

A HISTORY  
OF THE  
CHISHOLM PUBLIC SCHOOLS

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A Paper  
Presented to the  
Faculty of the Graduate School  
University of Minnesota

Problems in  
Curriculum Construction  
Ed. C. I. 271  
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Maude L. Lindquist

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A Requirement for the Degree  
Master of Arts (Plan B)

by  
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## CHAPTER I

### PURPOSE AND ORGANIZATION OF THE STUDY

#### I. THE PURPOSE

A decision to investigate the history of the Chisholm schools was made because there has been no one source to which a person could go for facts and information about the district's past. Several scattered sources of information existed (people to contact or records and files to investigate), but none of this information was organized and assembled. It is hoped that this study will be available to the students of the Chisholm schools and to others who are interested in the city's development.

#### II. ORGANIZATION OF THE REMAINDER OF THE PAPER

This study has been presented chronologically beginning with the year 1892 with a brief sketch of the Chisholm district. The second chapter considers the settling and planning of Chisholm while the last three deal with Chisholm's schools, the early years, the educational growth, and an appraisal. Since those who may investigate this paper for historical data will probably have some time element in mind, it is felt that this method of presentation will make their search easier.

## CHAPTER II

## INTRODUCTION TO THE COMMUNITY

Before beginning a discussion of the history of the Chisholm public schools, it would seem appropriate to introduce the reader to the community itself and to its origin.

## I. CHISHOLM AREA BEFORE 1892

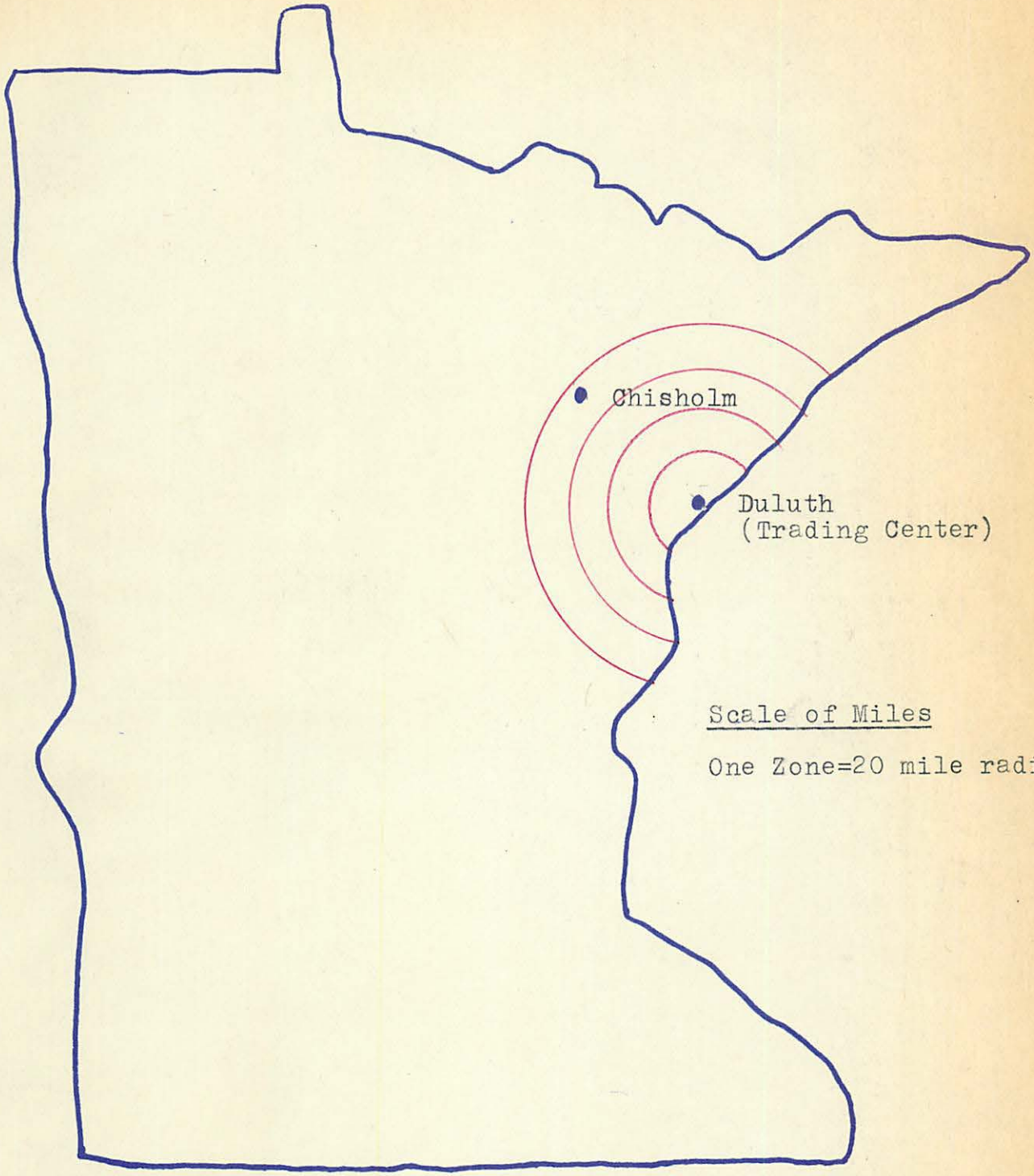
Before 1892 the site of what is Chisholm today was covered by forests of tall pines and birch trees, a virgin forest which first attracted people to come to this area. Iron ore then was not paramount. By 1900 there were lumber camps on the west shore of Longyear Lake operated by a Chris Swenby and owned by the Mashek Lumber Company. Across the lake toward the southern end, the Longyear Lake Lumber Company had a sawmill.<sup>1</sup>

