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A REPORT TO PATRONS OF MEDICINE LAKE,
MONTANA, HIGH SCHOOL

by

VINCENT J. SMITH


B. S. Minot State Teachers College, 1951

Presented in partial fulfillment of the
requirements for the degree of
Master of Education

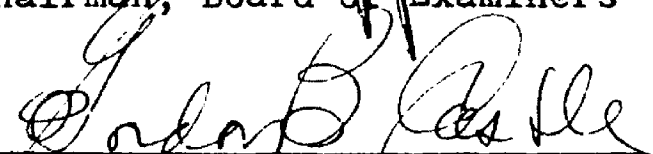
MONTANA STATE UNIVERSITY

1954

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CHAPTER I

INTRODUCTION

Interpretation of the school in terms which the public can understand has become a more and more important problem as our society has grown increasingly complex. If society is expected to support our schools enthusiastically, school administrators must accept this responsibility as a part of their work.

The primary purpose of this report is to compile such information as would be valuable in bringing about a better understanding of the Medicine Lake School in northeastern Montana, and its problems by the people of the Medicine Lake community to whom the school belongs. The recommendations included in the report were determined by following the processes and materials set forth in Evaluative Criteria, which assists in determining the characteristics of a good secondary school, helps to find practical means and methods of evaluating a school, and determines the processes by which a good school develops into a better one.¹ All members of the high school faculty participated in carrying out the evaluation process. From time to time differences of opinion

¹Cooperative Study of Secondary-School Standards, Evaluative Criteria, Washington, D.C., American Council on Education, 1950.

were evident; but in most cases a high degree of agreement concerning the weak or strong points of the school was found to exist.

To make this information available to patrons of the Medicine Lake School, the findings of the report were condensed into a thirty-eight page booklet, copies of which were presented to interested taxpayers and parents during the spring of 1954.

Recommendations in the report are included in this study in the hope that the school patrons will become more aware of the changes and additions which should be made to the school program to increase its effectiveness.

Reeder² expresses the thought that the people are stockholders in the school enterprise, and that they have the same right to be kept informed of this public possession as have stockholders in private business. School officials must help the people to become intelligently and completely informed of school affairs. If the people are taken into the confidence of the school officials regarding the purposes, the accomplishments, and the needs of the school, the school patrons are likely to become more sympathetic and understanding of the school.

Because school people have not kept the public fully informed about schools, many taxpayers do not realize that schools are changing rapidly. In the earlier stages of

²Ward G. Reeder, The Fundamentals of Public School Education, (New York: McGraw-Hill Book Company, 1941), p. 733.

development a school system was relatively simple in structure, and the problems were mainly those of teaching the basic skills of reading, writing and arithmetic. This system grew gradually to be more complex, as problems multiplied through the introduction of complicated financial procedures, numerous required reports, bonding and building programs which accompanied a much broader curriculum, school lunch programs, added transportation consideration, more student guidance and counseling, and special accrediting requirements.

The data contained in this report were procured from (1) attendance records, (2) student enrollment cards, (3) student guidance folders, (4) daily class schedules, (5) school annuals, (6) teacher transcripts, (7) teacher contracts, (8) school budgets, (9) superintendent's annual reports, (10) minutes of school board meetings.

Interviews were conducted with Mr. Lloyd Markell, County Superintendent of Schools, Medicine Lake, Montana, and each of the members of the senior class of 1954.

Since a frequent criticism of educators is that they use language not easily understandable by the average citizen, terminology used in this report is restricted as much as possible to the type used by people who are not specialists in the field of education.

CHAPTER II

ADMINISTRATION AND FACULTY

Elementary school district number seven, which is a third class district of Sheridan County in northeastern Montana, is the administrative unit for the Medicine Lake School. The board of education, composed of three members, formulates general policies, employs personnel, and has control of finance.¹

In 1952, district number seven and nine other districts combined to form high school district number seven, which was approved by the board of county commissioners that year. Two people from districts other than number seven were elected to serve with board members from district number seven on matters pertaining to the high school.²

The board of education employs a superintendent of schools and a high school principal who are responsible for making recommendations to the board and for operation of the school.³ A clerk is employed to carry out clerical

¹State Department of Public Instruction, School Laws of the State of Montana, 1953, pp. 42-43.

²Statement by Mr. Henry Jorgensen, Superintendent of Schools, Medicine Lake, Montana, May 2, 1954.

³State Department of Public Instruction, op. cit., pp. 180-181.

details such as keeping the minutes of meetings, issuing warrants, taking the annual census, circulating bond petitions, giving notice of annual election, issuing certificates of election, doing the school district bookkeeping, and handling the filing of reports.

More important than the school plant in the success of a school system, according to Kyte,⁴ is the teaching personnel. Good teachers were at a premium in the period following World War II, however, effort was made to obtain teachers with the necessary educational requirements and professional attitudes. Because of the acute teacher shortage a small number of teachers with special permits were hired. In 1951 a teacher with a full four-year course in elementary education was employed at Medicine Lake for the first time. Unfortunately the belief has been prevalent among laymen that elementary teachers need not be as capable, nor as well trained or remunerated as high school teachers. Pupils in the elementary grades are in their most formative years. They are gaining the skills and educational foundation on which all future training is built. Yet the acute shortage of competent teachers in the elementary grades continued because of lack of prestige (inadequate remuneration and increased demand) due to larger enrollments.

A part of the administrative policy at Medicine Lake is to promote teacher welfare and to maintain high teacher

⁴George C. Kyte, The Principal at Work, (New York: Ginn and Company, 1952), pp. 70-74.

morale. Effort is made to make the new teacher feel at home and wanted in the community and the school. Cooperation and teamwork in the faculty is stressed in faculty meetings and informal conferences in which daily problems are discussed.

The extent to which efforts to maintain high teacher morale and a high degree of teacher tenure in the school have been successful is evidenced by the fact that only four teachers left the Medicine Lake School system to accept positions in other schools from 1950-1954. During this time teachers were employed in twelve positions.

Teachers were procured from many areas and many schools. One-third of the teachers employed from 1950-1954 received their education in North Dakota or in Minnesota. Those teachers trained within the state represented each unit of the teacher-training institutions of the university system of Montana. Evidence that the Medicine Lake faculty is serious concerning its attitude toward the teaching profession and education is shown by the fact that the average amount of education of high school teachers in 1953-1954 was fourteen quarters, and the average in the elementary school was eleven quarters.

One of the greatest problems in hiring teachers has been the lack of suitable housing at a rental that teachers can afford to pay. This topic constitutes one of the first inquiries made by all prospective married teachers. Five years ago the school district built a teacherage and remodeled a previously acquired house. These two houses provide

for two faculty families, but if present housing shortages continue it will be necessary to acquire additional housing. Housing sometimes makes the difference between getting or not getting a valuable teacher.

