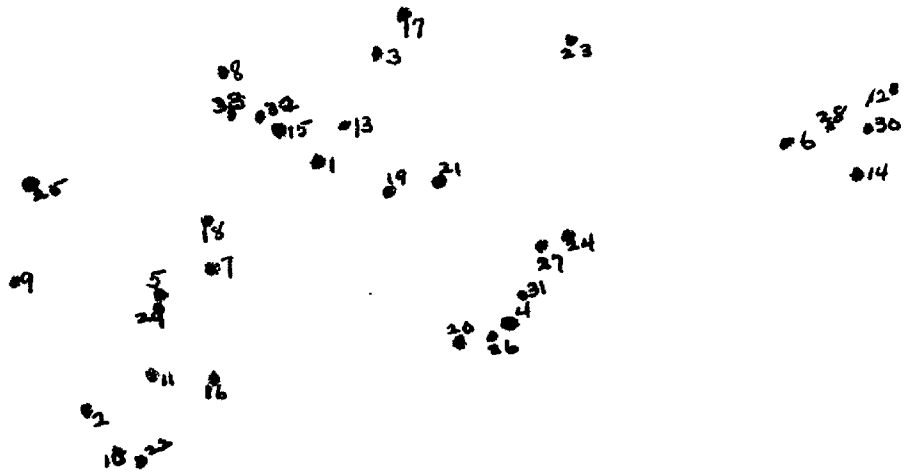
SUMMARY

Correspondence study is much in demand. In certain localities much extension study work is being done but the demand is not so general as it is for correspondence study. Most correspondence study is being conducted by the State University and most extension work is being done from Montana State College. All of the units of the Greater

University offer courses to absent students and thousands are reached, but in spite of this the International Correspondence Schools do quite a thriving business which indicates that much adult education in Montana is carried on through the correspondence and extension courses.

MAP NO. IV.

PARENT-TEACHER LOCALS



- | | | |
|-----------------|-----------------|-----------------|
| 1. Armington | 12. Fairview | 23. Malta |
| 2. Bannack | 13. Geraldine | 24. Melstone |
| 3. Big Sandy | 14. Glendive | 25. Missoula |
| 4. Billings | 15. Great Falls | 26. Mossmain |
| 5. Butte | 16. Harrison | 27. Musselshell |
| 6. Circle | 17. Havre | 28. Richey |
| 7. Cold Springs | 18. Helena | 29. Rocker |
| 8. Conrad | 19. Hobson | 30. Savage |
| 9. Darby | 20. Laurel | 31. Shepherd |
| 10. Dell | 21. Lewistown | 32. Sun River |
| 11. Dillon | 22. Lima | 33. Vaughn |

CHAPTER III

PARENT-TEACHER ASSOCIATIONS

National Congress of Parents and Teachers.²⁰

On February 17, 1897 a group led by Mrs. Theodore Birney and Mrs. Phoebe A. Hearst organized what was then known as the National Congress of Mothers. Up to this time there had been a great many Mothers' clubs but T. W. Birney took the initial steps in making it a national organization.

At the mothers' session at Chatauqua in 1895 Mrs. Birney laid her plans before the many conscientious and intellectual women present and they met with great favor.²¹

Miss Morton volunteered to work hand in hand with her. A letter of introduction from Miss Morton placed Mrs. Birney in the confidence of Mrs. Phoebe Hearst,²² widow of the late Senator Hearst from California who helped to finance the work and associated herself with Mrs. Birney in its further organization. These women then were wise enough to enlist the support of the leading women of Washington, some of them members of the families of cabinet officers. Through these prominent women the movement spread to all parts of the country and many mothers' clubs were organized. Interest grew and the group which gathered for this first national

20. Nat. Congress of Parents and Teachers, Bulletin, Through the Years, 55.

21. *Ibid*, p. 36

22. *Ibid*, p. 57.

gathering was much larger than all anticipations, and its permanence was assured. At first it was the purpose of the Congress to organize groups of mothers for the study of the child. Groups were organized in churches. Others were associated with the kindergarten or the public schools. Some were neighborhood groups. The Congress early saw the need of reaching in a helpful and intimate way the two social institutions exercising the most direct influence upon young children, the home and the school. In 1908²² the name was changed to the National Congress of Mothers and Parent-Teacher Associations; and in 1924 the name was again changed to its present form, the National Congress of Parents and Teachers. The change was necessary because of the rapid growth of interest on the part of fathers as well as mothers in the work of parent-teacher associations. The rapid growth was the result of a program of child welfare and an organized effort to bring the home, the school, the church, and the community into cooperative relationship in solving their common problems. In numbers alone this success is indicated by a membership of more than 1,300,000²³ organized into 20,000 local Congress units.

All states are now organized except Nevada. Hawaii and the District of Columbia function as state branches,

22. Nat. Cong. of Parents & Teachers, Handbook for Parent-Teacher Assoc., 1931, p. 53.

23. Ibid, p. 56.

and there are a number of Congress units in Alaska.

The National Congress has adopted as a basis for its program the seven cardinal objectives of education which are given below. Their program plans a cooperation with other institutions in the directing and the developing of the child around these seven great purposes, namely, health and safety; worthy home membership; mastery of the tools; technics; and spirit of learning; citizenship and world goodwill; vocational and economic effectiveness; wise use of leisure; ethical character.

State Branches

24

Section 2 of Article XII of the National By-Laws says:

"When a state has at least ten local units of the National Congress, with a membership aggregating at least five hundred, the National Congress may organize a state branch. After a state has been organized it is authorized to admit active members through local units, under such rules and regulations as the state branch may adopt, provided such rules and regulations do not conflict with the rules of the National Congress.

Section 5: The purpose of a state branch shall be to promote the objects and interests of the National Congress. A state branch may legislate for local units provided such legislation does not conflict with the by-laws of the National Congress."

Membership in the state branches are members of the locals, who, when they become members of the local, also become members of the state branch and of the National Congress.

24. Nat. Cong. of Parents & Teachers, op. cit., p. 51.

The state branch is financed from state per capita dues, state life memberships, one-half of the gifts received from local associations on Founders Day, and such other funds as are available.²⁵

In each state the state office is located in such place as they may decide. Quite often the home of the president becomes the state office, though some states are providing a central office, with one or more secretaries to take charge of many of the duties.

The President's Office

In Montana, Mrs. R. S. Paxson was elected president of the state branch and served during 1931 and 1932 her term ending in May 1933.

During her term of two years the state office of the Montana Parent-Teachers Association was maintained in the home of Mrs. Paxson at Missoula.

While Montana is a pioneer state and has a relatively small membership and the number of locals is not large yet the putting of the office in the home modifies very much the home life. Rooms need to be set aside for office rooms for the many callers, and other rooms as depositories for the literature which is sent out from the National Office for distribution. A secretary should also be provided to answer the door bell and the telephone which ring frequently

25. Nat. Cong. of Parents & Teachers, op. cit., p. 54

and at any hour from early morn till late at night, and to assist in answering the correspondence and in mailing out the circular literature.

Many telephone calls and letters ask for information that could easily be found in the plan book, by-laws, or other booklets, if the writer knew where or how to look. Experience shows that presidents are often overworked because members prefer to ask the president, rather than to search for the information themselves.

Montana-Parent-Teachers Locals

During 1931-32 Montana had seventy-three locals scattered in thirty-four towns and cities. Proceedings of the Parent-Teacher Association states that the number of locals is virtually an index to the communities which maintain the best schools. Those cities and states where the schools are the strongest have more local units. Following is a list of the towns, cities, and local units, giving the paid-up membership in each:

Armington	15	Fairview	
Bannack	46	High	93
Big Sandy	21	Geraldine	32
Billings		Glendive	317
Broadwater	138	Great Falls	
Elder Grove	33	Emerson	31
Fratt	101	Franklin	185
Jefferson	84	Jr. High	64
McKinley	232	Largent	50
Orchard	45	Longfellow	46
Roosevelt	57	McKinley	57
Taft	85	Roosevelt	56
Eutte		Washington	52
Blaine	21	Harrison	10

Butte		Havre	
Emerson	145	Levin	91
Harrison	24	Jr. High	48
Madison	49	McKinley	54
McKinley	109	Sunnyside	23
Circle		Union	11
Duck Creek	9	Washington	45
Cold Springs	29	Helena	
Conrad	46	Broadwater	24
Darby	70	Emerson	42
Dell		Hawthorne	185
Gosman	86	High	69
Dillon		Jefferson	48
Birch Creek	17	St. Helena	62
Dillon	156	Hobson	28
Nelson	12	Laurel	54
Reichle	24	St. Francis	
Lewistown	360	Xavier	130
Lima	52	Mossmain	
Malta	37	Allendale	14
Melstone	12	Musselshell	22
Missoula		Richey	52
Central	40	Rocker	13
Franklin	73	Savage	21
Lincoln	52	Shepherd	37
Lowell	60	Sun River	46
Prescott	32	Vaughn	37
Roosevelt	137		
St. Francis Xavier	130		
Whittier	62		
Willard	34		

Montana Schools Are Compared

Checking the above locals shows that Billings while it is the third²⁷ city in size in point of school enrollment, yet it has much the largest enrollment in Parent-Teacher locals, having 8 locals with 825 paid-up members.

Missoula is down to fifth place in school enrollment yet ranks second in Association enrollments, having 9 locals

26. Nat. Proceedings of Parent Teacher Associations, 1932, p. 337

27. Montana Educational Directory, 1932-33, p. 5.

with 620 paid-up members.

Great Falls is second in school enrollment but third in Parent-Teacher Association enrollment with 8 locals and a paid-up membership of 501.

Helena takes fourth rank both in size of school enrollment and association enrollment, with 6 locals having a membership of 430.

Butte with the largest school enrollment ranks five in Parent-Teacher Association, having 348 members in its 5 locals.

Lewistown, Glendive, Havre and Dillon are active in this work. Each has several locals, and their total memberships are 360, 317, 272 and 209 respectively.

Montana Compared with Other States

1931-32 proceedings of the National Parent-Teachers Association shows that Montana has 4,826 active members. Their dues of 5 cents each paid into the national treasury amounted to \$241.30 and one half of the collections on Founder's Day amounted to \$103.52.²⁸

This enrollment shows up only fairly well in comparison with other states. It is larger than Wyoming, Utah, New Mexico, Nevada, or Alaska which are other relatively new states having 2,269; 2,131; 2,109; 47 and 895 members respectively. Arizona, Idaho, North Dakota, South Dakota and

28. Nat. Proceedings of Parent-Teacher Association, 1932, p. 390

Washington, other western states, much outclass Montana with enrollments of 5,831; 5,167; 13,337; 9,454; and 30,398 respectively. California has 170,906 members; Illinois 93,498; New Jersey 73,020; and New York 72,690; all of which bears out the statement that the number of members of the Association is in a measure an index of the school systems of the community.

Locals Are Well Distributed

Study of the above statistics show that Montana is well represented in the Parent-Teacher Association and that the locals are well distributed over the state. The programs as planned by the National Committee are arranged in a general form in the booklet labeled "Activities, Projects and Program Making." More specific details are given for the development of each program so that the local committees may adapt each to their particular locality. Each program is primarily of an educational nature but the educational discussions are usually interspersed with music or other entertaining features.

How Programs Are Made

Subject matter of a vital nature to each community is outlined in these programs, and bibliographies are included so that an exhaustive study of each may be made. There can be no doubt of the great educational value of the above study to the adults, and when this thought is coupled with the fact that the Parent-Teacher Association organizations are

well scattered over the state it seems evident that the Parent-Teacher Association is an important factor in adult education in Montana.

Their various activities and projects are arranged under the following departments: ²⁹

Department of Extension, Department of Public Welfare, Department of Education, Department of Home Service, and the Department of Health. Child Welfare is the National Parent-Teacher Magazine.

The National Congress has set up for its guide in education, the seven objectives in education decided upon by the Committee who made the study of education.

Their programs are made with these objectives in mind, and contribute to the development of each objective. One suggested topical outline reads thus:

The Seven Objectives of Education (For All Parents) ³⁰

1. Health and Safety
Health and the Pre-school Child
 2. Worthy Home Membership
Adults of the Family
The Children Within the Family
Early Training in Home Membership
 3. Mastery of the Tools, Technics and Spirit of Learning
Why Parents Should Visit the Schools and What They Should Observe
School Problems and the Adolescent
 4. Citizenship and World Goodwill
Our Children and Other People's Children
29. Nat. Congress of P.T.A. 1932, Activities, Projects, and Program Outline, p. 4.
30. Montana Parent-Teacher, May 1933, p. 4

5. Vocational and Economic Effectiveness
 - Parents as Consulting Architects
 - Does Your Child Work Happily?
 - Understanding the Adolescent
6. Wise Use of Leisure
 - The Joyous Use of Home Leisure
 - Children and the Moving Pictures
 - The Wise Use of Leisure
 - The Boy and His Leisure
 - Leisure for Adolescents
7. Ethical Character
 - What is Willing Obedience?

