

**TENTH ANNUAL REPORT OF THE
SUPERINTENDENT OF PUBLIC
INSTRUCTION OF THE TERRITORY
OF MONTANA, FOR THE YEAR,
1888**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649192984

Tenth Annual Report of the Superintendent of Public Instruction of the Territory of Montana,
for the year, 1888 by Montana (Ter.) Superintendent of Public Instruction

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MONTANA (TER.) SUPERINTENDENT OF PUBLIC INSTRUCTION

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ERRATA.

On page 10 the heading "Territorial Work" should read "Territorial Wards."

On page 11 the last two paragraphs under "School Districts" should come under "Territorial Wards."

On page 16, salary of Superintendent of Cascade County is \$600.

On page 35 the name of County Superintendent of Yellowstone County is Mary Rodgers.

On page 20 the name of Horace A. Woods as Superintendent, is omitted.

TENTH

ANNUAL REPORT

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-OF THE-

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FOR THE YEAR 1888.

HELENA, M. T.
INDEPENDENT PRINT
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TERRITORY OF MONTANA,
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
Helena, January 1st, 1885. }

TO HIS EXCELLENCY, PRESTON H. LESLIE GOVERNOR OF MONTANA:

SIR:—I have the honor herewith to submit through you to the Honorable Council and House of Representatives of Montana Territory the report of the Superintendent of Public Instruction for the year 1884.

Very respectfully submitted,

A. C. LOGAN,
Territorial Supt. of Public Instruction.

NOV 5 1885

PREFACE.

In preparing this report, I have labored to present a concise and comprehensive statement of the school system of the Territory. Believing that the fundamental aim and primary purpose of the public is to prepare the youth of Montana for citizenship and public utility on a broad and general plan of education which will subordinate all selfish and sordid ends to the public good, we must consider them as public wards. I shall consider the growth and needs from this position and refer to a few of the leading features that will best promote and encourage this theory. As no teacher is capable of foretelling what instruction a child should receive, or what position he will be called upon to fill, it follows that public instruction should be directed toward that broad and liberal development of the individual in principles of morality and patriotism, and habits of industry, temperance, and all those cardinal virtues that constitute the basis of true manhood. With such an education, a boy is prepared for any position that his intelligence or circumstances may dictate or his natural inclination lead him. The public school is to disseminate and perpetuate those principles of morality, patriotism, independence and self-control which constitute the foundation and support of a republican form of government and the safeguard of our future prosperity and happiness.

SCHOOL SUPERVISION.

One of the greatest needs of the public schools of the Territory at the present time, is a system of supervision that will supervise.

This is not vouchsafed under the present system. In a few of the largest towns in the Territory, City Superintendents are employed, whose duties are to aid the teachers in their work and advise the management and system, toward some definite end.

Just this kind of supervision is needed in the country schools. The duty of County Superintendents should be to aid teachers in classifying and grading the work, encouraging and advising young and inexperienced teachers as to the best methods to pursue, and correcting all irregularities.

It should be a constant study to devise the best means of awakening parents and school officers to their duties, to induce them to employ a portion of their time and energies in promoting the welfare of the public schools. To accomplish all this would require two visits a year of at least two or three days each.

To require this of Superintendents there should be a salary equal to the work necessary to be done; they cannot be asked to do this on present salaries.

It is unfortunate in many respects that the office is a political one. While we have many competent and thorough superintendents we have others who are not qualified by education or experience for this work and who would never be selected for it if the officers was appointed or if the elections were held at other times than general elections. If this office cannot be made more effectual I would recom-

mend the adoption of some other system. I know of none better to suggest than that recommended by a former Superintendent of the Territory of dividing the territory in four districts and appointing persons specially qualified for this work, attaching a salary to the office commensurate with the dignity and importance of the work. This would imply the paying of a salary to the four equal to the amount now paid the sixteen County Superintendents, and would demand all their time and energies.

SCHOOL LANDS.

As this probably is the last legislature to convene under Territorial organization, it would avail but little to call your attention again to the depredations committed upon school lands, spoken upon to considerable length in the Ninth Annual Report of the Superintendent of Public Instruction.

SUPERINTENDENT'S OFFICE.

The Superintendent of Public Instruction is required to travel at least three months in the year visiting schools, attending Institutes and delivering public addresses. The amount of work necessary to be done would consume six months constant travel and work. At least four months should be consumed in institute work alone, and two more could be profitably spent in visiting schools and addressing public meetings in other parts of the Territory. I have received during the past few months many urgent requests to visit different localities and address the people on educational topics, but have been unable to comply with the demands by reason of the limited allowance for traveling expenses and the press of office business. The Superintendent is compelled to be absent from his office weeks at a time, and should be allowed a clerk to attend to work in his absence, as the office work alone would occupy the time of one person. I trust the honorable legislature will consider the needs of this office.

TEMPERANCE TEACHING.

I have made special inquiry, for the purpose of finding whether the law had been complied with which requires that Physiology and Hygiene shall be taught, with special reference to the effect of alcoholic stimulants and narcotics. The law has been generally complied with, at least the letter, for the study has been introduced in every school in the Territory. Some difficulty has been experienced because of no authorized text books. I am inclined to think that this matter belongs to the Text Book Commission. I feel that no recommendations are necessary or proper.

TERRITORIAL WORK.

Under the law providing for the education of the blind and deaf mutes, the Territory is educating at present eleven of these unfortunate youths. Six are at the National Institute for Mutes at Kendall Green, Washington, D. C.; two at the Kentucky Institute for Mutes, situated at Danville; one at the Maryland Institute for the Blind, at Baltimore; and two mutes, who are also feeble minded, at the Elwyn Institute, near Philadelphia.

It has been my privilege during the past year to visit the Kendall Green Institute, at Washington, D. C., and the Maryland Institute for the Blind, at Baltimore, where I spent several days examining the course of instruction and carefully noting the progress and development of the children in these institutions, and the result of my observations was most gratifying.

SCHOOL DISTRICTS.

At present there are three hundred and sixteen school districts and three hundred and five school houses—thirty-two brick, eighty-nine frame and one hundred and eighty-four log—in the Territory. Most of the houses are furnished with modern furniture and supplied with suitable appliances for school work.

The value of the school houses amount to \$646,670, or an average value for each house of \$2,185. Thirty-nine of them have