CHAPTER III

SCHOOL FINANCE

Budgets for the elementary school and the high school must be submitted to and approved by the county budget board not later than the second Monday of each August.¹ The main purposes of a budget, as described by Mort and Reusser,² are to show the anticipated income for the year from each source, to estimate expenditures, and to estimate the amount of money to be raised from local sources, and to serve as an aid to the administration in conducting the school according to an accepted plan. The amount of each budget for the elementary school and the high school at Medicine Lake for the years 1950-54 is shown in Figure 1. The tax burden, in terms of mills levied on taxable property, is included in the figure. A part of this levy is on the entire county with funds allocated to each district according to a prescribed formula.³ County and local levies are limited by law with the provision, however, that local levies can exceed the fixed limit

¹State Department of Public Instruction, School Laws of the State of Montana, 1953, p. 59.

²Paul R. Mort and Walter C. Reusser, Public School Finance, (New York: McGraw-Hill Book Company, 1951), p. 161.

³State Department of Public Instruction, op. cit., p. 136.

FIGURE 1
BUDGETS AND MILL LEVIES, 1950-1954

	1950-51	1951-52	1952-53	1953-54
High school budget	\$33,261	\$35,731	\$47,251	\$52,354
Elementary budget	<u>31,160</u>	<u>37,182</u>	<u>36,600</u>	<u>34,900</u>
Total	\$66,421	\$72,913	\$83,851	\$87,254
High school levy ¹	14.4	20.	18.38	19.72
Elementary levy	<u>31.3</u>	<u>39.21</u>	<u>29.2</u>	<u>25.42</u>
Total	45.7	59.21	47.58	45.14

¹In mills.

if approved at an election by voting taxpayers.⁴

The sources from which funds were obtained from 1950 to 1953 for the operation of the school are shown in Figure 2. Prior to 1949 only a small amount of funds came from state sources; however, that year a law was passed setting up what is known as the foundation program⁵ under which the state contributed a greater share toward the support of the school and education. Income from state sources in 1948 was \$3,050 compared with \$11,337 in 1949, which indicates the increased amount of aid received from state sources in a one year period. The sources of income for 1953-54 were not included in Figure 2, as additional taxes were to be collected during the remainder of the year.

The tax burden on district number seven was eased further in 1952-53 when taxes for support of the high school were spread over the entire area of the newly formed high school district.⁶ The budget for 1952-53 exceeded the budget of the previous year by more than \$10,000; however, the total mill levy was reduced by 11.63, proving that taxpayers of district number seven benefitted from redistricting.

Without these two changes in the tax system, increased budgets would have placed an extremely heavy tax burden on district number seven. Figure 1 shows that the tax rate

⁴Ibid., p. 205.

⁵Ibid., p. 134.

⁶Statement by Mr. Henry Jorgensen, Superintendent of Schools, Medicine Lake, Montana, May 2, 1954.

FIGURE 2

AMOUNT OF FUNDS* RECEIVED FROM STATE, COUNTY, LOCAL,
AND MISCELLANEOUS SOURCES, 1950-53

SOURCE	1950-51	1951-52	1952-53
STATE			
High School	\$11,234	\$10,133	\$11,518
Elementary	13,205	13,661	18,108
	<hr/>	<hr/>	<hr/>
	\$24,448	\$23,794	\$29,626
COUNTY			
High School	\$13,659	\$17,303	\$16,447
Elementary	7,831	6,017	7,583
	<hr/>	<hr/>	<hr/>
	\$21,490	\$23,320	\$25,030
LOCAL			
High School	\$ 2,535	\$ 6,515	\$16,690
Elementary	11,537	18,343	16,248
	<hr/>	<hr/>	<hr/>
	\$14,072	\$24,858	\$32,938
MISCELLANEOUS			
High School	\$ 5,138	\$ 4,937	\$ 1,527
Elementary	2,052	388	1,229
	<hr/>	<hr/>	<hr/>
	\$ 7,190	\$ 5,325	\$ 2,756
TOTAL FUNDS RECEIVED	\$67,200	\$77,297	\$89,350

*Figures are rounded off to nearest dollar.

decreased very slightly from 1950-54, while the total budget increased \$20,833. Increased valuations, presented in Figures 3 and 4, were responsible for part of the reduction in levy, but the principal factor was the trend toward greater equalization in financial support of education. Figure 4 gives the valuations of high school district number seven for 1952-54, which were the first two years the new high school district existed.

FIGURE 3
VALUATIONS OF SCHOOL DISTRICT NUMBER 7, 1950-1954

Year	Assessed Valuation	Taxable Valuation
1950-1951	\$1,844,751	\$471,448
1951-1952	2,505,395	595,402
1952-1953	2,591,687	657,184
1953-1954	2,601,820	662,869

FIGURE 4
VALUATIONS OF HIGH SCHOOL DISTRICT
NUMBER 7, 1952-54

Year	Assessed Valuation	Taxable Valuation
1952-1953	\$7,895,572	\$1,789,569
1953-1954	7,904,613	1,906,651

CHAPTER IV

ADMINISTRATION OF HIGH SCHOOL PUPIL PERSONNEL

Enrollments. A study of enrollments for the years 1950-1954 indicates no fixed trend of increase or decrease. A small first grade in 1951-1952 was followed by a large first grade in 1952-1953, and a small first grade of 1953-1954 was to be followed by a large first grade in 1954-1955. During some years, the Homestead and Reserve Communities sent their seventh and eighth grade students to Medicine Lake. Because of a special tuition policy this arrangement was mutually satisfactory. Such pupils are able to take part in activities, such as band, at an earlier age than would be possible in their home school.

After 1951, reclamation and oil exploration activities brought about an increase in the number of people in Medicine Lake. These people were of the transient type, and few of them had children of school age. Although the effect of these people upon school enrollment has been negligible thus far, discovery of oil or further reclamation development could bring about an abrupt increase in enrollment. The new elementary school building, which was completed in 1954, was constructed in a way that will make additions easily possible if the need arises.

The enrollment in Medicine Lake High School changed very little over the four year period. In 1950-1951 the enrollment was at its highest for the period with 109 students as compared with 100 students in 1953-1954. These figures do not prove that there is a trend in the direction of a smaller number of high school students, as the total number of students fluctuated between 92 and 110 during the past ten years.¹ From 1950-1954 the Medicine Lake High School served an area which is not likely to be increased appreciably because of the location of other schools. With few exceptions, all pupils graduated from the eighth grade entered high school. Therefore, any increase in enrollment must come from an increase in population or birth rate. Latest statistics² on pre-school children indicated that an increased enrollment in the Medicine Lake School could be anticipated.

Source of Pupils. High school pupils at Medicine Lake are drawn from the entire southern half of Sheridan County. As is indicated in Figure 5, pupils come from nineteen school districts, some of them consolidated, and from adjoining counties. The proportion of enrollment from district number seven increased partly through consolidation with other districts and partly through a trend among

¹Medicine Lake High School Register.

²Statement on school census by R. H. Evans, Clerk of district number seven, Medicine Lake, Montana.