Cities Report Their Activities

All local programs partake of the nature of these national programs but of course much individuality creeps out in the local meetings. Aside from the discussions on the formal program, there no doubt is as much adult education in the informal discussions when friends meet friends and neighbors meet neighbors.

Ideas of the nature of the proceedings in the many locals may be obtained by noting extracts from reports of a number of them.

Lewistown reports³¹ that their Parent-Teacher Association was organized thirteen years ago and has been functioning ever since. They have five circles with a unified city-wide board. This central board plans and directs the programs and work of all the locals. Each year, circles meet six times and as circles, and three times in a general evening meeting.

31. Letter from C. G. Manning of Lewistown, July 25, 1933.

the meetings usually lasting approximately two hours. This organization has given its entire time to programs which have been carefully outlined and designed for the purpose of educating parents and teachers. The teachers have only minor parts, as the policy has always been that the active management be in the hands of parents rather than in the hands of the school people. They have never given their time to raising money nor to social activities. Their dominant note has been a serious consideration of problems relating to the management of the child both in the home and in the school.

On March 22, C. G. Manning, City Superintendent and Principal of the County High School delivered an address³² before their Parent-Teachers Association on the question "Deflating the Cost of Education--How Far Shall We Go?" In October "Accepting the Challenge", a cleverly dramatized version of an article by Warden Lewis E. Lawes, published in September Good Housekeeping Magazine served to introduce the system of grading, which was under discussion at that time. "Balanced Menus of an Average Child and Their Cost" was another worth-while program handled at the various circle meetings during the year. "New Funis in Child Psychology" was covered at the circle meetings. "New Thoughts on Old Problems" and "Home Life and Leisure Time" were papers that were well received.

32. Montana Parent-Teacher, April 1933, p. 9.

In Missoula³³ the Parent-Teachers Associations seem to be in a healthy condition as evidenced by the 620 paid-up members in the 9 locals. Their report in the April, 1933 issue of the Montana Parent-Teacher states that at the St. Francis Xavier local in February a Founder's Day talk was given by Mrs. H. R. Patton and the Founder's Day ceremony with the birthday cake and lighted candles followed. Other features were on the program and about 150 were present at this meeting. At the March meeting of the Roosevelt local, Dr. F. G. Dratz, member of the school board for district No. 1 discussed school finances. At the Paxson School, Superintendent Fee gave a talk on "Heredity, Training and Morals". Before the Lincoln local Mr. C. H. Bond, principal, of the Willard and Franklin Schools discussed "The Purpose of Athletic Activities in the School". Other educational talks given were "Public Safety in School Zones", by J. M. Peterson and "Present Day Teaching of Arithmetic", by Principal R.L. Neal. Missoula also trained a Parent-Teachers Association chorus.

Helena³⁴ has 6 locals with a membership of 430 and they report as their most successful meeting the Founder's Day meeting when a joint program was given by the various associations, who in turn spoke briefly on the following topics:

33. Montana Parent-Teacher, April 1933. p. 13.

34. Montana Parent-Teacher, April 1933. p. 2.

Music, Mrs. L. N. Lay; Home Economics, Mrs. M. Pippy; Industrial Art, Mrs. Heiser; Physical Training, Mrs. Leiberg; Art, Mrs. Mitschke; Interscholastic Training given by Coach Westfall; School Nursing, Mrs. Turner; and Dramatics, Mrs. Claude Wood. City Superintendent of Schools, R. O. Evans stressed the seven subjects as being vitally necessary to the wise use of leisure time. Mrs. J. W. Scott, first vice-president of the state association spoke on the Parent-Teachers Association influence in the community and on Child Welfare. The auditorium was decorated and a large birthday cake was used in the Founder's Day ceremony.

Butte²⁵ reports show considerable activity in their five associations but they do not report so much of their educational program. Much of their interest is given to making provision for the needy. However, they report that the McKinley local celebrated Founder's Day with an original candle lighting ceremony written by one of their members. In March, Miss Dora Drowatzky gave an address on "Vocational Guidance". In April, a Nature talk was given, illustrated with slides and other interesting features. The McKinley association conducted a study class on Parent-Child Relationships every other Friday afternoon.

The Emerson local put on a Father-Son banquet which was attended by 450 parents and children and as a result many "dads" became members of the association.

25. Ibid., p. 9.

A lengthy program of toasts and short talks was given. The Emerson group also sponsored a Mother's Chorus which consisted of eighteen women who furnished music for a number of programs.

Havre's Junior-High Association maintained a study group which discussed pre-high school problems. Their report shows the following subjects were discussed at various meetings:

"Character Education", "Thrift", "Self-Control", "Obedience", "Social Attitudes", and "Personal Habits" and "Industry and Reliability". Their associations also gave considerable time to raising money for various school needs.

Summary

Parent-Teacher Associations have become well established as a medium between the school and the home.

With rare exceptions all large school systems have associations of parents and teachers.

Splendid cooperative work is being done in many communities through their Parent-Teacher Associations.

Much of the success depends upon the leadership.

Parent-Teacher Associations promote adult education.

FEDERATED WOMEN'S CLUBS



District No. I

- 1. Eureka
- 2. Kalispel
- 3. Libby
- 4. Troy
- 5. Whitefish

District No. II

- 6. Anaconda
- 7. Armstead
- 8. Boulder
- 9. Butte
- 10. Cardwell
- 11. Clinton
- 12. Corvallis
- 13. Darby
- 14. Deer Lodge
- 15. Dillon
- 16. Dixon
- 17. Ennis
- 18. Florence
- 19. Harrison
- 20. Hamilton
- 21. Hot Springs
- 22. Lolo

23. Lonepine

- 24. Melrose
- 25. Missoula
- 26. Philipsburg
- 27. Plains
- 28. Ronan
- 29. Sheridan
- 30. Stevensville
- 31. Thompson Fls.
- 32. Twin Bridges
- 33. Virginia City
- 34. Whitchall
- 35. Wisdom
- 36. Wise River

District No. III

- 37. Belt
- 38. Fort Benton
- 39. Geraldine
- 40. Great Falls
- 41. Harlowton
- 42. Hobson
- 43. Lewistown
- 44. Montagne
- 45. Moore

District No. IV.

- 46. Absarkee
- 47. Belfrey
- 48. Belgrade
- 49. Big Timber
- 50. Dozeman
- 51. Eridger
- 52. Canton
- 53. Chadbourn
- 54. East Helena
- 55. Edgar
- 56. Fromberg
- 57. Gibson
- 58. Grey Cliff
- 59. Helena
- 60. Joliet
- 61. Livingston
- 62. Luther
- 63. Manhattan
- 64. McLeod
- 65. Park City
- 66. Red Lodge
- 67. Reed Point
- 68. Three Forks
- 69. Townsend

MAP NO. V.

* * * * *

FEDERATED WOMEN'S CLUBS

District No. V

70. Culbertson
71. Dodson
72. Glasgow
73. Havre
74. Hinsdale
75. Malta
76. Poplar
77. Saco
78. Wolf Point

87. Huntley
88. Hysham
89. Laurel
90. Lodge Grass
91. Miles City
92. Polytechnic
93. Rock Springs
94. Roundup
95. Sidney
96. Wibaux

District No. VI

79. Albion
80. Baker
81. Billings
82. Circle
83. Crow Agency
84. Forsyth
85. Glendive
86. Hardin

97. Wyola
98. Choteau
99. Conrad
100. Cut Bank
101. Dutton
102. Fairfield
103. Glacier Park
104. Shelby
105. Valier

CHAPTER IV.

FEDERATION OF WOMEN'S CLUBS

This organization was formed in New York in March 1889. The object of this federation was to bring in closer touch, the clubs from all over the country.

State federations were formed in the different states soon after the General Federation, the first state to organize being Maine in 1892. The board of directors of the General Federation of Women's Clubs consists of forty-nine women. There are committees on art, civics, civil service reform, conservation, education, economics, social conditions, legislation, literature, music, health and equivalent matters.

In 1930, there were 14,500 clubs and approximately 3 million women represented in the federated clubs, and this does not include the unfederated clubs.

Montana is credited with having 105 clubs with a membership of 5,000.³⁶

Montana Federation:

On August 1, 2, 3, 4 in 1932, Montana Federation of Women's Clubs held their Twenty-fourth Biennial Convention at the State University in Missoula. If the efficiency of their state organization and the earnestness and sincerity of the members can be judged by the type of procedure in this convention, they must be rated high.

36. The Americans, Volume 29, p. 667

In the bulletin which they prepared for this convention they state:

"Women's clubs have become one of the most valuable agencies of ADULT EDUCATION in the United States. National and State federation outlines show a surprising parallel with curricula offered in institutions of higher education. It is believed by the Montana Federation that this affiliation with the State University marks real progress. It is opportune because many summer courses are planned especially for mature persons. It is economical because of the University for Round Table discussions and programs of general interest. And it should be stimulating because it brings the somewhat pliable, discursive curriculum of the club into contact with the nicely calculated, highly specialized routine of American educational activity." 37

The four day program included lectures or demonstrations from almost the entire University faculty, as well as many prominent speakers, writers, professional and business men and women of the state. The convention proved stimulating to all adults present.

Below are the officers as taken from the 1932-33 Directory of the Montana Federation of Women's Clubs:

Board of Directors 1932-33.

President	Mrs. R. E. Brown, Bozeman
Vice President	Mrs. J. H. Morrow, Moore
Second Vice President	Mrs. Wm. Heinrich, Hardin

Departments of Work
 Dean of Departments, Dolly Den Burgoss, Helena

The 1932-33 Directory of The Montana Federation of Women's Clubs shows the following distribution of women's clubs over the state, which shows great possibilities for

37. Bulletin, Twenty-fourth Convention, Montana Federation of Women's Clubs. August 1, 2, 3, 4, 1932. p. 2.

adult education in the state.

District No. I.

<u>City</u>	<u>Name</u>	<u>Members</u>
Dureka	First Womans Club	28
Kalispell	Century Club	107
Libby	Junior Womans Club	29
Troy	Womans Club	101
Whitefish	Womans Club	34

District No. II

Anaconda	Womans Club	61
Armstead	Neighbors Club	11
Boulder	Womans Club	29
Butte	Atlas Club	22
Butte	Homer Club	24
Butte	Marian White A. & A. Club	110
Cardwell	Country Club	22
Clinton	Federated Club	17
Corvallis	Home Improvement Club	37
Darby	Womans Club	19
Deer Lodge	Womans Club	137
Dillon	Shakespeare Club	40
Dixon	Womans Club	20
Ennis	Madison Valley Womans Club	24
Florence	Womans Club	10
Harrison	Womans Club	27
Hamilton	Womans Club	56
Hot Springs	Womans Community Club	26
Lolo	Womans Club	11
Lonepine	Womans Club	22
Melrose	Womans Club	18
Missoula	Womans Club	258
Missoula	Orchard Homes Womans Club	23
Philipsburg	Womans Club	14
Flains	Womans Club	24
Ronan	Womans Club	15
Sheridan	Womans Library Club	25
Stevensville	Womans Club	36
Thompson Falls	Womans Club	38
Twin Bridges	Womans Club	13
Virginia City	Womans Club	32
Whitehall	Liberal Club	24
Wislon	Womans Club	12
Wise River	Womans Club	9

District No. III

Belt	Junior Womans Club	21
Belt	Womans Club	34
Geraldine	Womans Club	22
Great Falls	City Federation	32
Great Falls	Travel Club	39
Great Falls	Womans Club	14
Harlowton	Junior Womans Club	28
Harlowton	Womans Club	28
Hobson	Womans Club	10
Lewistown	Womans Club	66
Montague	Womans Club	17
Moore	Junior Womans Club	8
Moore	Womans Club	43

District No. IV.

Absorskee	Mutual Benefit Club	13
Belfry	Womans Club	24
Belgrade	Womans Club	22
Big Timber	Womans Club	25
Bozeman	Housekeepers Club	61
Bozeman	Womans Club	95
Bridger	Womans Club	48
Canton	Canton Valley Womans Club	15
Chadbourne	Ladies Neighborhood Club	22
East Helena	Womans Club	28
Edgar	Federated Womans Club	25
Fromberg	Womans Club	20
Gibson	Harmony Club	7
Grey Cliff	Womans Club	18
Helena	Womans Club	120
Joliet	Twentieth Century Club	17
Livingston	Yellowstone Club	30
Livingston	Womans Club	58
Luther	Bear Tooth Womans Club	9
Manhattan	Womans Club	21
McLeod	Boulder Valley Womans Club	18
Park City	Womans Club	31
Red Lodge	Womans Club	53
Reed Point	Bridger Creek Womans Club	12
Three Forks	Womans Club	15
Townsend	Womans Club	29

District No. V.