Chisholm is located in the northern part of St. Louis County, about 80 miles northwest of Duluth (See Figure I, Page 3), and in the geographical center of the world's greatest mining region and approximately 1500 feet above sea level. Less than a mile to the north is the great Trans-continental Divide, beyond which the rivers flow toward and eventually empty into the Hudson Bay. South of the divide

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<sup>1</sup>Mayme C. Bay, "Highlights of the History of Chisholm, Minnesota" (Chisholm: Fourth Grade Teacher of Chisholm Public Schools, 1953), p. 1. (Mimeographed.)

THE LOCATION OF CHISHOLM, MINNESOTA



Chisholm

Duluth  
(Trading Center)

Scale of Miles

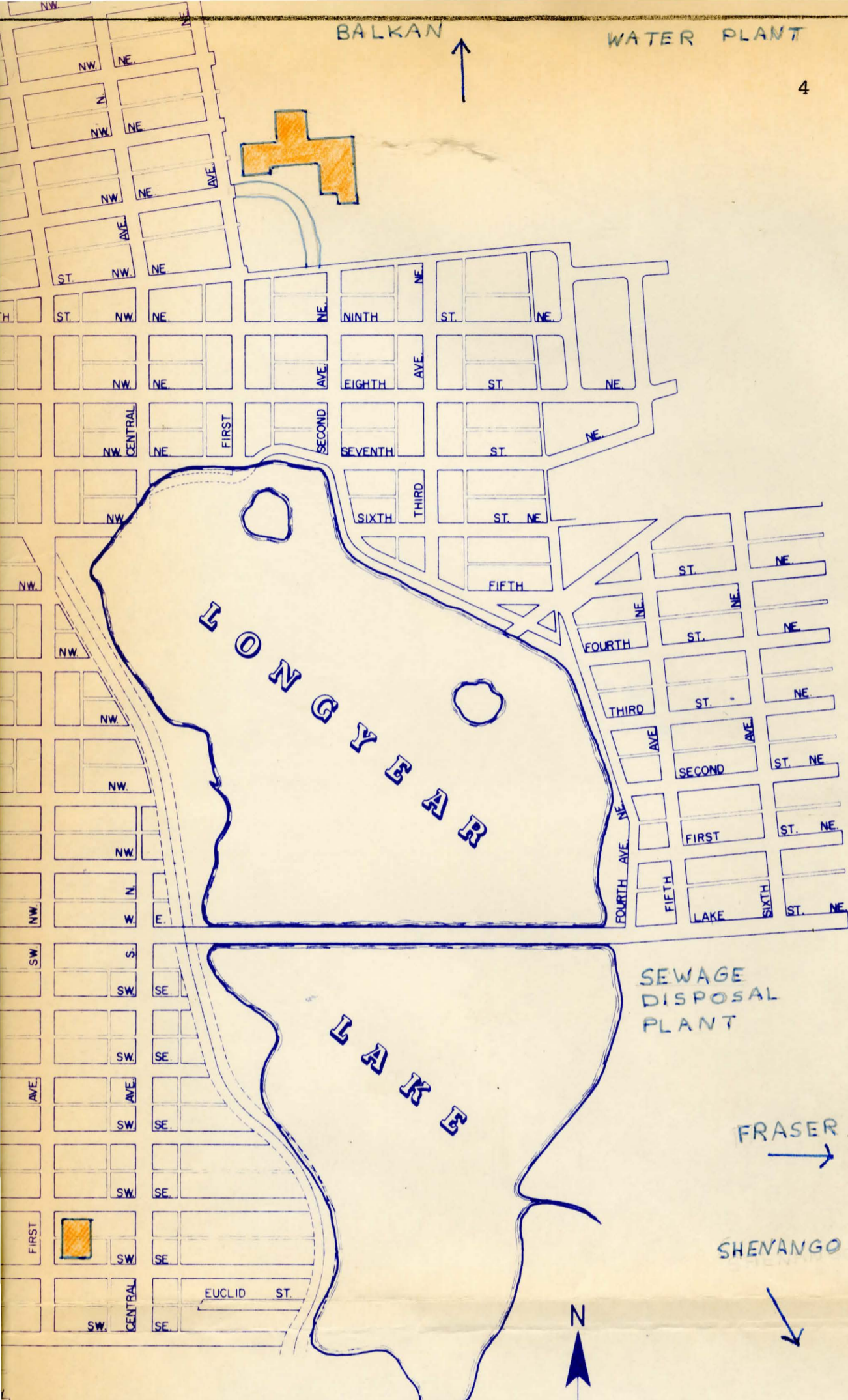
One Zone=20 mile radius

CEMETERY








BALKAN

WATER PLANT

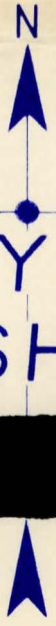
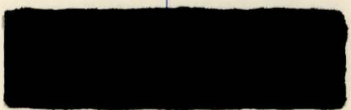


AERIAL PHOTO REDUCTION MAP

LEGEND:

-  = ELEMENTARY SCHOOLS
-  = JR. HIGH SCHOOL
-  = SR. HIGH SCHOOL
-  = CITY BOUNDARY
-  = SCHOOL BOUNDARY

CITY OF  
CHISHOLM

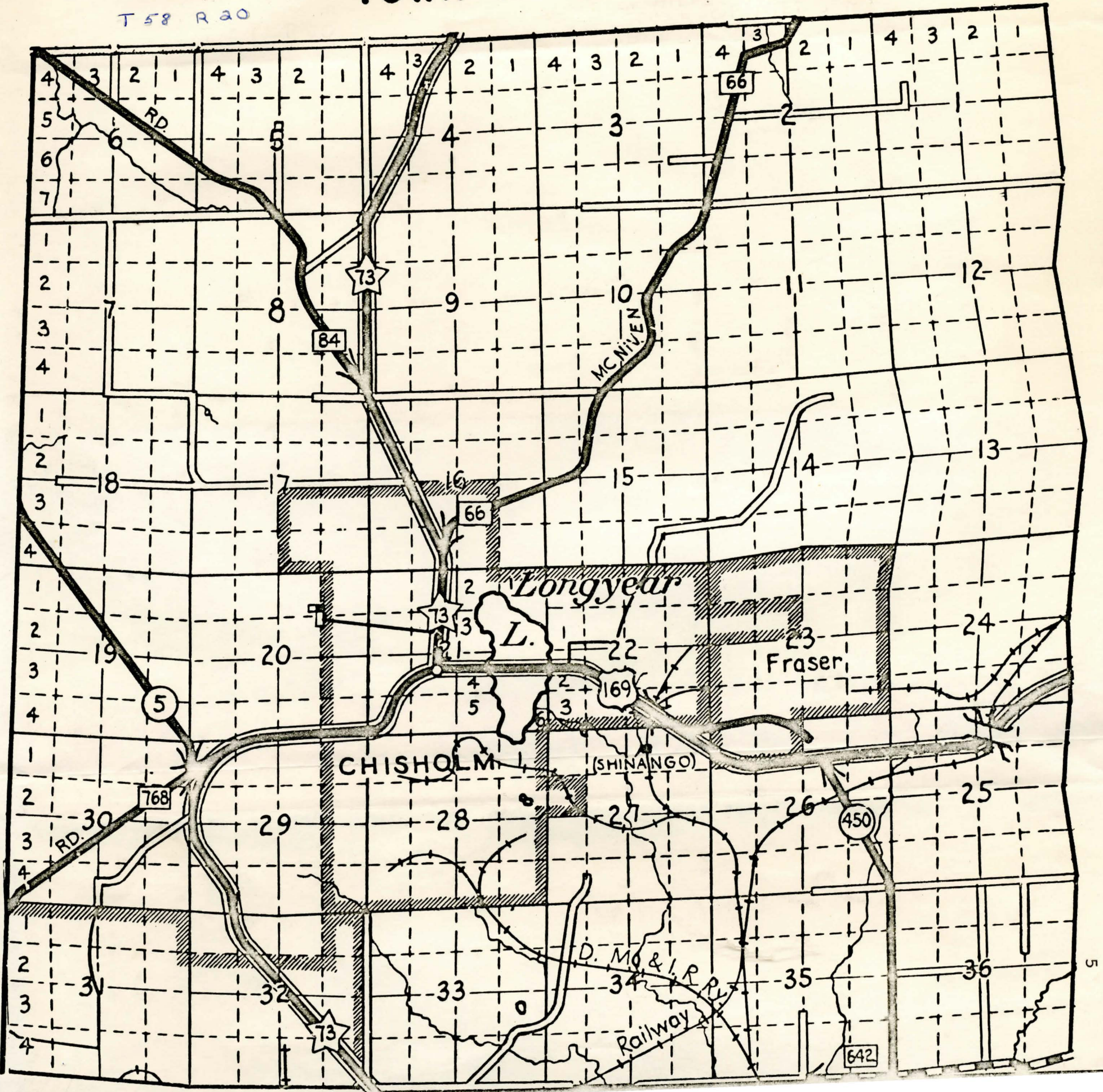


FRASER  
→

SHENANGO  
↓

# TOWN OF BALKAN

T 58 R 20



and approximately 150 miles west of Chisholm are the headwaters of the Mississippi River.

The city of Chisholm, with 7,000 population, was named after Archie Chisholm who worked in the town of Ely until 1888. In 1894 he arrived in Hibbing and helped organize the Lumberman's and Miner's Bank and subsequently became its first cashier. Like many others, his free time was given to prospecting, and he busily located and leased valuable mining properties, most of which were near Hibbing and the present location of Chisholm. Following the opening of the Chisholm Mine, which he discovered in 1900, he laid out the townsite and, in 1901, organized the Chisholm Improvement Company, comprising 120 acres in the original plat. The purpose of the Chisholm Improvement Company was to build and improve the town and attract settlers.<sup>2</sup>

A few of the other better known citizens of Chisholm at the time were the following:<sup>3</sup>

Mr. Bateson, first Justice of Peace

Mr. Phillip Harrington, early police officer

Mr. C. R. Wood, first lawyer

Dr. Walter Schmidt, first independent doctor

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<sup>2</sup>The Chisholm League of Women Voters, "A Short History of Chisholm, Minnesota" (Chisholm: Survey of the City of Chisholm, 1950), p. 2. (Mimeographed.)

<sup>3</sup>Bay, op. cit., p. 4.

Dr. Joseph Shellman, an early dentist  
Dr. A. B. Kirk, first health officer  
Mr. J. J. Hayes, first street commissioner  
Mr. A. L. Bereron, first fire chief

## II. ARRANGEMENT OF GOVERNMENT

During May, 1901, a petition was circulated among the legal voters of the 496 persons then living on portions of Sections 21, 22 and 28 of Township 58-20 (See Figure III, page 5), which was then part of the Township of Stuntz. The petition requested permission from the county commissioners