FIGURE 5
SOURCE OF MEDICINE LAKE HIGH SCHOOL STUDENTS BY
SCHOOL DISTRICTS

School District Number	Year			
	1950-1951	1951-1952	1952-1953	1953-1954
1	6	3	0	1
4	7	4	2	3
7	32	36	43	48
8	17	15	14	17
11	5	2	2	0
19			1	
23			1	2
38	5	3	3	3
41	7	7	7	6
46	0	1	1	0
49	4	5	7	6
51	5	3	3	2
57	2	1	1	0
58	1	0	2	0
66	6	7	5	7
69	2	4	4	4
73	4	1	0	0
Out of County	6	4	2	1
Total Pupils	109	96	98	100

farmers to take up residence in towns.

The neighboring communities of Dagmar, Homestead, and Reserve yielded a large proportion of pupils enrolled. In some years the Reserve district yielded over half as many pupils as district number seven.

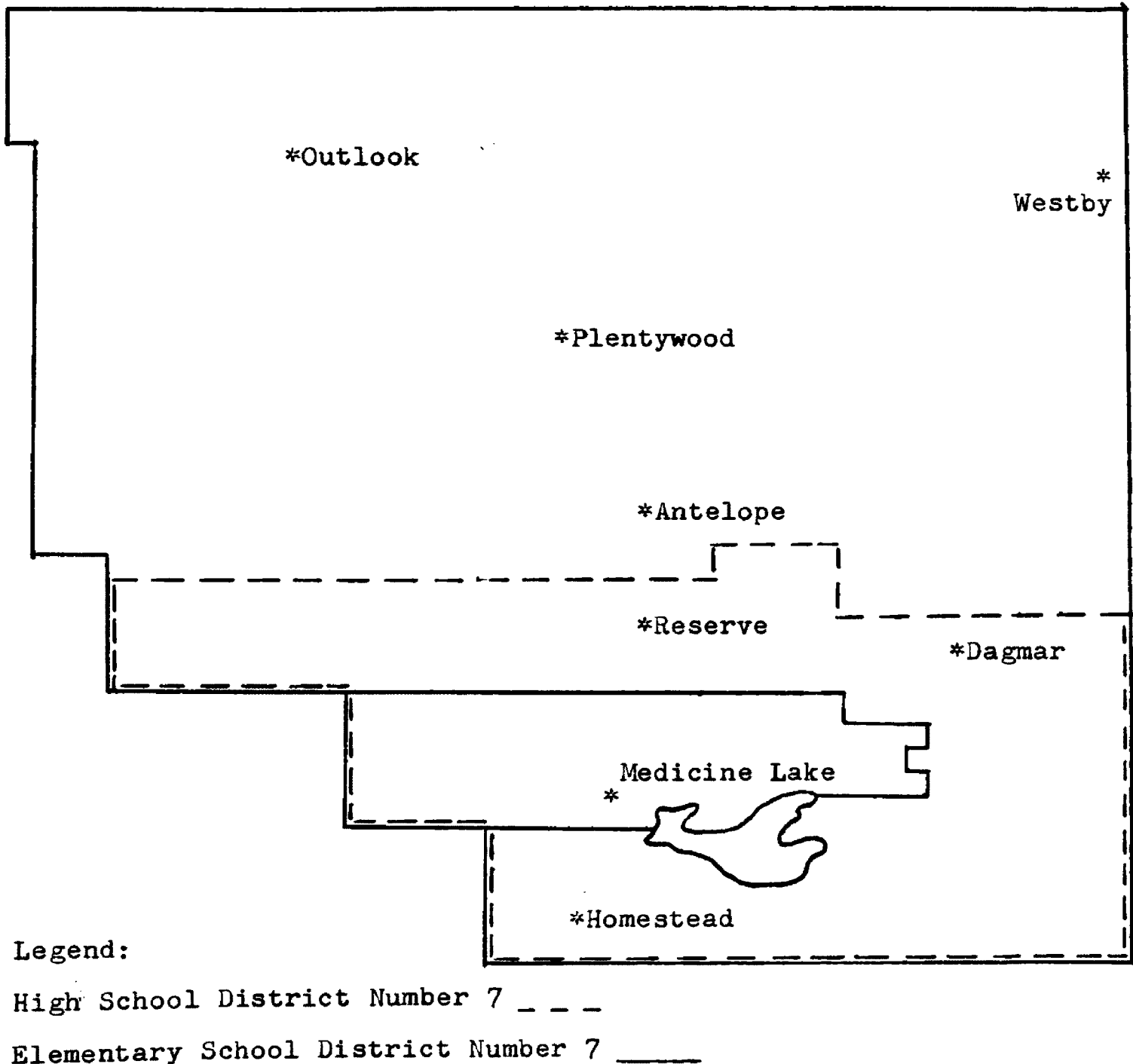
The figures shown on the source of high school pupils in Figure 5 had important implications from the standpoint of school finance and for the curriculum of Medicine Lake High School. The attendance of so many pupils from other districts was a strong argument for creation of a high school district to spread the cost of maintenance and operation over the entire area served. On the other hand the attendance of these pupils increased the amount of financial support from county and state sources and made it possible to employ more teachers and to broaden the curriculum, which benefitted district number seven.

In order that the mutual benefits of the present arrangement may continue, with pupils from adjoining rural areas and town contributing to the attendance and support of the Medicine Lake School, the administration followed a policy of promoting a feeling of good will in the entire high school district as shown in Figure 6. Through this policy the administration considered the outer areas in formulating policy and curriculum and encouraged the feeling that the school belonged to them.

Adjustment of School Program to Pupil Needs. Some of

FIGURE 6

GEOGRAPHICAL LOCATION OF ELEMENTARY AND HIGH SCHOOL
DISTRICTS NUMBER 7 IN SHERIDAN COUNTY,
MONTANA



the factors involved in determining how well a school program meets the needs and wishes of its pupils are: per cent of attendance, the school's holding power, and the continued education of its graduates.

Statistics in Figure 7 show that attendance was not below 94.8 per cent in the entire four-year period. Local school authorities worked on the assumption that pupils could not be taught unless they were in school, and a serious effort was made to keep attendance as high as possible. Two of the most common causes of absences were dental work and spring farm work. The fact that pupils were forced to go to other towns for their dental work, and that such work was often done on a piecemeal basis, resulted in a large number of total absences. The problem was further complicated by the fact that most of the dentists in the neighboring towns did not work on week-ends.

The custom of pupils staying out of school to work on farms became prevalent during World War II and created a serious administrative problem. The need for boys to help with the spring seeding was recognized because of lack of other qualified labor. The effect on school morale and educational achievement, however, was very discouraging to conscientious faculty members. No satisfactory solution to the problem was found, but a program was inaugurated which aimed at a maximum of cooperation among parents, farmers, pupils, and teachers in holding the absences to a minimum.