Culbertson	Womans Club	19
Dodson	Womans Club	41
Glasgow	Sunflower Art Club	22
Glasgow	Womans Club	28
Havre	Womans Club	50
Hinsdale	Womans Club	12
Loring	West Country Club	20
Lowrane	Womans Club	?
Malta	Womans Club	15
Poplar	Womans Club	59
Saco	Womans Club	30
Wolf Point	Womans Club	21

District No. VI.

Albion	Womans Club	20
Baker	Womans Club	27
Billings	West Side Community Club	20
Billings	Womans Club	105
Circle	Womans Club	31
Crow Agency	Indian Womans Club	?
Forsyth	Womans Club	34
Glendive	Womans Club	51
Harlin	Womans Club	44
Huntley	Womans Club	6
Hysam	Womans Club	32
Laurel	Womans Club	27
Lodge Grass	Womans Club	32
Miles City	Womans Club	45
Polytechnic	Womans Club	53
Rock Springs	Womans Club	4
Roundup	Womans Club	12
Sidney	Womans Club	27
Sibaux	Womans Club	39
Wyola	Womans Club	24
Wyola	Womans Welfare Club	4

District No. VII.

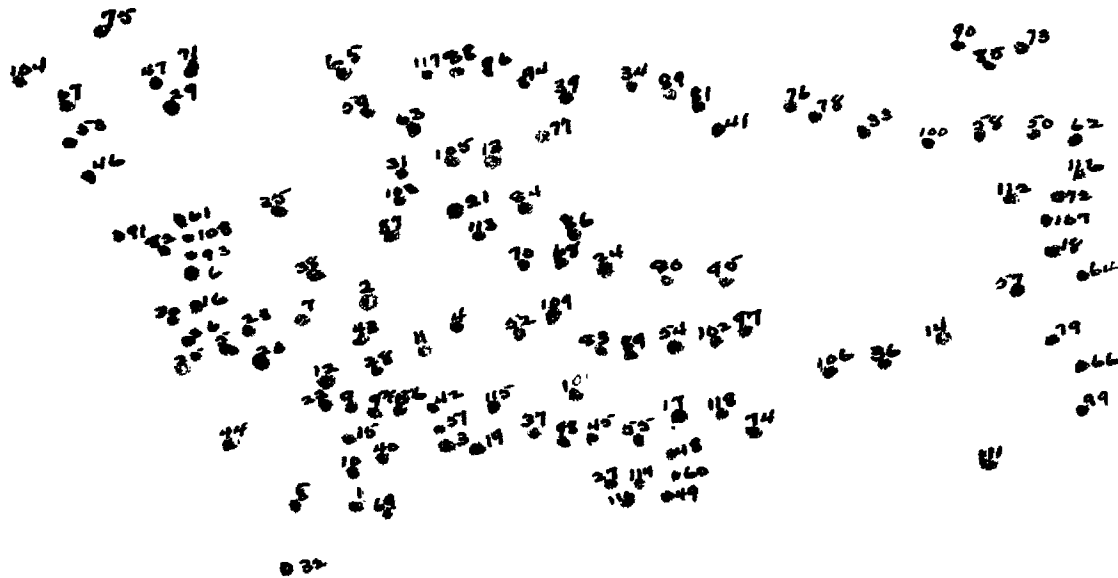
Bole	Ladies Community Club	17
Choteau	Womans Club	53
Conrad	Womans Club	23
Cut Bank	Womans Club	32
Dutton	Womans Club	16
Fairfield	Womans Club	6
Glacier Park	Womans Club	16
Shelby	Womans Club	12
Valier	Womans Club	35

Summary

Womens Federated Clubs furnish one of the best agencies for adult education.

1. Because of the large number of clubs.
2. Because of the large number of women belonging.
3. Because of the well organized and diversified programs.
4. Because women, by temperament, are willing to "carry on" intensive study projects.

MASONIC LODGES



- | | | |
|------------------|---------------|-----------------|
| 1. Virginia City | 26. Boulder | 45. Laurel |
| 2. Nelson | 27. Halliwell | 46. Three Forks |
| 3. Nevada | 28. Victor | 47. Terry |
| 4. ... | 29. ... | 48. ... |
| 5. ... | 30. ... | 49. ... |
| 6. ... | 31. ... | 50. ... |
| 7. ... | 32. ... | 51. ... |
| 8. Dillon | 33. ... | 52. ... |
| 9. ... | 34. ... | 53. ... |
| 10. ... | 35. ... | 54. ... |
| 11. ... | 36. ... | 55. ... |
| 12. ... | 37. ... | 56. ... |
| 13. ... | 38. ... | 57. ... |
| 14. ... | 39. ... | 58. ... |
| 15. ... | 40. ... | 59. ... |
| 16. ... | 41. ... | 60. ... |
| 17. ... | 42. ... | 61. ... |
| 18. ... | 43. ... | 62. ... |
| 19. ... | 44. ... | 63. ... |
| 20. ... | 45. ... | 64. ... |
| 21. ... | 46. ... | 65. ... |
| 22. ... | 47. ... | 66. ... |
| 23. ... | 48. ... | 67. ... |
| 24. ... | 49. ... | 68. ... |
| 25. ... | 50. ... | 69. ... |
| 26. ... | 51. ... | 70. ... |
| 27. ... | 52. ... | 71. ... |
| 28. ... | 53. ... | 72. ... |
| 29. ... | 54. ... | 73. ... |
| 30. ... | 55. ... | 74. ... |
| 31. ... | 56. ... | 75. ... |
| 32. ... | 57. ... | 76. ... |
| 33. ... | 58. ... | 77. ... |
| 34. ... | 59. ... | 78. ... |
| 35. ... | 60. ... | 79. ... |
| 36. ... | 61. ... | 80. ... |
| 37. ... | 62. ... | 81. ... |

MAP NO. VI.

MASONIC LODGES

- | | | |
|-------------------|------------------|-----------------|
| 82. Alberton | 94. Gildford | 106. Hysham |
| 83. Ryegate | 95. Winnett | 107. Savage |
| 84. Geraldine | 96. Joplin | 108. Ronan |
| 85. Red Stone | 97. Melstone | 109. Judith Gap |
| 86. Denton | 98. Reed Point | 110. Bearcreek |
| 87. Cascade | 99. Ekalaka | 111. Broadus |
| 88. Galata | 100. Wolf Point | 112. Richey |
| 89. Lavina | 101. Rapelje | 113. Belt |
| 90. Scoby | 102. Musselshell | 114. Belfrey |
| 91. Superior | 103. Dutton | 115. Wilsall |
| 92. Jefferson Is. | 104. Troy | 116. Fairview |
| 93. St. Ignatius | 105. Fairfield | 117. Shelby |
| | | 118. Worden |

Taken from 1928 Proceedings of Grand Lodge A.F.A.M.
of Montana. p.288. Given in order of constituting.

CHAPTER V.

MASONIC EDUCATIONAL PROGRAM

The Masonic Lodge with members known as Ancient, Free and Accepted Masons dates back into antiquity probably back to the building of King Solomon's Temple. Because of its selective method of admitting new members the organization prides itself upon having a membership of men who rank above the average. This has made it possible for the organization to work upon rather a high plane intellectually and educationally.

Masonry ranks among its members many of the prominent statesmen of the United States, most of the presidents having been masons, the most outstanding one being George Washington. Its quality of membership has enabled it to keep up a fine type of educational work among its people, but in more recent years its leaders have felt the need of a yet better organization of its educational program.

About eight years ago a Masonic Service Association was formed whose work was to arouse an interest in a more thorough and systematic educational system, to make material available to the educational leaders of each lodge so that study could be carried on. This plan made progress. Well informed lecturers were selected, who visited lodges over the state and spoke to thousands of masons. Interest was aroused and better informed membership resulted. However, in August 1927 the Grand Lodge of Montana elected Dr. Wm. J.

Marshall of Missoula, Grand Master of Masons. Dr. Marshall, himself being an educated man and having spent much of his life in study and in scientific research, aside from his practice of medicine, he at once became interested in devising a more thoroughly organized plan of education for the Grand Lodge A. F. and A. M. of Montana.

At the invitation of Dr. Marshall the members of his official staff met at the city of Harlowton on December 18, 1927³⁸ to formulate and adopt a plan of procedure for an educational program.

The Grand Master stated that his investigations revealed to him that there was too little educational work being done along Masonic lines in Montana, and that such education was of utmost value to the Craft. He further stated that the state was too large for the Grand Master to visit all the lodges during his year, and that it seemed advisable that some plan be formulated whereby the other Grand Officers could assume part of the responsibility of the affairs of the Grand Lodge.

After much discussion the following plan was adopted:³⁹

1. GRAND LODGE EDUCATIONAL COMMISSION. The Grand Master, Deputy Grand Master, Senior Grand Warden, Junior Grand Warden, and Grand Secretary are to

38. Grand Lodge A. F. and A. M. of Montana, 1928 Proceedings, p. 37.

39. Ibid., p. 37.

constitute the Grand Lodge Educational Commission and are to have general charge of the Masonic Educational work of our jurisdiction. The state was then divided into districts with a Grand Officer, either elective or appointive, in direct charge of the educational work therein and to make visitations to the lodges, thus maintaining close contact with and assisting in the work of the lodges.

2. LOCAL LODGE EDUCATIONAL COMMITTEE. The Worshipful Master and the two Wardens are to constitute the local lodge Educational Committee. This committee shall select and recommend a member for the appointment of "Instructor and Director of Masonic Education". They shall then submit the name so selected to the lodge for confirmation. This person must be approved by the Grand Officer in charge of the district and then by the Grand Master who will issue the commission of appointment.

This committee, together with the "Instructor and Educational Director" shall have charge of the local Masonic Educational activities of the lodge. It is understood that an important function of this committee is to foster and encourage Masonic study and research among the members.

A Masonic Study Club should be organized in each lodge with the Instructor in charge, regular instruction should be given and regular programs should be rendered along Masonic educational lines. Masonic Libraries should be made available for the use of the clubs and individual Masonic study should be encouraged.

The Grand Jurisdiction of Montana was then divided into eleven districts, with a Grand Officer in charge of each district. The Grand Officer was made the personal representative of the Grand Master and authorized to make official visits in his district as such, and to direct and encourage the educational work in the lodges in his district.

The National Masonic Research Society of St. Louis, Missouri, who have been conducting a Masonic Study Club Department for many years, offered to give the lodges the benefit of their years of experience in organizing and maintaining Masonic Study Clubs, without any cost to this Grand Lodge.

This Masonic educational program has been so well received that other Masonic bodies have suggested programs

similar to it.

The Royal Arch Masons have the state divided into four districts instead of eleven and these districts are divided among the four ranking officers, Grand High Priest, Deputy Grand High Priest, Grand King, and Grand Scribe each of whom is responsible for the educational work done in each district. Four districts are sufficient in this Grand Body since there are only about one-third as many N. A. M. Chapters, in the State of Montana as there are Masonic lodges.

Summary

1. Masonic study has been promoted by the Masonic Service Associations.
2. Grand Master Marshall stimulated Masonic study by his program worked out in 1927.
3. The State has been divided in districts to further the study.
4. Grand Officers of the Grand Lodge have the districts divided among them and each is responsible for the Masonic education in his district.
5. An instructor in each lodge is duty bound to furnish plans and inspiration for study in his lodge.
6. This plan has met with general success and favor.

ROTARY CLUBS



- | | |
|----------------|--------------------|
| 1. Anaconda | 10. Kalispel |
| 2. Billings | 11. Lewistown |
| 3. Bozeman | 12. Livingston |
| 4. Butte | 13. Miles City |
| 5. Deer Lodge | 14. Missoula |
| 6. Dillon | 15. Phillipsburg |
| 7. Great Falls | 16. Roundup |
| 8. Havre | 17. Twin Bridges |
| 9. Helena | 18. Wh. Sul. Spgs. |

CHAPTER VI
SERVICE CLUBS

Rotary International

Paul Harris⁴⁰ of Chicago is given credit for the rotary idea. He went to Chicago in 1905 to begin the practice of law. Like most professional men in a large city his lot became one of solitude, because of the stress of the environment, where the chief stimulus to thought in the ordinary mind is money and the getting and spending thereof. With the aid of a few friends whom he had made in the city he founded the first club which met in the office of one of the men on February 23, 1905. The thought back of the organization was the getting acquainted with one another, and also to devise means of proving useful to the community. The membership grew so rapidly that within a few weeks it was necessary to hold the meetings in hotels and restaurants. Several names were suggested for the club, and the name "Rotary"⁴¹ was selected because of the original plan of rotating the club meetings from the office of one member to that of another.

Rotary grew rapidly and by 1910⁴² clubs had been organ-

40. Rotary International, Synopsis of Rotary, p. 8

41. Ibid, p. 9

42. Ibid., p. 11

ized in sixteen large cities, and at a convention held in Chicago in that year a National Association of Rotary Clubs was formed.

By 1912⁴³ a club had been organized at Winnipeg, Canada, and shortly thereafter the International Association of Rotary Clubs was formed which in 1922 became known as "Rotary International"⁴⁴ as it is today. Rotary became very popular and by March, 1931 it had grown until there were 3,398 clubs, composed of approximately 155,000 Rotarians scattered throughout seventy countries of the earth.