A second barometer of the success of a school program

FIGURE 7

ENROLLMENTS, NUMBER OF GRADUATES, GRADUATES ENTERING COLLEGE,
PER CENT OF ATTENDANCE, AND DROP-OUTS, 1950-1954

	1950-1951	1951-1952	1952-1953	1953-1954
Elementary Enrollment	126	140	128	140
High School Enrollment	109	96	98	100
Per Cent of Attendance in High School	95.9	95.3	94.81	96.7
Per Cent of Attendance in Elementary School	95.1	96.1	94.86	96.1
High School Drop-Outs	9	0	1	2
High School Graduates	24	22	19	31
Graduates Entering College	12	13	11	18*
Per Cent Entering College	50	58	58	58**

*Tentative plans for fall of 1954.

**Per cent figured on estimate.

is its holding power. Figure 7 indicates that, except for the year 1950-1951, the number of drop-outs was low. In the three school years from 1951-1954 there were only three drop-outs, which indicates good holding power, in view of the fact that nearly every eighth grade graduate entered high school.

A third barometer of the success of the school program is the percentage of graduates who continued their education after finishing high school. Throughout the past four-year period the per cent was found to be between fifty and fifty-eight. Of the number pursuing further education, some enrolled in the regular four-year college courses, and some attended special courses for training of nurses, stenographers, and teachers.

Testing and Counseling. In 1948 a program of counseling and guidance, which was recommended by the State Department of Public Instruction, was introduced. This innovation was one of the fine developments of recent years about which the public received little information.

In setting up this program a file was provided with a folder for each pupil. This folder contained the results of four tests or inventories, together with an autobiography, health information, anecdotal comments, and other pertinent information about each high school child.

The SRA Primary Test of Mental Ability³ was selected

³ and Thelma G. Thurstone, Tests of primary abilities for ages 11 to 17, (Chicago: Science Research Associates, 1949).

to test the mental ability of the child. The test measures the following five separate abilities: (1) Verbal meaning, (2) Space, (3) Reasoning, (4) Number, and (5) Word-fluency. Results of this test enabled teachers and counselors to better understand pupils who were having difficulty with particular subjects.⁴

The Iowa Test of Educational Development⁵ was chosen to test achievement, thereby enabling teachers to become reliably acquainted with the educational development of each child, and to provide the administration with a means of evaluating the educational offerings of the school.⁶

To assist pupils in making a wiser choice of occupation, each was given the Kuder Preference Record,⁷ which identifies the individual's preferences in ten broad occupational areas. The results of this test, when compared with the results of the two preceding tests, proved to be of help in counseling students.⁸

The fourth test included in the folder of each child is the SRA Youth Inventory.⁹ The test consists of 298

⁴Ibid., Examiner Manual, p. 1.

⁵E. F. Lindquist, Iowa Tests of Educational Development, (Chicago: Science Research Associates, 1951).

⁶Ibid., General Manual, p. 1.

⁷G. Frederick Kuder, Kuder Preference Record, Form A, (Chicago: Science Research Associates, 1953).

⁸Ibid., Examiner Manual, p. 1.

⁹H. H. Remmers and Benjamin Shimberg, SRA Youth Inventory, Form A, (Chicago: Science Research Associates, 1949).

questions, which are designed so that a counselor can quickly identify the problems young people say worry them most.¹⁰

Faculty members are given in-service training in the use of the materials in the files, after which they are assigned a group of students to counsel. With the help of the material in the files the teacher, in private conference with the pupil, attempts to aid him in solving existing problems, helps him toward a healthy adjustment in school, and provides him with guidance in planning his future. Conferences are scheduled by teachers, but pupils frequently go to the teacher and request to be counseled. A disadvantage seen in this system is that not every teacher is qualified to carry out the role of counselor. An advantage, however, is that each teacher gains a personal interest in pupils and becomes more sympathetic toward their problems.

Parent Teacher Conferences. Prior to 1950-1951 the only reporting of pupil progress was through the traditional report card and an occasional conference between parent and teacher. In that year conferences between parents of elementary pupils and teachers were scheduled in a two-day period at the end of the first semester. The purposes of these conferences are to give a better account to parents of the achievement of their children, and to provide a means of obtaining information about the child from home, which is

¹⁰Ibid., Examiners Manual, p. 1.

otherwise unavailable. The conferences resulted in a more cooperative approach to problems such as health, study habits, attendance, tardiness, and general adjustment of the child. Parents and teachers considered the conferences to be mutually helpful and in 1953-1954, at the request of the parents, the program of conferences was enlarged to include the high school. The one day of parent-teacher conferences held in the high school was not as successful, from the point of view of percentage of parents attending, as were those in the elementary school. The major factor responsible for the lower percentage of parents attending conferences was that many of these parents had to travel great distances in inclement weather.

CHAPTER V

SCHOOL PLANT

Site. The Medicine Lake School is located in the northeast corner of Medicine Lake on a site consisting of approximately thirty acres. The entire area is surrounded by a shelterbelt of trees, which beautify the premises. A portion of the land is farmed by boys in the Future Farmers of America chapter, and part of it is used to raise potatoes for the hot lunch program.

Buildings. The school buildings consist of an elementary school building constructed in 1915 with several subsequent additions, a frame storage building, a large vocational agriculture building with adequate space for school buses, and the community cannery, a modern brick building constructed in 1937 which is used for high school purposes, and a combination gymnasium and elementary building completed in 1954.

With the exception of one room used for music, the second story of the old elementary building was not used from 1950-1954. Three rooms on the first floor served as classrooms, and a fourth room housed the hot lunch program, although its size for this purpose was inadequate. In 1951

a severe hail storm destroyed all windows on one side of the building. The broken windows were replaced with glass blocks making possible continued use of the building. The school board was reluctant to spend large sums of money to maintain and repair a frame building nearly forty years old, as they felt the structure should be replaced with a new one.

Building Program. The construction of a new elementary building was slow in being accomplished, partly because of legal restrictions on building. These restrictions, which exist to protect taxpayers against excessive bonding for building purposes, resulted in an increased tax burden for taxpayers of district number seven because of rapidly rising construction costs. In 1948 the assessed valuation of the school district was \$1,649,558 and the legal bonding limit for building purposes was three per cent. Accordingly, the districts could bond for only \$49,487, a sum which did not meet building requirements. Among the factors that improved the bonding situation was the gradual increase in assessed valuation shown in Figure 5 on page eleven. Additional improvement was brought about through a change in law¹ which increased the bonding limit to five per cent. Building costs, however, managed to increase at the same pace as the bonding limit.

A legislative act in 1949 provided that high school

¹State Department of Public Instruction, School Laws of the State of Montana, 1953, p. 155.

districts, which prior to this time had existed only for bonding purposes, could now be taxed for maintenance and operation of high schools.² Sheridan County was not organized into high school districts at that time, but as cost of operation was increasing it was necessary to spread the tax base over a wider area. Meetings were held in Plentywood, which resulted in a request for organization of high school districts being filed with the Sheridan County Commissioners. In the winter of 1952 the county was divided into five high school districts, resulting in a tripled valuation for Medicine Lake High School purposes.³

Because of increased attendance at school functions, the gymnasium that had been adequate could no longer accommodate the large crowds which attended dramatic productions, commencement exercises, and athletic contests. Installation of a balcony and enlargement of the building were considered, but neither plan seemed practical to meet the full needs of the community.

In 1951 a change in laws governing bonding made it possible to bond the high school district for building purposes. The maximum amount for which any school district could become indebted was five per cent.⁴ Trustees from

²Ibid., p. 216.

³Statement by Henry Jorgensen, Superintendent of Schools, Medicine Lake, Montana, May 4, 1954.

⁴State Department of Public Instruction, op. cit., p. 155.

elementary districts in the Medicine Lake High School district were called together to offer their views regarding bonding for construction of a new gymnasium, with a kitchen to be added to the old gymnasium to convert it into a lunchroom and multipurpose room. Sentiment expressed was favorable and the trustees asked architects to draw up a plan to meet building needs including a gymnasium, kitchen, and eight classrooms. A division of cost was made between the elementary district and the high school district. The superintendent of schools and chairman of the school board presented the plan to the Attorney General's Counsel at Helena, who rejected it because of excessive proportion of the cost being born by the high school district. Two classrooms were deleted to gain approval of the Attorney General's office for the project.⁵

On November 15, 1952, elementary district number seven approved a \$75,000 bond issue and the high school district a \$160,000 bond issue. Bonds were sold to the State Land Commission on March 2, 1953 at three per cent interest. Increasing cost estimates forced repeated revision of plans, but on April 23 contracts were awarded for construction of proposed facilities.

Improvement in Present Facilities. Along with planning for new facilities, efforts were put forth to

⁵Statement by Henry Jorgensen, Superintendent of Schools, Medicine Lake, Montana, May 5, 1954.

improve present facilities. In 1951 a major change in the heating system was made to divide the building into three areas with separate thermostatic controls. This change greatly improved heating in the gymnasium where people had shivered many hours in cold temperatures. New desks were gradually added until all desks in elementary classrooms were in good condition. Old sewing machines in the home economics department were replaced in 1952 with one treadle, and five new electric machines. An automatic washer, drier, and ironer were added to the four electric ranges and refrigerator owned under the school appliance plan. New typewriters were gradually acquired to replace old ones, a new mimeoscope was purchased in 1952, and other small equipment was acquired to provide a modern, well equipped commercial department. The possibility of expanding wood working training in the Vocational Agriculture Department slowly became a reality with the addition of equipment of this type. The shop classroom was made more attractive and comfortable by the laying of tile on the concrete floor in 1952. Landscaping improved appearance of the grounds.

All improvements were aimed at making the school plant a better place to carry out a modern education program. The present high school building is in fine condition after fifteen years of use, due largely to the two custodians who take a professional personal pride in maintaining a neat and attractive school plant. The custodians, through their painting, care of lawn, expert maintenance of floors and

equipment, and constant cleaning, do much to provide good school quarters for pupils and teachers.

CHAPTER VI

CURRICULUM OF THE HIGH SCHOOL

Academic Subjects. The part of the Medicine Lake High School curriculum referred to as academic consists of social studies, English, and scientific and mathematical studies. These subjects are the traditional ones which in the past have constituted the high school curriculum. Their importance is still recognized in that the Montana State Board of Education requires that four units in English and one and one-half units in American History and American Government be taken for high school graduation. College entrance requirements in numerous states include units in social studies, in English, in science, and in mathematics. The schedule of classes for Medicine Lake High School shown in Figure 8 is representative of the offerings of the school during the four-year period covered by the report, and shows that all the required subjects were included in the curriculum.

Science Subjects. Subjects in the field of science taught in the Medicine Lake School include general science, biology, chemistry and physics. General science serves as a general survey of the field of science, and biology

FIGURE 8

SCHEDULE OF CLASSES IN MEDICINE LAKE HIGH SCHOOL 1953-1954

Period	Andreasen	Johnson	Smith, V.	Kline	Smith, L.	Weber	Grubb
9:00-9:45	Library		Amer. History	World History	Home Econ. I	Vocat. Ag. I	Typing II
9:45-10:30	English II	Physics		Library	Home Econ. I	Vocat. Ag. I	Gen. Math.
10:30-11:15	Journ- alism	Physics*	Library	General Science	Home Econ. II	Vocat. Ag. II	
11:15-12:00	Library	Algebra	Social Studies		Home Econ. II	Vocat. Ag. II	Typing II
12:45-1:30	English III	Geometry		Library M.W.F. Biology*	English IV		Library
1:30-2:15	English I	German	Driver Train.	Biology		Vocat. Ag. III	Shorthand
2:15-3:00			Driver Train.	Library		Vocat. Ag. IV	Band
3:00-3:45		Chorus	Driver Train.	Phy. Ed. M.W.F.	Phy. Ed**	Library	

*Class meets Tuesday and Thursday.

**Class meets Tuesday, Wednesday, and Thursday.

provides a background for understanding plant and animal life. Chemistry deals with the basic scientific structure of matter and how chemicals are combined to produce useful products. Physics provides an understanding of the derivation and the efficient application of energy in serving our needs.

Through a study of these subjects and through experimentation in a well-equipped laboratory, pupils are provided with an opportunity to acquire a better understanding of their environment and a background for college science.

In addition to the regular science classes a considerable amount of science is taught in home economics and in vocational agriculture courses. This condition helps students of the school to obtain exceptionally high ratings on achievement tests in the field of science. No serious deficiencies are evident in the science program, although additional room would be desirable.

Social Studies. Subjects taught in the social studies group include world history, American History, and senior social studies. In world history the students are given an overall picture of past civilizations of mankind and the development of nations. In American History the study of the social, economic, and political history is directed toward achieving a better understanding of problems and conditions of the times. In senior social studies, pupils are stimulated to do mature thinking and participate in discussion

of such vital matters as government, economic problems, occupations, home and family life, and getting along with people. The type of teaching used in this class aims to develop intelligent thinking which will lead toward a better and more sympathetic understanding of the complicated society in which we live.

The social studies department is well situated with respect to space, equipment, and supplies. Students give the impression of being able to discuss world affairs and problems with good understanding. Increased emphasis upon the teaching of government, and the inclusion of a course in economics would improve the program.

English Subjects. Efficiency and effectiveness in communication with others depends to a great extent on our mastery of our language in writing and in speech. Through four years of English, pupils are taught the fundamentals of grammar and composition; in literature they are introduced to the best thoughts and writings of outstanding authors in the English language. They are given practice in oral communication through training in public speaking. Many graduates have expressed appreciation for this latter training and have stressed its usefulness to them after leaving high school.

Outstanding work is done in this department, particularly in the field of journalism. Students evidence an ability to read and write well, and also to speak correctly.

Plans were discussed regarding the possibilities of correlating literature with other subjects, however the plans were not carried out. Courses that should be added to the curriculum to make this department more effective are remedial reading and public speech.