One of the practices in Rotary is for members to call each other by given names as this is considered the most friendly mode of greeting.

In Rotary, attendance at meetings is considered of such importance that prolonged unexcused absence automatically forfeits membership. Rotary was not organized to do educational work and they have no direct educational program, yet they do very much indirectly. It is their custom in each club to have meetings weekly, and at each meeting they have one or more speakers. These speakers are persons of prominence in their line, and they speak with authority on their subjects. Thus each meeting becomes an educational gathering and each member is better informed by having attended. When the amount of educational work in each meeting is mul-

43. Stroop, Fred K., What New Members Should Know About Rotary, 1931, p. 4

44. Ibid, p. 4.

tiplied by the number of meetings, and the number of clubs in each state, and in the seventy countries of the earth the amount of educational work being done by the Rotary International reaches great proportions.

Rotary International is really known as a service club and enters many activities in Juvenile and Civic Welfare work, all of which can be said to partake of an educational nature.

Aside from the weekly meetings in each club, a state convention is held in each state. Prominent speakers deliver addresses and direct activities at these meetings. Since the Rotary became International it has enlarged its influence and the conventions are attended by delegates from the states and nations, and members with international reputations speak at the meetings and direct the proceedings.

Montana has eighteen Rotary clubs located within the state as follows: Anaconda, Billings, Bozeman, Butte, Deer Lodge, Dillon, Great Falls, Havre, Helena, Kalispell, Lewistown, Livingston, Miles City, Missoula, Philipsburg, Roundup, Twin Bridges and White Sulphur Springs.

Some quotations from the address of Anor E. Watson of Lewistown, District Governor of Rotarians, given at the Livingston conference will give some idea of the civic and educational work which the Rotarians are doing in Montana.

"The technique of Rotary begins with fellowship and ends with service. Fellowship is the means, service

is the end of Rotary. I wish to call attention to some of the community activities in which it has been concerned during the past year. In athletics, particularly that form which concerns the physical and social health of boys and girls, we find Anaconda, Butte, Havre, Missoula, Roundup and Twin Bridges especially interested. Missoula, true to its educational interests has been identified with the "back to school" movement. Billings, Miles City, Roundup, and White Sulphur Springs have had boys bands. The boys' band at Billings is one of the outstanding musical organizations of its kind! Most boy scout groups have been sponsored by Rotarians, and those which have especially come to attention are Anaconda, Bozeman, Deer Lodge, Dillon, Great Falls, Havre, Helena, Kalispell, Lewistown, Livingston, Miles City, Missoula, and White Sulphur Springs.

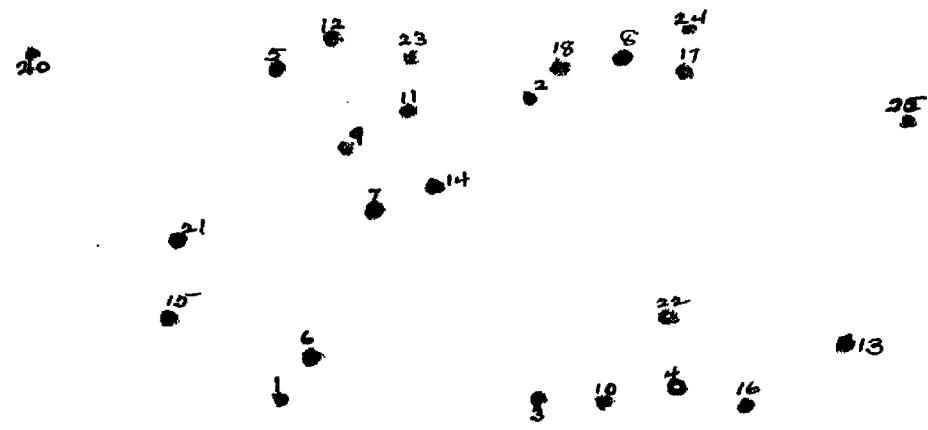
Camps for undernourished children have been maintained by Bozeman, Billings, Great Falls, Helena, Miles City, Missoula and White Sulphur Springs. Chambers of Commerce are given conspicuous support in Billings, Bozeman, Havre, Helena and Lewistown. Deer Lodge, Phillipsburg, and Twin Bridges have aided in civic improvement. Fifty per cent of the clubs are interested in crippled children work. Attention has been drawn to the work of Anaconda, Billings, Bozeman, Butte, Great Falls, Havre, Kalispell, Livingston, Phillipsburg and Roundup.

4-H Clubs have received much help from clubs in Deer Lodge, Helena, Kalispell and Lewistown. Butte has done notable work in its illiteracy campaign. Deer Lodge has given material assistance to its public library. In parks and playgrounds Anaconda, Dillon, Great Falls and Havre have had an important part. Twin Bridges and White Sulphur Springs have been interested in community recreation. In promoting rural-urban acquaintance Butte, Dillon, Great Falls, Helena, Lewistown, Twin Bridges, and White Sulphur Springs have rendered worth-while service. Butte and Livingston have contributed to scholarships and awards, and Bozeman and Deer Lodge have promoted the building of swimming pools.

All clubs have given thought and effort to the helping of under privileged children but Bozeman and Roundup are entitled to special mention. Great Falls helped in vocational guidance, Helena in Y.W.C.A., Butte, Great Falls, Havre, and Missoula in student aid and employment."

MAP NO. VIII.

LIONS CLUBS



1. Big Hole
2. Big Sandy
3. Big Timber
4. Billings
5. Browning
6. Butte
7. Cascade
8. Chinook
9. Choteau
10. Columbus
11. Conrad
12. Cut Bank
13. Forsyth
14. Great Falls
15. Hamilton
16. Hardin
17. Harlem
18. Havre
19. Hogeland
20. Libby
21. Missoula
22. Roundup
23. Shelby
24. Turner
25. Wolf Point

LIONS INTERNATIONAL

In the year 1916 the international association of Lions Clubs was formed. In 1924 the association included over 800 clubs located in various cities of the United States and Canada. In general outline of international and district organization, Lions resemble Rotary and Kiwanis which preceded it in origin. The leading purposes of Lionism include the cultivation of a spirit of good fellowship and cooperation among the members of the Lions Clubs and the directing of their organized efforts toward useful social service. The motto of the clubs is "Liberty, Independence, Our Nation's Safety", the initial letters forming the word Lions.⁴⁵

Annual conventions are held by the Lions International to which delegates from all the states and the provinces of Canada go. These conventions are highly educational since many prominent speakers appear on the program and many committees, who have made studies of projects, make their reports. The Lions have an educational committee which makes its contributions to the program. Two reports of interest in the Sixteenth Annual Convention which met in Los Angeles in July 1932 were the reports on "Moral Code", and on "Studies in Conduct".⁴⁶

45. Lincoln Library of Essential Information, 1931, p. 2101.

46. International Association of Lions Clubs, Official Proceedings, Sixteenth, p. 340.

The "Moral Code for Youth" was prepared in response to a question which appeared in *Colliers* several years ago, "Is it wise to leave our children without any training in a moral code?" This code represents the sum total of advice of fathers, mothers, teachers, educators, lawyers, physicians, engineers, financiers, prison convicts and criminologists. The Lions feel that they have the best code for youth in existence, and for seven years the Lions Clubs in all parts of the Country have been hanging framed copies of the Code in the school rooms in their communities. More clubs have engaged in this work than in any other activity except boys' work. From reports sent in regarding the number of Codes distributed the moral code is daily before the eyes of over six million school children on this continent. It is a code for both boys and girls of all ages from the first grade on through high school and beyond. The Lions Clubs may get these codes free from the Activities Department, Lions International, 350 McCormick Building, Chicago.

Another committee made an extensive report on "Studies in Conduct".⁴⁷ "Studies in Conduct" is a set of three books prepared for use in the schools. One book is prepared for the third and fourth grades, another for the fifth and sixth grades and the other for the seventh and eighth grades. Five years were required to gather the materials and to get

47. Official Proceedings, Sixteenth, p. 344.

the books printed. Several hundred educators contributed to the books and they with three authors finally completed them.

They have been adopted as text-books in several states and by the Department of Education for Hawaii and the Philippine Islands. This committee also makes the recommendations that clubs start a campaign in every school system for the establishment of a definite period of time for training in useful citizenship, and that every school system be obliged to set aside at least one period each week definitely for this subject.

These two measures were proposed by the Lions International to combat the organized crime that is threatening the very foundation of our government.

Montana has 25 Lions Clubs distributed as follows:⁴⁸

Big Hole, Big Sandy, Big Timber, Billings, Browning, Butte, Cascade, Chinook, Coteau, Columbus, Conrad, Cut Bank, Forsyth, Great Falls, Hamilton, Hardin, Harlow, Havre, Hogeland, Libby, Missoula, Roundup, Shelby, Turner and Wolf Point. Each of these clubs has a meeting weekly and at each meeting they have speakers appear upon the program. The questions discussed are mostly of a civic or economic nature and for the most part are highly educational.

48. Official Proceedings, Sixteenth, p. 147.

KIWANIS CLUBS



1. Anaconda
2. Billings
3. Bozeman
4. Butte
5. Deer Lodge
6. Glendive
7. Great Falls
8. Havre
9. Helena
10. Kalispel
11. Lewistown
12. Livingston
13. Miles City
14. Missoula
15. Polson
16. Sidney
17. Stanford

KIWANIS INTERNATIONAL

Kiwanis International is a great influential business and professional organization of clubs that have been brought together to render civic and social good to their respective communities.

Kiwanis organized first in Detroit, Michigan in January 1915.⁴⁹ The name "Kiwanis" was taken from an Indian word meaning "to make one's self known"⁵⁰ or "to impress one's self". The name suggests unselfish and constructive service, and the motto of the organization is "We Build".⁵¹ It develops friendship and encourages leadership and seeks to build better communities through intelligent and unselfish loyalty. The report of 1930 shows a membership of 102,713 in 1978 clubs.⁵² It has now spread into Canada and the Kiwanis is an active organization in both countries.

The plan of the organization is to have the men of each club to eat together once a week at which time they exchange ideas and become better acquainted. At each meeting they have one or more speakers who are authorities in certain fields who speak to them on questions of the day. Discussion is permitted and the meeting may be quite educational.

49. The Americana Volume 16, p. 468.

50. Nelson's Perpetual Loose-leaf Encyclopedia, Vol. VII, p. 129.

51. The Americana, Ibid., p. 468.

52. Nelson's op. cit. p. 129.

Montana has seventeen Kiwanis Clubs located at Anaconda, Billings, Bozeman, Butte, Deer Lodge, Glenview, Great Falls, Havre, Helena, Kalispell, Lewistown, Livingston, Miles City, Missoula, Polson, Sidney and Stanford.⁵³

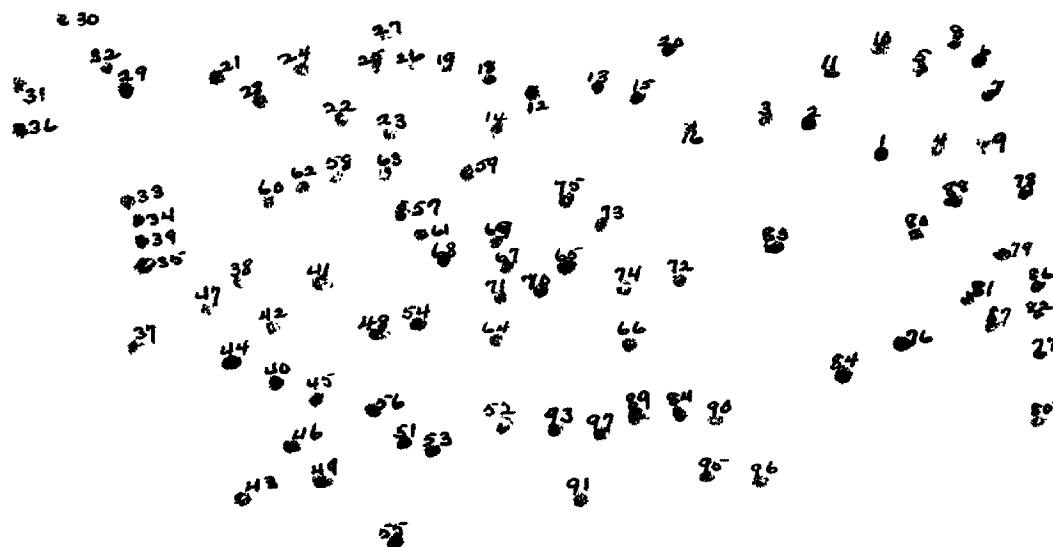
These clubs are engaged in many activities in their communities, doing whatever they find to do that will be of greatest service at that place.