Foreign Languages. The only foreign language class included in the curriculum from 1950-1954 was a class in German which was taught in 1953-1954. The size of the class was satisfactory, and the interest displayed by the students was encouraging. The class should be continued, and German II should be added to the curriculum if student interest continues at a high level.

Mathematics. The mathematics program includes algebra, geometry, and general mathematics. Algebra and geometry provide training in ability to solve everyday problems by means of accuracy and facility in the use of computational processes. Students are provided opportunity to develop skills in graphic representation and interpretation, elementary analysis, and scientific thinking. These courses form a foundation for all pupils who wish to go into higher mathematics and scientific work. Pupils who do not plan to enter college are encouraged to enroll in general mathematics, which provides training in solving problems encountered in daily life. Problems of the type found in retail business, banking, transportation, measuring of land and capacity of

building, taxes, and home budget, receive emphasis in this course.

The mathematics program includes subjects suitable for pupils possessing a small amount of mathematical ability, as well as those with superior ability; however a small number of students indicated a desire to be permitted to enroll in higher algebra and solid geometry.

A problem, as yet unsolved, which accompanies the registering of the sophomore class is that of determining whether the student should be enrolled in biology, or in geometry. In most cases the good student is allowed to take geometry, and the poor student is entered in the biology class. This practice appears to be unsatisfactory, because the biology class is a group of less than average ability, and the geometry class is a group of more than average ability.

Vocational Subjects. Teaching of vocational subjects came about mainly in the last twenty years to provide a type of training that would be especially useful to pupils not planning to attend college. High schools, which in the past directed their training mainly toward preparation for college, now seek to provide practical knowledge and skills for the large proportion of pupils who never attend college.¹ This shift in emphasis helped to bring many pupils into high

¹Ward G. Reeder, The Fundamentals of School Administration, (New York: The Macmillan Company, 1941), p. 365.

school who would otherwise not have attended. The program was helped and encouraged through financial subsidies from the federal government. Groups of subjects taught in the Medicine Lake School in the vocational group include home economics, vocational agriculture, and commercial.

Home Economics. The goal of the home economics department is to prepare girls to be better homemakers. The complete course covers three years during which time training is given in cooking, sewing, grooming, home furnishing and decorating, budgeting, home nursing, child care, social graces, and family relationships. All high school girls in Medicine Lake take two years of home economics, and a third year is optional to the seniors. The sewing phase of home economics is climaxed annually by a style show in the spring, at which girls model and demonstrate their garments. Under a school appliance program, it was possible to equip the department with a complete line of modern appliances including sewing machines, ranges, a refrigerator, an automatic washer, an electric dryer, and ironer. The Future Homemakers of America chapter, to which the girls belong, gives leadership training in conducting meetings and carrying out chapter projects through group action.

The home economics department, to a high degree, meets the needs of the youth in the community. The room housing this department is attractive and well-furnished at all times. The department cooperates with the school and

community to make successful such events as school parties, community programs, banquets, etc. As several boys appear to be interested in this program, the possibility of including boys in it should be explored.

Vocational Agriculture. The vocational agriculture department has attracted many students, in the past years, to the Medicine Lake School. Until recently it was the only department in the area. The Medicine Lake community is basically agricultural, and few students have no contact with agriculture. Vocational agriculture is offered to all four classes in high school. Training is given in the care and use of tools, forging, welding, machine work, woodwork, carpentering, landscaping, care of poultry and livestock, judging, soils, farming methods, types of crops, conservation, and farm management. Through the Future Farmers of America chapter pupils are taught to be community leaders, to practice parliamentary procedure, to discuss problems in public, and to practice the correct techniques of public speaking. Training is carried on through the summer by means of supervised farm projects. Additional equipment has been installed in the woodworking department to provide more training for town boys in work of a type that may be applied in the home.

The size of the building and the amount of equipment in this building are satisfactory; however, the location of the building in relation to the main high school building is

not good. Staff training and morale is good, although closer cooperation between the department and the rest of the school would be desirable.

Commercial Education. Commercial classes taught include bookkeeping, typing I, typing II, and shorthand I. With the changes in the tax laws bookkeeping has become an increasingly practical subject and is much in demand by the pupils. Income tax, social security and increased record keeping by farmers and businessmen has expanded the need for this type of training.

At least one year of typing is recommended for each student, since most people find a typewriter useful if they have learned to operate one. An assortment of machines of various makes is provided for typing practice in order that pupils can familiarize themselves with the more common types of machines.

Shorthand was not taught for a number of years when the demand for it dropped to three or four pupils. With increased demand it was again added to the curriculum in 1952-1953. Commercial classes taught in high school satisfy personal needs of pupils, and in some cases enable them to hold jobs requiring such training. In most cases, however, pupils who expect to hold good positions in the commercial field attended a school offering advanced commercial training.

The program of the school provides a satisfactory

training for the pupils interested in this type of education. Practical experience is provided for students through editing of the yearly school annual and the school paper. The location of the commercial room is not satisfactory, and adjustable chairs should be provided for the typing room.

Special Subjects. New fields of training are constantly being added to the curriculum or receiving increased emphasis in response to newly recognized needs. In the Medicine Lake School the subjects in this category include driver education, journalism, music, and physical education. Music and journalism were, at one time, considered as extra-curricular and were not recognized for credit toward graduation.

Driver Training. As indicated by Halsey² increased use of automobiles, high speeds, congested traffic, and reckless driving have boosted highway accidents at an alarming rate. Better highways, warning signs, and law enforcement officers have failed to stem the tide. Education of drivers in high schools appears to offer a solution to this serious problem. Studies to determine the value of this program show that students trained to drive in high school have only one-half as many accidents as other drivers. In the school at Medicine Lake, the pupils are taught to operate and to

²Maxwell Halsey, Let's Drive Right, (Chicago: Scott, Foresman and Company, 1954), pp. 20-27.

maintain the automobile, but the main emphasis is put upon the development of desirable attitudes, courteous driving habits, and the ability to operate a vehicle in conformity with traffic laws. These have been the objectives of the class since driver education was first added to the curriculum in 1949. A conscientious effort is constantly made to conduct a high level program in conformity with the recommendations of the American Automobile Association. These efforts were rewarded by praise from the highway patrol examiners who examined all pupils completing the course in this school. To the knowledge of the administration, only two minor accidents were known to have occurred to two pupils out of over one hundred who have completed the course during the four years of the report. A need for change is evident with respect to the year of school in which students register for driver training. Pupils taking the course as sophomores do not have enough time, due to laboratory courses. Plans have been made whereby driver training will be offered to freshmen instead of to sophomores. The program would be improved further by the purchase of a set of psycho-physical testing devices.

Journalism. Good journalism, due to the efforts of a capable instructor, has become a tradition in the Medicine Lake School. In three out of the past four years the Bda Wauka, Medicine Lake School paper, was given "All State" rating, the highest award accorded by the Montana

Interscholastic Editorial Association at Missoula. In 1950 the adviser of the Bda Wauka was awarded a gold key which each year is presented to an outstanding high school journalism adviser in Montana.