All of Montana's clubs assisted directly in such educational work as giving assistance to student, schools and faculties, in helping with endowments, funds and bond issues, entertainments, debates, in improving school buildings, in arranging scholarships, scholastic contests, athletics, citizenship programs, boys and girls work, naturalization work, and patriotic services such as Armistice Day, Flag Day and other such work.

Thus while much of the work of the Kiwanis is indirectly educational, there is also a great deal that is directly educational, and there is no doubt that the Kiwanis Clubs can be listed among educational agencies that are assisting in the enlightenment of adults of Montana who are contacted by Kiwanis.

53. Kiwanis International Proceedings, 1932, p. 130.

AMERICAN LEGION



District No. 1

- 1. Wolf Point
- 2. Glasgow
- 3. Hinsdale
- 4. Ponlar
- 5. Scooby
- 6. Plentywood
- 7. Medicine Lake
- 8. Cutlook
- 9. Culbertson
- 10. Whitetail
- 11. Opheim

District No. 2

- 12. Havre
- 13. Chinook
- 14. Big Sandy
- 15. Harlem
- 16. Malta
- 17. Hogeland
- 18. Gildford
- 19. Chester
- 20. Turner

District No. 3

- 21. Glacier Park
- 22. Valier
- 23. Conrad
- 24. Cut Bank
- 25. Shelby
- 26. Galata
- 27. Sweetgrass
- 28. Browning

District No. 4

- 29. Kalispel
- 30. Eureka
- 31. Libby
- 32. Whitefish
- 33. Polson
- 34. Ronan

District No. 5

- 35. Missoula
- 36. Thompson Fls.
- 37. Hamilton
- 38. Drummond
- 39. Arlee

District No. 6

- 40. Butte
- 41. Helena
- 42. Deer Lodge
- 43. Dillon
- 44. Anaconda
- 45. Whitehall
- 46. Twin Bridges
- 47. Philipsburg
- 48. Townsend
- 49. Sheridan
- 50. Wisdom

District No. 7

- 51. Bozeman
- 52. Big Timber
- 53. Livingston
- 54. White Sul. Spg.
- 55. W. Yellowstone
- 56. Manhattan

District No. 8

- 57. Great Falls
- 58. Choteau

* * * * * MAP NO. X. * * * * *

AMERICAN LEGION

59. Fort Benton	71. Hobson	84. Forsyth
60. Augusta	72. Winnett	85. Ekalaka
61. Belt	73. Roy	86. Carlyle
62. Fairfield	74. Grass Range	87. Ismay
63. Dutton	75. Winifred	88. Richey

<u>District No. 9</u>	<u>District No. 10</u>	<u>District No. 11</u>
64. Harlowton	76. Miles City	89. Billings
65. Lewistown	77. Wibaux	90. Hardin
66. Roundup	78. Sidney	91. Red Lodge
67. Moccasin	79. Glendive	92. Broadview
68. Stanford	80. Circle	93. Columbus
69. Denton	81. Terry	94. Huntley
70. Moore	82. Baker	95. St. Xavier
	83. Jordan	96. Lodge Grass
		97. Laurel
		98. Clarks Fork

* * * * *

CHAPTER VII.
AMERICAN LEGION

On September 16, 1919, the American Legion was incorporated by Act of Congress. It is known as a patriotic, non-partisan, non-political, non-military organization of veterans of the World War. Soldiers, sailors and Marines who honorably, between April 6, 1917 and November 11, 1918, served, also all women enlisted or commissioned in either branch of the service during the same period are eligible for membership. Its formal organization was completed at the first annual convention of the Legion held in Minneapolis, November 8-14, 1919.

The National Legion is organized into state departments and posts and it is governed by a national commander. A Commander is also chosen to govern each state organization and one for each post. National headquarters are maintained in Indianapolis.

Its purpose is "To uphold and defend the Constitution of the United States; to maintain law and order; to foster and perpetuate 100 per cent Americanism; to preserve our memories and incidents in the Great War; to inculcate a sense of individual obligation to the community, state and nation; to safeguard and transmit to posterity the principles of justice, freedom and democracy; to consecrate and sanctify our comradeship by our devotion to mutual helpfulness. On January

1, 1930, the Legion membership was 637,794 in 10,066 posts.⁵⁵

The American Legion Auxiliary is composed of the wives, daughters, mothers and sisters of veterans, who are associated with the Legion in its endeavors. In October 1926 the membership in the Auxiliary was 246,000 in more than 5900 units.⁵⁶

There has been a gradual yearly increase in the membership of the American Legion from 1925 until a peak was reached in 1931 with a membership of 1,053,909.⁵⁷ Due to economic conditions the 1932 membership dropped to 931,373.

The last annual national convention of the American Legion was held in Chicago, October 2, 3, 4 and 5, 1933. This convention was addressed by nearly two score prominent speakers, including Franklin Roosevelt, President of the United States, Mayor Kelley of Chicago, and Governor Horner of Illinois.

National Commander, Louis Johnson in his annual report made mention of the education work. He states that the Legion is proud of the work accomplished by the Americanism Commission, headed by Hugh T. Williams of Virginia. The first major activity of the commission is that of education and cooperation with school officials throughout the nation. Various educa-

55. The Americana, Volume I., p. 527.

56. Nelson's Perpetual Loose-Leaf Encyclopedia. Vol. 1, p. 209.

57. American Legion, Proceedings of 14th Annual National Convention, p. 25.

tional activities under this department are "The American Legion Award Medal", citizenship schools for foreign born, vocational guidance for boys, flag history and etiquette, observance of patriotic days, and cooperation with the National Education Association in the observance of National Education Week.

The youth activities include the Junior Baseball program which took more than four hundred thousand boys under the Legion sponsorship last year. The program is based upon the theory that the principles of good sportsmanship are very closely allied to the principles of good citizenship. Youth activities also embraced a connection with the Boy Scouts of America, Citizens' Military Training Camps, Reserve Officers' Corps, National Boys' Week, Camp Fire Girls, Girl Scouts, Girl Reserves, Junior Rifle Clubs, 4-H Camps, and other organizations of our youth.

American Legion has also sponsored much community service of more than two hundred different types. They are proud of their work of relief in numerous disasters in Ohio, Kentucky, California, Mississippi and Florida.

Another important work that is being carried on under Americanism, is the educational campaign against communism, radical pacifism, and various other subversive groups. The work has assumed proportions of an important nature during the past year.

Another means of adult education promoted by the American Legion is the publication and distribution of the Legion Monthly. The supreme function of this publication is to mirror back to this organization the record of its accomplishments. It is their great medium for inspiring and maintaining the morale, and in keeping before the members and other readers, the ideals, purposes, and objectives of the organization.⁵⁸

In Montana the American Legion is organized and carries on in much the same manner as does the National American Legion, having the same committees and working toward the same goals.

The last state convention of the American Legion, Department of Montana assembled at Great Falls, Montana, August 21, 22, and 23, 1933. Judge Horkan who was state commander had found it necessary to resign because of ill health, and he was succeeded by James M. Carey. Commander Carey gave a report of the activities of the various posts over the state, as did the chairmen of the various committees of the commandery. Earle N. Genzberger in his report as chairman of the Americanism Committee, reports that his committee from time to time sent out bulletins containing practical and concrete suggestions for monthly programs along lines urged by the National Americanism Committee. Each month in

58. The American Legion, Summary of Proceedings of Fourteenth Annual National Convention, p. 25.

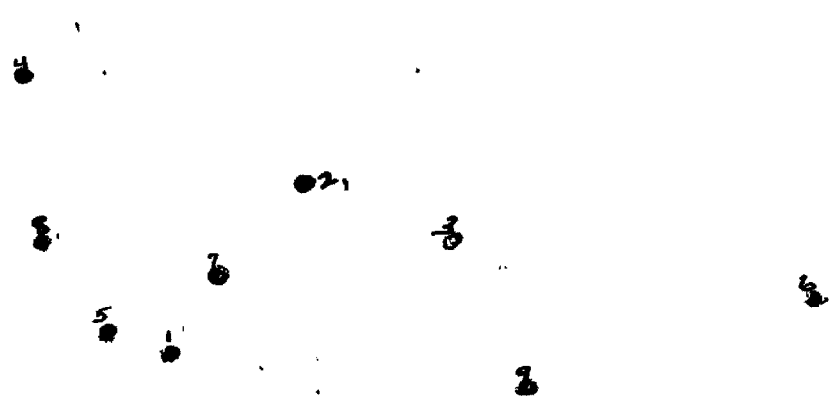
the year has some season ble objective. The Posts cooperated well in observing patriotic holidays. During the early part of the year much attention was given to the George Washington Bi-Centennial, also to the observance of the birthdays of Washington, Lincoln, and McKinley. Memorial Day was observed by practically every post in the department. Many of the posts had special "Flag Day" programs on June 14, and several sponsored community "Independence Day" celebrations.

Believing that the program of education was one of the most important fields, the committee urged the matter of education of both the youth and the foreign born. Many posts sponsored the American Legion school award; high school essay contests; visitations of schools upon patriotic holidays. They promulgated a campaign of flag education, observed National Education Week, encouraged and conducted citizenship schools for foreign born residents who were preparing for naturalization. This committee also used its influence to counteract the spread of Communism. They also contacted the various civic and commercial clubs in the state and offered to them speakers on Americanization for use at club meetings, lodge meetings, and meetings of commercial clubs. They close the report by urging the officers to bear in mind that the American Legion, to be effective, must be a "today's organization for today's problems".⁵⁹

59. Carlo N. Genzberger, Report of Department of Americanization Committee, August 21, 1953.

Other committees gave reports showing progress of the youth activities of the state, and all indicated that the American Legion is an educative force in the state, educating from youth to age.

PUBLIC SCHOOLS DOING ADULT STUDY



1. Butte
2. Great Falls
3. Lewistown
4. Kalispel
5. Anaconda
6. Miles City
7. Helena
8. Missoula
9. Billings

CHAPTER VIII

PUBLIC SCHOOLS TRYING ADULT EDUCATION

As was stated in Chapter I of this discussion there is a difference of opinion regarding the age limits, or regarding the extent of free public school education. During these days of retrenchment some are found who contend that any education beyond the grades should be paid for by the individual who receives the education. On the other hand there are many who believe that education in the public schools should be extended even beyond the high school, so as to include adults.

Many schools over the country are offering courses to adults with much success, but this work, as yet, is rather in the nature of an experiment. Their success depends much upon the leadership and upon the set-up in the community.

One of the rather outstanding experiments of this kind is being conducted by Superintendent J. W. Studebaker in his city schools in Des Moines, Iowa. This experiment is sponsored by the American Association of Adult Education, and is financed by a Carnegie Corporation grant. It is in the nature of a five-year trial of adult education as an extension of the public school system, and is conducted under the auspices of the Des Moines Board of Education.

This project consists of a series of public forums held in school buildings in the evenings, and led by men thoroughly versed in economics and political science, as well as in the

technique of educating adults.

As they stated, the aim is to make Des Moines people better qualified for the responsibility of citizenship in a period marked by rapid changes and conflicting policies.

Forums were held in the spring of 1933, in twenty-eight Des Moines schools conveniently available to residents in different parts of the city. There were three hundred sixteen meetings held in twenty weeks, from January 23 to June 9. Five forum leaders were appointed, but only four speak at a time in different parts of the city.

Their method of subsidizing this experiment enabled them to get some unusual, outstanding educators for their forums. By making short time appointments and in one case a part-time appointment they obtained the following list of large calibre men: Lyman Bryson, director of the California Association for Adult Education; Professor Thomas Nixon Carter of Harvard University, widely known economist and author; Felix Morley of the Research Staff of the Brookings Institution, as author of "The Society of Nations"; Henry A. Wallace, Secretary of the United States Department of Agriculture; Professor Carroll H. Woody of the University of Chicago, principal investigator of the growth and distribution of government functions for President Hoover's Committee on Social Trends.

The subjects discussed last spring included technocracy, the business cycle, social planning, political parties, the

New Deal, tariffs, the domestic allotment plan, agricultural debts and money inflation.

Forum meetings were held in the evening from 7:30 to 9:00. The first half of the meeting was given to discussion by the speaker, and the last half was given to discussion by members of the audience. Any were permitted to ask questions or to give personal views. The forums were entirely free, they were not organized into formal courses, there was no registration, no fee charged and no text used. Leaders provided mimeographed bibliographies for use of those who might want to investigate further, and the books named were kept on reservation in the public libraries.

The discussions were repeated in the different schools according to schedule, and the average attendance ran at about 300 per meeting or 7000 for two weeks. During the third week, Des Moines was wrapped in one of the worst blizzards known in history, but the average attendance was up to 200 during the week.

Participations in the discussions were general, spontaneous and quite satisfactory. In the better districts the people were quite passive, but the discussion took up the allotted time. In some less pretentious localities many wanted to express their opinions on questions of unemployment, relief, money inflation and distribution of wealth, however there were no troublesome agitators, and all leaders

maintained their reputation for fairness in handling controversial questions.⁶⁰

This experiment should furnish valuable information to those desiring to introduce adult education into our public schools.