In publishing the school paper and annual, pupils demonstrate a desire to do a high calibre of work. Certain qualities including maturity in thinking, critical evaluation of news, self reliance, accuracy, organizational ability, and responsibility are developed in this class.

Music. Music received increased emphasis in the Medicine Lake School from 1950-1954. Agreement that few activities have as great a carryover value as music exists among the faculty members. The ability to sing, the appreciation of good music, and the effect on pupils of singing sacred music contribute to the pupil's enjoyment for the rest of his life. The philosophy of the administration and the music director is that development of music along these lines has greater lasting value to the pupil than hours spent on developing and perfecting musical showmanship.

Band. The band has existed as an organization with temporary lapses since 1928 when it was first organized. New uniforms were purchased in 1947, and in 1953 additional uniforms were acquired as the band had grown in size. Instruments have been purchased from time to time, a policy which avoids the need of a great outlay of funds in any particular year.

As the daily class schedule devotes two periods per day to band and chorus, every pupil has ample opportunity to receive some musical training. Evidence that the programs have been successful is shown by the fact that both the band and the chorus increased in size, although the high school enrollment remained the same. No course in music appreciation is available, and difficulty is experienced by the pupils in obtaining individual instruction.

Chorus. The mixed chorus was greatly stimulated in 1949 when a daily practice period for this activity was included in the daily class schedule. The choral music program was broadened until in 1954 the high school had a mixed chorus, a men's chorus, and a men's quartet. In 1951 gowns were purchased, and in 1952 risers were provided for the organization. During the school year of 1953-1954 the chorus performed at Dagmar, Bainville, and Froid, and sang at the local concerts and music festival.

The schools in northeastern Montana organized a separate music district in 1951. Successful choral and band festivals were staged each of the following three years this district has existed. An unfortunate aspect of this program has been the relatively small attendance of the public at these festivals.

Health and Physical Education. The State Department of Education requires a health and physical education program in the first ten grades. A schedule was established in 1949

whereby freshmen and sophomore boys and girls each have a physical education class two days a week, and on the fifth day the classes were combined for health and first aid in alternate years. This training aims at development of sound, healthy bodies and living habits, as well as fostering skills and interests in activities to provide for leisure time recreation in the years after the pupil leaves school. The program as scheduled has not proved entirely satisfactory, and plans for the future provide for the inclusion of a greater variety of activities, such as archery, golf, gymnastics, etc. Although the program provides for the development of habits of personal cleanliness, healthy bodies, and athletic skills, the program is generally overshadowed by organized athletics in which only a limited number of athletes already well developed physically participate.

CHAPTER VII

EXTRA CURRICULAR ACTIVITIES

Medicine Lake pupils participate in certain activities which are not on the regular schedule and for which no credit is given towards graduation. These include athletics, dramatics, and the school carnival, which are generally referred to as extra-curricular activities. Although not a part of the regular curriculum their presence in the school is justified on the grounds that they contribute definite educational values to the pupils.

Athletics. Organized athletics in the Medicine Lake High School consist of football, basketball, and track or baseball. During the past four years Medicine Lake teams were fortunate enough to win a number of trophies. The football team of 1953 advanced to the divisional playoff, and the team of 1952 was defeated only in the state championship game. In 1954 the basketball team won third place in the state tournament held at Livingston. Neither track nor baseball have proved successful as a spring sport due to interference of spring work absences and unsettled weather conditions. Trackmen who make a good local showing are entered in competition in the Interscholastic Meet held

each spring in Missoula.

A high standard of training habits, good sportsmanship, and a strong competitive spirit are objectives stressed in the athletic program. These objectives are held to be of greater importance than the winning of athletic contests.

Dramatics and Speech. Many difficulties are encountered in developing a satisfactory dramatics and speech program. Unless plays are practiced during school hours, pupils riding on the buses have to return in the evening for rehearsals. Getting a cast together for practice during school hours creates conflicts with classes and other activities. The talented pupils are often overloaded with athletics, music, or journalism, and as a result dramatics becomes something of an orphan. In spite of these difficulties Mrs. Lucy Smith, dramatics director, produces a senior play each year and stages numerous short entertainment skits. The entire grade school produces a Christmas program which warms the Christmas spirit in the pupils and the audience each year. In 1954 the seventh and eighth grades also presented an operetta.

Medicine Lake pupils participated in declamation from 1950-1952 and competed in the Interscholastic Meet in Missoula. Pupils also competed in the district meet at Glendive in 1952 where one pupil received first place in her division. Effort to interest other local schools in competition consistently failed, and in 1953 declamation was discontinued.

Declamation, debate, and extemporaneous speaking provide fine training, but without competition it is difficult to maintain interest among pupils.

Carnival. Each fall the entire school joins in one vast fund raising event which provides money for the activity program for the school year. The school carnival through thirty years has become a traditional event for patrons, as well as a means of raising money. That success has been achieved in this objective is indicated by the capacity crowds which each year attend the event. Gross income from this one night event averages \$3,500 yearly which also indicates its degree of success.

Students benefit greatly from the public's generous support of this event. Instruments, gowns, uniforms, and music are purchased for the music organizations; athletic activities are subsidized; expenses for pupil trips are paid; school functions are financed; and miscellaneous equipment is purchased.

During the period of preparation a severe strain is placed on faculty members. School is disrupted for two or three days and some moral objection has been made to a carnival as a fund raising measure. However, pupils express a nearly unanimous desire to continue the carnivals. In addition to other benefits from the carnival, pupils receive training in assuming responsibility and in carrying out a large undertaking through teamwork.

CHAPTER VIII

SERVICE FACILITIES

Transportation. State laws recognize the fact that people residing in rural areas must assume a burden in sending their children to school which in some cases might deprive them of an education. Provision is made for equalizing this situation through a transportation system and a system of cash payments. Under the first system the school district either owns buses or contracts with individual bus owners to transport pupils to and from school.¹ The Medicine Lake district transports pupils from the Reserve and Homestead areas in two district-owned Chevrolet buses purchased in 1949 and 1951. An older Ford bus is retained for emergency use and for field trips when one of the other buses can not be spared. People who do not have access to the buses are given cash payments for transporting their children or for providing residence in town.²

The cost of transportation is one of the large items in the budget. A schedule of costs for bus operation and cash payments for individual transportation is established

¹State Department of Public Instruction, School Laws of the State of Montana, 1953, p. 123.

²Ibid.

by law. The state pays one-third of this schedule and the county pays two-thirds for high school pupils. For elementary pupils the state, county, and school district each pay one-third of the schedule. Any cost above the schedule must be paid by the school district.³

Dormitory. The town of Medicine Lake with a population of only 454 in 1950 did not have suitable housing for the large number of country pupils attending high school. This problem led to the purchase and operation of a dormitory for boys which could house fifteen boys. During the 1952-1953 year only ten boys sought accommodations in the dormitory, and during the school year of 1953-1954 there were only seven boys. The number of girls seeking housing, however, has gradually increased until there is considerable public demand that some accommodation be provided for them.