60. J. W. Studebaker, *Social Life*, May 1933, Vol. XVIII, No. 9.

MONTANA SCHOOLS

Schools in Montana have not been so fortunate in having foundation grants and other assistance as did the Des Moines school system, however much very helpful adult education has been carried on in a number of schools. Mention has already been made of adult education work done under the Vocational Education and Cooperative Industrial work, but there is still more to tell.

BUTTE CITY SCHOOLS

Butte City Schools did extensive work under both of the above, but in addition their mimeographed copies of instructions for 1932 show the following work done:

"The following instructors will take charge of the Evening School work which begins November 7, 1932.

English for the foreign born, Mrs. J. L. Boardman.

Mechanical Drawing, Homer Bradford and Frank Hermann.

Machine Shop, Louis Kilberer.

Shop Mathematics, Ray Funday.

Electricity, G. J. Reardon.

Meter Construction and Operation, E. W. Williams.

Foods, Agnes Bossiter and Amelia Hinchcliffe.

Clothing, Myrtle Stewart and Amelia Hinchcliffe.

Short Story Writing, Mrs. Florence MacPherson.

The English classes for foreigners which will be taught by Mrs. J. L. Boardman, an experienced teacher in this work, is sponsored by the Butte Rotary Club. It was established last year and was highly successful. There was a total enrollment of more than 70. All men and

women who desire to learn to read and write the English language are invited to register for this class.

The class in Short Story Writing will take up news writing, the writing of club papers, as well as short stories. Mrs. MacPherson is an experienced teacher in this field.

The class in Meter Construction and operation will not begin until after the completion of the class in electricity. The meter shop of the Montana Power Company will be used for this class. Mr. E. W. Williams, Superintendent of the meter department of the Montana Power Company will have charge of this class.

The class in Shop Mathematics, Electricity, Mechanical Drawing, and Machine Shop are open to men who are engaged in the work of these respective fields. Others are eligible to enroll in the class if any of these courses of instruction deal with information that is supplementary or an advantage to their regular work.

According to the regulations for allotment of the Smith-Hughes' funds by the federal government, these courses are for the improvement of men who are engaged in a trade or industry. They are not training classes for those who might wish to take up a new field of work.

Workmen over sixteen years of age who are not in day school are eligible for the class in Foods and Clothing.

The registration for these classes will be held at the high school in Study A, Monday, October 31, at 7:00 o'clock P. M."

Inquiry reveals that the above class work was very satisfactory in Butte, and that these classes were repeated and others added.

GREAT FALLS CITY FOR CLER

Great Falls is a city alert to many types of education. This is the only city in Montana which can boast of a million-dollar high school building. In a letter from Superintendent Irving W. Smith, of that city, under date of August

4, 1933, he says in part, that he has found it unwise to attempt an educational program until there is a demand for it. The demand in Great Falls came not from the "schooled", but rather from those who felt that, they were uneducated because they were not thoroughly schooled; not from men but from women living restricted "dish pan" lives; teachers who felt the need of raising their rating a little higher; stenographers, matrons and others. They wanted instruction in homemaking, though many of them were grey-haired, and had more hope than prospect of practical application.

For several years in succession classes were offered for adult women, embracing short-time courses in cooking, entertaining, dressmaking and re-making, millinery, buying for the home, parenthood, the pre-school child and the adolescent. Last winter there were demands for more advanced courses, and such were offered in budgeting, household economy and mental hygiene. Courses in practical chemistry were given, primarily for student nurses in the local hospitals.

A number of study clubs flourished also. They devoted their study to such subjects as pediatrics, travel, music, literature, poetry, drama. The school seems to stimulate these clubs, as members of the faculty are found in each club, and the programs are often by school people. During the winter, Superintendent Smith conducted a class in mental hygiene, and also gave a course of twelve lectures to the Sunday School teachers under the auspices of the ministerial

association. Attendance varied from 125 to 175, depending upon the weather and the interest.

In parent's clubs studies have been made of Pre-school Roundup, Diet for Children, Habit Formation, Socializing the Individual Child, School Marks, How the School Can Assist the Home, How the Home Can Assist the School, The Influence of Movies, and other kindred subjects.

Mr. Smith sees in these projects an education of teachers in problems of the parent and the education of the parents in problems of the school. The sense of mutuality has been decidedly illuminating and beneficial.

LEWISTOWN CITY SCHOOLS

Lewistown City Schools have been doing considerable adult education work for a number of years. Superintendent C. G. Manning, who is also Principal of Fergus County High School states in a letter of July 25, 1933, that for the past seven years classes have been conducted in Religious Education, Modern Economic and Social Problems, Russia Past and Present, and Problems of Modern Education. Not all of these have been conducted each year but one or more has been carried on all the time.

They had no formal enrollment and did not check the attendance each time, but the average attendance was about seventy-five. As a rule the classes met twice each month for a period of two hours.

Classes in Religious Education met each Sunday for one and hours for a period of three years.

Mr. Manning did not use text books or formal printed matter, but he used his own notes and assigned reading from books, magazines and papers found in the public and school libraries. No credit has been given for the work, with the exception of one year when the work did apply upon the requirements for elementary teachers who desired an increase in salary.

There has also been some fine educational work done in Lewistown in the Parent-Teacher's Association, in the Service Clubs and in the Women's Clubs, much of which has been directed by Mr. Manning. This work has already been discussed in previous chapters and will not be repeated here.

KALISPELL

At Kalispell, Superintendent Swetland conducted classes in child psychology for two or more years. The references used were Psychology of Adolescence by Brooks and a similar book by Hollingsworth. This was conducted under the Extension Department of the Montana State College, in ten-week terms.

Anaconda conducted some classes in chemistry for the nurses in the hospitals, and also some classes in mineralogy for men in the smelters.

In Miles City last winter the auto mechanics instructor

of the Custer County High School conducted a class in auto-mechanics for women. The class met once a week for nine weeks and ten women were enrolled. The course combined lecture and laboratory work.

Adult education work in Helena, in Missoula, and in Billings has already been discussed in the chapters on Smith-Hughes' work and Parent-Teacher's Association.

Aside from the above, few or no schools are taking an active part in adult education in the State of Montana.

CHAPTER IX

POST GRADUATE STUDENTS

There has arisen in Montana, as probably in other states, a group of young people generally known as Post Graduate Students, who are presenting an adult educational problem.

Due to the increasing desire for continued learning beyond the high school, which is now aggravated by the unemployment situation, there are many young men and women who are entering the high schools as post graduates.

Many high schools have them in such numbers that much new equipment is needed, and in some cases additional faculty members and more floor space.

There are differences of opinion regarding their right to continue in school. Some contend that they have had their opportunity to learn at public expense, and that if they continue in school, they are infringing upon the rights and time of those now of high school age, as well as adding to the tax burden. Some find them an added disciplinary problem, feeling and acting as though they were superior to the regular high school students, and as though they were not subject to the directions of the high school faculty in the same sense as are high school students.

However, such reports are very few, and in general the post graduate is welcomed back into school by the faculty. Their voluntary return usually signifies that they are

really desirous of learning, and their example has a salutary effect upon the regular student. Being more mature they learn better and thus set a pace for the brighter students, which adds zest to the recitations and school work. Ofttimes they are helpful as secretaries, as leaders of clubs or groups, as teacher assistants, or for short periods of time as substitute teachers.

In general the return to the high school after graduation has received such favor, that the number is increasing yearly. H. P. Moe, High School Supervisor in 1932-33 reported that in that year there were 1115 post graduates in attendance in the various schools in the state of Montana. H. P. Moe who probably had a better opportunity to study this question than any other person in the state expresses himself as being very much in favor of the program of providing continued education in the high schools for these post graduates. In a personal letter of July 27, 1933, he says:

"I am strictly for this program. My reasons can be given in part as follows:

1. Many students cannot afford to attend college, and if any additional training is to be secured it will have to be through the special courses offered in high schools.
2. Many students unfit for college courses may be given ample training for a vocation, in high school at less cost to the student and taxpayers.
3. Many students may have graduated from high school not prepared to enter college but now wish to make up the deficiency.

4. Many students are now enrolled in college who should not be there. These students are using taxpayers' money for something that will be of little benefit to them. It would cost less to take care of these in high school; and would assist the colleges in their difficulty with weak students."

It is noticeable now that many graduates of high schools who in normal times would accept positions at once, now find no opportunity to do so, and rather than waste their time, or worse, to form habits of loafing, they return to school to continue their education. The action is very creditable and schools should adjust their budgets to take care of them, if at all possible.

It is a phase of adult education that is becoming a challenge to the public, and this return to the high school is receiving general encouragement, and may pave the way ere long to the establishment of the Junior College.

INDIAN EDUCATION

1. Browning
2. Hardin
3. Crow Agency
4. Polson

CHAPTER X

INDIAN EDUCATION

Browning Schools Plan Program⁶¹

In a survey of the Indian education of Montana perhaps the outstanding piece of work is being done by the Browning Schools under the direction of Douglas Gold, Superintendent of Schools, at that place. As winter approaches most of the Indians move into the settled communities and without any program prescribed for them they present much of a problem.

Superintendent Gold went to Washington, D. C. in the winter of 1911 where he presented his problem and plans to the proper officials in charge of Indian affairs. His request was favorably acted upon and they gave him financial assistance and sent Cora Wilson Stewart who is the authority on Adult Indian Education in the Department of Indian Affairs at Washington, to Browning to assist in organizing the adult Indian education program there. She furnished some of the fundamental ideas but not being acquainted with the local situation at Browning her real assistance in the problem was limited.

The Browning schools and the Indian Agency cooperate in the educational program. Education in these schools is limited to the illiterates among the Indians, those who can not read or write. Schooling is offered to them for about

61. Interview with Superintendent Douglas Gold, August, 1933.

one-half day and then they are given work for one-half day at the Indian Agency, such as painting and otherwise repairing and cleaning buildings together with numerous other tasks that are found in connection with the Agency work. The Indians are fed and the men are paid one dollar for the half-day work and the women paid seventy-five cents, the wages being paid mostly in food, clothing, and other supplies.

In assigning work preference is given to those Indians who are in school, which furnishes another inducement to them to attend school.

During the season about two hundred are enrolled in the various schools throughout the district ranging in age from 20 to 70 years though most of them range from 20 to 45. Seventy-five of these are in the Browning School and the others attend at the school most convenient for them. School is held in six different schools throughout the district for a period of two months. Younger Indians and those who show promise are taught reading and writing and the older folks are taught basket weaving and other hand work. Some splendid basket work is done by some of the Indians of which they are justly proud.

Country Life Reader is used for the reading work and seems to be especially adapted for this work, having been compiled by Cora Wilson Stewart.

The Indians are best taught by grouping them at tables which are arranged about the gymnasium, ten or twelve at a

table and a teacher placed in charge of each group. The work is often interesting but is quite trying upon the teacher.

Out in the rural districts school is held for the children from 8 a. m. until 2 p. m. allowing one-half hour for lunch and then the adults attend school from 2 to 5 p. m. and again from 6 to 8:30 p. m., the children being cared for by one of the teachers while the parents are in school.

The total cost of this school is about four thousand dollars per year, fifteen hundred of this cost being contributed by the government and twenty-five hundred by the Browing school district. Teachers are paid for their services, generally, though many do volunteer work. Many competent married women of the community make valuable contributions. Certificates are presented to those who reach a certain proficiency and the presentation is made an outstanding event.

Another outstanding piece of work in the school program is the One Week Short Course Fair which is held during the last of February. This fair attracts people from all over the reservation and further and is usually attended by at least 1000 people.

The school plant has a gymnasium and an auditorium in the center of the building and arranged around these are many class rooms. During the week many exhibits are on display in the gymnasium, which is separated from the auditorium

by folding doors. The exhibit consists of school work, club work, and various other things, also machines by the business people.

The class rooms are arranged for group lectures and for motion pictures provided by the Park Service, College Extension and State Health Service, Game Service, Tuberculosis Work, and by various Industrial concerns.

Lectures are obtained at small cost from the various departments who deliver some splendid lectures in the auditorium usually in the evening.

During the morning session there are usually about 150 outside people present which together with the 250 high school students make four hundred. Probably 750 attend the motion pictures and other groups in the afternoon, and in the evening during the lectures in the auditorium the attendance usually reaches 1000.

Aside from the above, the Browning schools offer unit courses to the adults of the community in Auto Mechanics, Cooking, Sewing, Home Making, Industry and Child Hygiene. Attendance in each group is usually 16 to 20 and they continue for 144 hours.