The school district pays all expenses of operating the dormitory, hires a matron as manager, and collects from pupils for board and room. The arrangement proved fairly satisfactory except that the increased ownership and use of cars by pupils created a problem in management of the dormitory.

School Lunch. The days of sandwiches, cold lunches, and lunchboxes ended for many pupils with the appropriation

³Ibid.

by Congress of funds for support of school lunches.⁴ Each year additional schools open lunch programs where pupils are provided hot nourishing lunches at a low cost.⁵

The Medicine Lake lunch program has been in continuous operation since 1940. Meals were served in a former classroom in the grade school building to pupils varying in number from year to year, but usually between 135 and 175. These meals are financed by a charge of twenty cents per pupil plus a five cent subsidy and free commodities from the federal government. Many town pupils as well as transported pupils avail themselves of this service.

Lunch room facilities were crowded, and pupils were served in shifts. These conditions were changed in 1954, when completion of the new elementary building made possible the addition of a kitchen to the old gymnasium, which then became a lunch room. Two local women are employed as cooks under the supervision of the home economics instructor, who prepares the menus. Potatoes are grown on school land to help reduce costs.

Cannery. During World War II a cannery was established in the vocational agriculture building to encourage home canning. Public demand for this service was strong, and each year the area served grew larger. People brought

⁴Ibid.

⁵Department of Public Instruction, Your Schools Today, (Helena, Montana, Biennial Report, 1950), p. 41.

in their meat, vegetables, and fruit to the cannery and did their own work under the direction of a supervisor who also handled the collection of a small charge per unit. General management of the cannery is handled as a public service by the vocational agriculture instructor and the local Future Farmers of America chapter.

Veterans Training. After World War II Congress made provisions through a government sponsored education program for training of veterans operating farms, under which the cost of the instructor and other expenses were borne by the Veterans Administration. The program was operated under the supervision of the Veterans Administration, the State Department of Public Instruction, and the local school district which furnished facilities for the class.⁶

The first class at Medicine Lake was opened in 1950 and after a lapse in the first half of 1951 the class was resumed under another instructor who was employed until September 1952. The number of veterans enrolled in the program varied between fifteen and twenty until the program was discontinued in 1952.

If this training program were operated properly with a trained and competent instructor it would have great possibilities. The course of study, if carried out, would constitute excellent training for veterans pursuing farming

⁶State Department of Public Instruction, op. cit., p. 152.

as an occupation. Opportunity was offered for young farmers to meet regularly, to pool their ideas, to express opinions, to hear experts in the field, to experiment with ideas learned, and to acquire useful skills. One of the phases most difficult to evaluate was the visitation program. Theoretically, the instructor visited the veteran on his farm and assisted in planning his buildings, his farm layout, crop rotation, livestock raising and feeding, and farm management in general. Under the proper circumstances such visitation would provide highly beneficial results. Under unfavorable circumstances the value produced from this phase of the training would be negligible. The most discouraging factor of the program in Medicine Lake was the difficulty in finding properly qualified teachers.

Library. The school library at Medicine Lake was well supplied with magazines, newspapers, pamphlets, books, and reference materials. Between 1,500 and 2,000 books covering a wide range of interests and reading levels are catalogued with a card index file. Pupils have little difficulty in finding reading material on nearly any topic appealing to their interest.

The general public has access to books in the Sheridan County Library at Plentywood. There seems to be no reason why people in the community could not make a practice of checking out books regularly from the collection in the school library. Many of the books are of a type that would

appeal to the most mature readers.

Health Services. In many areas of the country health services in the schools are so common that they are taken for granted. Such services in the Medicine Lake area are limited by lack of public health personnel to encourage and supervise such activities. The present administration of the school sought activity to promote establishment of a district health department for the counties in this area which would have employed a health officer, nurses, a sanitarian, and clerical help. The cost of such a department when borne by several counties would have been small in terms of the value of its assistance to the schools in providing health services and health education to pupils.

Some attempt has been made to provide health services in the Medicine Lake school. Screening tests for defective vision were given all pupils in some years with results of the tests sent to parents. In 1951 an audiometer was borrowed from the State Board of Health and hearing tests were given to all pupils. Orthopedic examinations were given all pupils in 1951-1952, and pupils were informed of any defect in feet, limbs, and posture. A pre-school physical examination was also given all first grade pupils enrolling in 1951. These activities were greatly stimulated during that year by the employment of a county health nurse.

Pupil Insurance. Accidents occurring on the school

premises have always been a matter of concern to school authorities. Victims of accidents were sometimes rushed to a doctor and when payment of the bill was slow it was submitted to the school.

In the school year of 1952-1953 an unusual school insurance plan was presented by an old established insurance company.⁷ For a premium of \$1.25 per year insurance coverage was provided up to \$5,000 for medical and hospital care resulting from an accidental injury on the school premises and enroute to and from school. A blanket policy was carried by the school and all clerical work was handled by the school personnel. After investigation found that this plan was meeting with approval in schools where adopted, it was offered to the pupils of the Medicine Lake school where approximately fifty per cent applied for coverage.

⁷World Insurance Company, Omaha, Nebraska.

CHAPTER IX

CONCLUSION AND RECOMMENDATIONS

The stated purposes of this report were to interpret the school to the people of Medicine Lake in language the public understands, to compile information of value in bringing about a better understanding of the school and its problems and the people to whom the school belongs, and to recommend changes which should be made in the school's program to increase its effectiveness. By compiling the information in the report into dittoed booklets which were presented to interested people of the community, it is hoped that the above-mentioned objectives were fulfilled.

Physical facilities of the school were noted as being satisfactory after the completion of the new elementary school and the auditorium-gymnasium. The addition of the new buildings made two more rooms available for use by the high school, which was formerly short of room.

The school staff was well trained, and professional in its outlook on education. The number of staff members was adequate for the school program as it was during the years of the report. The problem of adding a remedial reading instructor, a part time librarian, and a part time nurse to the staff should be given careful consideration.

As a result of information gained in writing the report, new problems were located, and old problems were scrutinized from new points of view. Because of discussions in faculty meetings in the course of preparation of the report, addition of public speech and higher algebra to the curriculum for the school year of 1954-1955 is seriously being considered.

The report was not intended to bring out in great detail all facts concerning the school, because, in the opinion of the writer, such a lengthy and detailed report would not be read by the people.

Authorities in the field of education agree that school administrators must accept the responsibility of informing the public about the aims, the problems, and the needs of the schools. A four-year report of this type assists in accomplishing these objectives, but in the opinion of the writer, the use of a brief news-letter or bulletin sent to parents at more frequent intervals would be more effective. The information contained in these bulletins could then be used as the basis for a complete report to parents on one phase of the school program.

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