Crow Indians Educated Incidentally⁶²

Adult Education among the Crow Indians in Big Horn Coun-

62. Interview with Principal W. W. Magnuson, Crow Agency, August, 1933.

ty is done almost entirely from the Indian Agency. A person is employed at the agency to give instruction to the Indian farmers and generally assist them in their farming and marketing operations. Group meetings are frequently held and the various problems talked over. This agent also travels over the reservation giving advice and counsel where he deems it will benefit. Another person advises and works with the Indians concerning their timber lands and the wood which they cut. Still another has charge of the irrigation projects and advises, directs and assists the Indians in the irrigation of their crops. A nurse is also provided by the Agency who looks after the general health work of the Indians. She holds meetings at which the Indians gather and listen to instructions regarding matters of sanitation, child health, and other health subjects. She also travels over the reservation making visits at the homes, giving aid, and advising and in many ways contributing to the general health welfare of the Indians there.

Much adult education is carried on by the white women's and the Indian women's clubs. Much information is gathered by the women at these clubs, of a general and local nature so that they are being educated without thinking of it as such.

Probably if it were made known as adult education it might alarm them, or arouse resentment and be less effective.

* CHURCH ADULT SCHOOLS



- | | | |
|--------------------|------------------|-----------------|
| 1. Culbertson | 27. St. Ignatius | 53. Great Falls |
| 2. Seeby | 28. Missoula | 54. Fort Benton |
| 3. Red Stone | 29. Stevensville | 55. Denton |
| 4. Opheim | 30. Drummond | 56. Lewistown |
| 5. Glasgow | 31. Hall | 57. Hobson |
| 6. Hinsdale | 32. Philipsburg | 58. Buffalo |
| 7. Saco | 33. Anasconda | 59. Niehart |
| 8. Chinook | 34. Butte | 60. Harlowton |
| 9. Havre | 35. Dillon | 61. Lavina |
| 10. Big Sandy | 36. Sheridan | 62. Roundup |
| 11. Shelby | 37. Ennis | 63. Winnett |
| 12. Sunburst | 38. Lucecock | 64. Richey |
| 13. Browning | 39. Pine Creek | 65. Fairview |
| 14. Columbia Falls | 40. Livingston | 66. Sidney |
| 15. Whitefish | 41. Bozeman | 67. Glendive |
| 16. Kalispel | 42. Three Forks | 68. Wibaux |
| 17. Coners | 43. Whitehall | 69. Miles City |
| 18. Libby | 44. Clyde Park | 70. Forsyth |
| 19. Troy | 45. Townsend | 71. Ashland |
| 20. Thompson Fls. | 46. Boulder | 72. Hardin |
| 21. Plains | 47. Helena | 73. Huntley |
| 22. Paradise | 48. Cascade | 74. Billings |
| 23. Rollins | 49. Augusta | 75. Laurel |
| 24. Superior | 50. Choteau | 76. Reed Point |
| 25. Polson | 51. Valier | 77. Fromberg |
| 26. Ronan | 52. Dutton | 78. Bridger |
| | | 79. Red Lodge |

*Taken from Dr. Clifford's itinerary for 1935-36.

CHAPTER XI

CHURCH STUDY IN MONTANA

Churches at the present time are giving more and more thought to adult education. Adults are becoming more interested in further education than ever before in American History. Churches are becoming cognizant of this attitude on the part of adults.

One significant development in the field of inter-denominational cooperation is in the field of leadership training. There are now forty-three denominations cooperating in Standard Leadership Training. Over sixty courses have been developed for the training of different types of adult leadership, with universal requirements. The International Council of Religious Education, 203 North LaSalle Avenue, Chicago, Illinois is the correlating agency.

These courses cover wide range of leadership opportunity, for example, in helping leaders to learn how personality grows, in providing guidance in the Old Testament and the New Testaments, the Life of Christ, how the Bible developed, what the Message and Program of the Christian Religion are, helps in worship, guidance in learning how to teach children religion, parent's courses, how to teach young people in Church schools and Ypworth Leagues, religion, how to teach adults religion, recreational leadership, courses in drama as a means of religious education, and many other courses.

Montana is cooperating in this program of adult education and leadership training. For the past three years a Director of Religious Education has been maintained in this state sharing him with two other states. This fourth year the director is giving full time to Montana and this is the only full-time worker in the state of any denomination.

In September a conference was held in Spokane, attended by all the District Superintendents of Montana, Idaho, Washington, and Oregon, besides other selected leaders. This three-day conference was in charge of Dr. W. F. Forsyth, who heads the Methodist Leadership Training Department of the Methodist Board of Education.

Immediately following this conference, the Director and District Superintendents of Montana planned ten Program-Building Conferences across Montana. There are three districts in Montana with a superintendent over each, and these were divided in ten sub-district groups. To these were invited the pastors and selected laymen. In many of these groups there was a hundred per cent attendance. A permanent chairman was elected for each group of those attending. As a result of these conferences the following goals were adopted for the coming year:

- I. To increase Church and Sunday School attendance and enrollment.
- II. Do something about Home and Parenthood.
- III. Have a part in solving Social and Economic Problems.
- IV. Work Together on Program of Standard Leadership Training.⁶³

63. Communication from Dr. C.D. Clifford, December, 1933.

All the above are emphases on ADULT EDUCATION.

Dr. C. L. Clifford of Kalispell who is the Director of Religious Education in Montana issues bulletins directing the study in this state. The three District superintendents are superintendents of religious education in their districts. Then the group chairmen assist in directing the educational activities in their sub-districts. This makes a rather complete set-up, with close contacts with every charge.

Dr. Clifford, as Director has prepared a schedule which takes him to every part of the state, and which requires his traveling throughout the entire year. His activities at the various cities include sermons, discussion conferences, program building, institutes, evangelism, training schools, coaching conferences, as well as numerous other duties of a special nature.

The above study makes it evident that the Church in Montana is alive to the need of adult education in these changing times, when institutions are "Adult Run", and that they have arisen to the occasion, and that under the able leadership of Dr. Clifford they are making real progress.

CHAPTER XII
STUDY AMONG LABORERS
UNITED STATES FOREST SERVICE

In the wooded Northwest the work of the United States Forest Service is important. In those states where the extensive forest areas are found, the business of caring for them calls for many well informed and well trained men. In Missoula the Forest Service offices are housed in a commodious new, fireproof building, quite well equipped for this department.

W. E. White is in "Charge of Training" in this Forest Service and his territory includes Northern Idaho and all of Montana. His duties are to see that men who are sent into the forests are trained for the particular work set apart for them to do. His work is adult education among these forest workers.

Through a number of years he has had charge of the training of 1200 to 1300 men each spring to go into the woods on look-outs and to act as smoke chasers. Many of these were trained in groups in conferences or schools lasting through several days or weeks or were trained by foremen who were trained in training camps. As the forest work is changed his training plans must be changed.

In 1932 the conference method of training foremen was

64. Interview with W. E. White, Missoula, July, 1933.

tried in conjunction with the vocational educational department at Helena. The school or conference was held in Kalispel during the month of February and 15 to 18 men were trained for foremen.

Each year much of this training is taken through correspondence courses which have been arranged by Mr. White. About 200 men took this correspondence work last winter, taking courses in Foremanship on Fire; Road Policy; How to Train Guards; Game Management; and Forest Entomology.

During this year a new problem is presenting the Training Department since the thousands of boys in Citizens Conservation Camps have been sent to them to train to be useful.

About 250 to 300 men were first trained to be Camp Superintendents and Foreman. In connection with the training of these men this spring, special instruction was given regarding the blister rust by Tom Watson, who is supervisor of Industrial Education, in this Northwest. The blister rust is especially prevalent during recent years and has caused the death of many pine trees in our National forests. He spent one week in the conferences here and his line of information was especially valuable to the foremen and to some of the chiefs-of-staff as well.

Study of the boys, known as C. C. C.'s, revealed that a different kind of foreman was needed. Heretofore the foremen had men hired to do a particular job, and if they could not be easily trained they were discharged. Now the situa-

tion is exactly the reverse. The president has ordered these men sent in to do this work for social reasons. The job has been created for the boys, and the foremen must be trained to teach these boys to become useful citizens. The foremen will need to be sympathetic with the boys but must not carry it to the point of sentiment. They must be "man" enough to gain their respect.

Reports show that during the first few weeks there was homesickness and much appearance of unfitness for the new tasks. Many of the boys mistrusted the foremen and there was general dissatisfaction. Mr. White sent out further instructions regarding the training, and made frequent journeys into the camps. The boys were taught to do simple tasks and taught wood-lore; they became adjusted to their surroundings, skilled in their tasks, developed feelings of confidence in the foremen and quite satisfactory conditions now prevail.

ORGANIZED FIRE DEPARTMENTS



- | | | |
|-----------------|--------------------|-----------------|
| 1. Anaconda | 28. Columbia Falls | 55. Hardin |
| 2. Antelope | 29. Coffee Creek | 56. Harlem |
| 3. Bainville | 30. Conrad | 57. Havre |
| 4. Baker | 31. Culbertson | 58. Harlowton |
| 5. Basin | 32. Cut Bank | 59. Helena |
| 6. Bearcreek | 33. Darby | 60. Hilger |
| 7. Belgrade | 34. Deer Lodge | 61. Ingham |
| 8. Belt | 35. Denton | 62. Hinsdale |
| 9. Big Sandy | 36. Dillon | 63. Hobson |
| 10. Big Timber | 37. Dodson | 64. Hysham |
| 11. Billings | 38. East Helena | 65. Ismay |
| 12. Donner | 39. Ekalaka | 66. Joliet |
| 13. Boulder | 40. Eureka | 67. Joplin |
| 14. Bozeman | 41. Fairview | 68. Jordan |
| 15. Bridger | 42. Forsyth | 69. Judith Gap |
| 16. Broadview | 43. Fort Benton | 70. Kalispel |
| 17. Brockway | 44. Froid | 71. Kevin |
| 18. Browning | 45. Fromberg | 72. Lambert |
| 19. Butte | 46. Gardiner | 73. Laurel |
| 20. Cascade | 47. Geraldine | 74. Lavina |
| 21. Centerville | 48. Geysers | 75. Lewistown |
| 22. Chester | 49. Glacier Park | 76. Libby |
| 23. Chinook | 50. Glasgow | 77. Lima |
| 24. Choteau | 51. Glendive | 78. Livingston |
| 25. Circle | 52. Grass Range | 79. Malta |
| 26. Clyde Park | 53. Great Falls | 80. Manhattan |
| 27. Columbus | 54. Hamilton | 81. Meaderville |

ORGANIZED FIRE DEPARTMENTS

- | | | |
|-------------------|-------------------|---------------------|
| 82. Medicine Lake | 99. Red Stone | 116. Three Forks |
| 83. Melrose | 100. Richey | 117. Townsend |
| 84. Melstone | 101. Ronan | 118. Troy |
| 85. Miles City | 102. Rosebud | 119. Twin Bridges |
| 86. Missoula | 103. Roy | 120. Two Dot |
| 87. Moccasin | 104. Roundup | 121. Valier |
| 88. Moore | 105. Ryegate | 122. Virginia City |
| 89. Musselshell | 106. Saco | 123. Walkerville |
| 90. Nashua | 107. Scoby | 124. Westby |
| 91. Niehart | 108. Shelby | 125. Whitefish |
| 92. Phillipsburg | 109. Sheridan | 126. Whitehall |
| 93. Plentywood | 110. Sidney | 127. Whi. Sul. Spr. |
| 94. Plevna | 111. Somers | 128. Wibaux |
| 95. Polson | 112. Stanford | 129. Wilsal |
| 96. Pony | 113. Stevensville | 130. Willow Creek |
| 97. Poplar | 114. Sumatra | 131. Winnett |
| 98. Red Lodge | 115. Terry | 132. Wolf Point |

Taken from 18th Annual Report of the State Fire Marshal, 1930-31.

FIREMEN'S SCHOOLS

Located in all the cities of the state are organizations of firemen who are entrusted with the responsibility of preventing and checking fires in their localities. Firemen realize that they must be efficient, and in order to keep up with the latest in handling of equipment, ideas and methods of procedure they have frequent schools and conferences.

The firemen at Missoula⁶⁵ have a two-hour session once every week in which lectures are given on new ideas, and in which they are further instructed in the handling of apparatus.

There are eighty organized fire-departments in the state of Montana consisting of groups of men ranging in number from 25 down to six or seven.

Each of these groups has some form of school which they hold for the education of the members at intervals of once per week to once per month.

In addition a firemen's convention is held in some city in the state each year, to which delegates are sent. In this year, 1933, the convention was held in Havre on July 20, 21, and 22.

On August 7, 8, and 9 of this year a Fire School is⁶⁶

65. Interview with Chief, Missoula Firemen, July 1933.

66. Printed program Fire School, Montana State Firemen's Assoc. August 7-8-9, 1933.

planned to be held in Bozeman. This school will probably be attended by 50 to 100 firemen who attend as delegates from the cities of the state. This fire school is held under the direction of the Department of Architecture of the College of Engineering with the cooperation of the Montana State Firemen's Association and Board of Fire Underwriters of the Pacific. The Montana State College is sponsoring this school as a part of their extension program.

At the request of the Montana State Firemen's Association at their convention in 1930, the Extension Division of the College of Engineering has each year since then conducted a school for the instruction of their firemen. The association appointed a committee who has charge of the general supervision of the conduct of the school and assumes the financial responsibility. A registration fee of three dollars is paid by each registrant.

Lecture periods will be fifty minutes or practically the same as regular college course class periods. Forty minutes will be allowed for the lecture and ten minutes for discussion. In the afternoon, demonstrations and problems will be given to illustrate the subject matter covered in the lecture.

On Wednesday afternoon an examination will be given, and a certificate will be given to all who complete the course in a satisfactory manner. In arriving at grades, 60% will be allowed for the examination, 50% for the Attendance and

and 10% for punctuality.

Lectures and courses, will be given by President Alfred Atkinson; A. M. Cobleigh, Dean of College of Engineering; A. R. Flew, Professor of Architecture; L. D. Conkling, Professor of Civil Engineering; and Eric Therkelson, Professor of Mechanical Engineering.

Therkelson will give courses on the Automobile Motor, Gas Engine Demonstrations, Fire-Fighting Pumps, Pump Demonstrations, Ventilation of Fires, and Ventilation Demonstration. Conkling's courses cover Facts About Water, Hydraulic Problems, Nozzles, Discharge Problems, and Fire Streams.

Cobleigh will give courses in Elementary Chemistry, Combustion and Extinguishing Fires.

W. G. Brooks, Ex-State Fire Chief will demonstrate Chemical Fire Extinguishers.

MISSOULA GARAGE MEN

In Missoula another instance of the desire of adults to go to school was noted in the school of auto mechanics which was held there during the winter of 1933. The Vocational Education Department in cooperation with the city school system made the school possible. Mr. Lewis Minto of the Minto Welding and Machine Shop of Missoula promoted the school. He arranged with auto mechanics who were interested and they held two-hour sessions once a week in a large room above the Minto works. Different men took turns at teaching as Mr. Minto and the group selected them. It was generally recognized that certain of the men had specialties, so each was selected to teach his particular work. For instance, one gave demonstrations in welding, explaining as he went along the principles involved, the points of success to note and the dangers to guard against. Questions were asked, opinions expressed and experiences recounted so that most classes lasted much longer than the scheduled two hours. Whenever the nature of the work called for it they held their meetings in different shops so as to study the machinery, or equipment. The class had an enrollment of 79 and lasted for ten weeks. The teachers were paid \$1.50 to \$2.00 per hour from the state and federal funds. An enrollment fee of one dollar was charged each person and when there were additional expenses the men passed the hat and made up the amount.⁶⁷

67. Interview with City Superintendent Fee, Missoula, and Mr. Lewis Minto, Missoula, July 1933.

PART III

SUMMARY AND CONCLUSIONS

This survey was undertaken to determine what was being done with respect to adult education in Montana. Alderman's definition of adult education has been accepted, namely, "the education of those past the compulsory school age." The author has intentionally left out the regular work of higher educational institutions and libraries, assuming that their contributions to adult education are already well-known. The work of the Young Men's Christian Association and the Young Women's Christian Association and the Knights of Columbus were omitted because of difficulty in securing information.

That adults can learn even more effectively than children has been proven by experimentation. It is therefore appropriate that education be continued indefinitely during adult life.

The facts with respect to the types, nature and amounts of adult education now being carried on in Montana may be summarized as follows:

1. The Smith-Hughes Vocational Education has been considered as adult education. It is organized and given in 17 Montana High Schools. It reaches adults who have long been out of school, as well as high school students. For the year

1932, the high schools had a registration of 807; the School of Mines 101; and the Railroad Schools 80 to 100. Much of the cost of this work was paid from State and Federal Funds.

Cooperative Industrial Work was done in eight high schools in the state and 335 students were assisted. The cost of this education amounted to \$9,482.15, one-half of which was paid from Federal Funds and the balance from local funds.

2. Correspondence Study reaches many more adults than does the Smith-Hughes Work. The State University had an enrollment of 923 correspondence students during the year April 1, 1932 to April 1, 1933. The Eastern Montana Normal School in extension and correspondence has an enrollment of 100 or more each year. The State Normal College for many years enrolled 900 to 1,200 teachers in correspondence study. Since 1927 the number has been restricted to about 300 students. Formerly extension classes were also given in Butte. The Montana State Agricultural College has 1,409 men and 1,337 women as voluntary community leaders actively engaged in carrying on their extension program among adults. The leaders visit homes, give instruction in irrigation, farming methods, care of stock and poultry, home problems and so on. For the year 1932-1933 these leaders made 15,424 farm visits and 5,021 home visits. They held 176 training meetings and 2,001 demonstration meetings with a total attendance of

44,365. They conducted 274 tours. Local leaders held 1,387 meetings.

In addition, the Four-H-Club leaders numbered 305 men and 816 women. They held 107 training meetings for local leaders attended by 1,778 adult leaders. These leaders held 3,696 meetings which were attended by 46,112 people. Since their work deals fundamentally with the education of children it is not emphasized here.

3. Parent Teachers Associations number 73 locals scattered in 34 towns and cities. The total membership of 4,626 is made up of men and women who are interested in school and other problems. Their programs, usually given once a month, are educational.

4. Federated Women's Clubs number 105 in Montana and have a membership of 5,000. They have committees working in art, civics, civil service reform, conservation, education, economics, social conditions, legislation, literature, music, and health. Their programs deal with these fields and prepare the members for participation in a great variety of activities.

5. The Masonic Lodge has 118 organizations in the state with a membership of over 20,000. Meetings are held semi-monthly. Many of their programs deal with problems of public schools and their support. They stress good citizenship, character and community welfare.

6. Service Clubs are engaged in various types of edu-

education through the meetings of their membership. Their regular meetings are held once a week. Their membership is made up of all occupations. Their programs deal with all subjects except religious and political and they may even deal with many of these provided they are not considered in the spirit of partisanship.

The Rotarians have 18 organizations ranging in membership from 20 to 100. Outside speakers who are authorities in their fields give addresses. Much attention is given to community welfare.

The Lions Clubs and Kiwanis Clubs have 25 and 17 clubs, respectively, in the state and are engaged in similar activities.

7. American Legion Posts in Montana number 98 and are scattered over the state. They urge the education of both the youth and the foreign-born. Many posts sponsored school awards, essay contests, and visitation of schools. They promoted flag education, observed National Education Week, and conducted citizenship schools. They attempted to counteract Communism. They furnish speakers on Americanization to schools, lodges and clubs for special occasions.

8. Special Adult Study Classes are being conducted in 9 Montana Schools. Classes under the direction of the superintendents are being held in such subjects as mechanical drawing, machine shop, mathematics, electricity, meter construction, foods, clothing, hygiene, short-story writing and many

other subjects. Much of the success depends upon the leadership.

9. Post Graduate high school students are increasing in number. In 1932-33 there were 1,115 in Montana high schools. Generally, when space and equipment are sufficient they are encouraged to attend.

10. Adult Indians are being encouraged to attend school. Browning Schools have done most in Indian Education, but teachers, agents, and nurses on other reservations are constantly carrying on educational work.

11. Churches in Montana are conducting adult education classes in addition to usual church schools and services. Dr. Clifford worked in 79 cities during 1933-34 holding services in schools lasting from 1 to 5 days at each place. Attempts are made to develop intelligent leadership among church workers.

12. Laborers see the need of continued education. Forest Service heads are holding schools to train their foremen and superintendents to handle the different type of employee, and to combat the forest fires, the blister rust and other tree destroyers. Organized Fire Departments numbering 132 in Montana hold classes from 1 to 4 times monthly, in addition to the annual school at the Montana State College. Missoula Garagement numbering 79 held classes for ten weeks during 1932-33, acting teacher in turn, each teaching his specialty.

This survey reveals that there is a demand among Montana adults for continued education. It also enumerates many projects in adult education that are being carried on. At the present time there is a lack in organization and of funds.

Recommendation

In order that the adult education may become more unified in the state, and that there may be more stimulation and guidance, the following organization plan is suggested as a tentative procedure until funds permit a better:

1. It is recommended that Montana be divided into districts for the promotion of adult education.
2. That the same district plan be used as is now used by the Montana Education Association.
3. That the President of the Society for the study of Education be made the state leader.
4. That a district leader be selected in each district.
5. That a local leader be selected in each recognized local of the Montana Education Association.

Local leaders should direct activities in their local and should study local problems and suit their adult education program to the needs of their community.

This plan provides a centralization of all state activities in adult education, and also permits of numerous district and local organizations. This furnishes a central driving and inspiring power, yet brings in much individual-

ity and flexibility. Such plan should result in cooperation, and a gradual coordination of energies.

A more permanent and effective organization to promote adult education will be possible when the federal government recognizes adult education as a national problem and furnishes federal funds and federal leadership.

ADULT EDUCATION IN MONTANA

Bibliography

- Alderman, L. R., Public Education for Adults, U. S. Bulletin, 1927, No. 18.
- Alderman, L. R., Public Evening Schools for Adults, U. S. Bulletin, 1927, No. 21.
- Alderman, L. R., Adult Education During Biennium 1926-28, U. S. Bulletin, 1929, No. 23.
- American Legion, The Americana, Vol. I, p. 527.
- American Legion, Summary of Proceedings of 14th Annual National Convention, p. 25, 26.
- American Legion, Nelson's Perpetual Loose Leaf Encyclopedia, Volume I, p. 209.
- Chapman, Paul W., State Director Vocational Education, Georgia, Convocation Address, State Agricultural College, Fort Collins, Colorado, June 18, 1932, p. 6.
- Chamber of Commerce, Illiteracy and the 1930 Census, Chamber of Commerce of the United States, 1926, Washington, D.C.
- Dorsey, Susan A., What California is Doing in Adult Education, N. E. A. Proceedings, N. 69, '31, p. 323.
- Fisher, Dorothy Canfield, by Stop Learning, 1927, Harcourt, Brace and Company.
- General Federation of Women's Clubs, Americana, Vol. 29, p. 467.
- Grand Lodge, Ancient Free and Accepted Masons, Montana 1928 Proceedings, p. 37.
- Gray, W. S., Gray, Hil Lou, and Tilton, J. W., Opportunity Schools of South Carolina, p. 137, p. 141.
- International Association of Lions Clubs, Official Proceedings Sixteenth, 1931, pp. 147, 340, 344. The Frontier Press Co., Buffalo, N. Y.
- Journal of Adult Education, American Association for Adult Education, Philadelphia, Pa., 1215 Cherry Street.

- Kiwanis International, Americans, Vol. 16, p. 468.
- Kiwanis International, Proceedings, 1932, p. 150.
- Lions International, Lincoln Library of Essential Information, 1931, p. 2101.
- Masonic Study Syllabus, National Masonic Research Society, St. Louis, Mo.
- Matson, Enor K., Address to Rotary District Meeting at Livingston, May 1933.
- Moore, M. P., Unpublished reports and letters from Vocational Education Department in Montana, 1933.
- Montana, Educational Directory, 1932,33. p. 5.
- Montana Federation of Women's Clubs, Bulletin Twenty-fourth Convention, August 1, 2, 3, 4, 1932, p. 2.
- Montana Federation of Women's Clubs, Directory 1932-33.
- Montana Normal College, Bulletin, New 52, Correspondence Courses, 1932.
- Montana Parent-Teacher, April 1933, pp. 9, 13.
- Montana Parent-Teacher, May 1933. p. 8.
- Montana School Laws, 1931, pp. 144, 145.
- Montana State College, Outlines of Montana Extension Organization, December, 1932.
- Montana State College, Report by J. S. Taylor, Director of Extension Service, August, 1933.
- Montana State Firemen's Association, Program of Fire School, August, 1933.
- National Congress of Parents and Teachers Association, Activities Projects and Program Making, 1932, p. 4.
- National Congress of Parents and Teachers, Bulletin, Through the Years, pp 36, 37, 55.
- National Congress of Parents and Teachers, Handbook for Parent-Teacher Associations, 1931, pp. 51,54,56.

- National Proceedings of Parent-Teacher Associations, 1932.
- National Recreation Association, Program Suggestions for the Enrichment of Adult Life, by National Education Association, Washington, D. C.
- Northern Montana College, Extension Service Bulletin, 1931-32.
- Rotary International, Synopsis of Rotary, p. 8.
- Stearns, Wm. F., Adult Education in Massachusetts by Massachusetts Commission on Enrichment of Adult Life, 1932. Boston, Massachusetts.
- Strong, Esther E., Adult Education in Virginia, University of Virginia Extension Department, Vol. XIII, No. 5, Nov. 1933.
- Stroop, Fred K., What New Members Should Know About Rotary, 1931.
- Studebaker, J. A., Des Moines Forum Experiment, School Life, May, 1933., Vol. XVII, No. 9.
- Tiego, Ernest W., Adult Education, N.E.A. Proceedings, No. 69, 1931, p. 317.
- University of Montana, Correspondence Study Bulletin, No. 319, 1931, p. 4.
- University of Montana, Statistical Report of Correspondence and Extension Study, 1932-33, by Professor Maddock.