to hold a special election to decide whether or not the residents wished to have corporate government. It was so approved on July 23, 1901. A special election showed almost a unanimous desire for incorporation. The first officers were W. C. Northey as Mayor, Charles E. Stein as first Recorder, and George W. Meyers, Harry Thomas, and Herman Tetzlaff as Trustees.<sup>4</sup>

## III. DISCOVERY OF IRON ORE AT CHISHOLM

Chisholm's mining story is an interesting one and involves a Mr. E. J. Longyear who made the first discovery of iron ore near the village of Chisholm in Township 58-20. This

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<sup>4</sup>Walter Van Brunt, Duluth and St. Louis County, Minnesota, Volume I, Chicago, The American Historical Society, 1921, p. 499.

was in a test pit on the SW 1-4 of Section 29-58-20 and was the beginning of what is now the Pillsbury Mine, the discovery of which was made less than two years after the initial discovery of iron ore at Mountain Iron. Mr. Longyear continued his exploration work here during 1893, of which current exploration maps show that 108 testpits and drill holes were sunk on this property.<sup>5</sup> Mining has always been the key in Chisholm's economic situation. In the last ten years over 50 per cent of the then active mines have been temporarily or permanently closed. This has hurt the economic situation very much. However, Chisholm does have other industries to which it can turn. Among these are a pulpwood firm which employs several men from Chisholm, the Allan-Merrill garment factory which employs about 100 women, the Onan Electrical Company, situated on the outskirts of Chisholm, and the Ready-Mix Cement Company in Chisholm.

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<sup>5</sup>Willard Bayliss, "The Discovery of Iron Ore and Development of the Minint Industry at Chisholm, Minnesota" (paper read at a meeting of the St. Louis County Historical Society, Chisholm, Minnesota, June 22, 1928).

## CHAPTER III

## THE EARLY YEARS 1901-1907

## I. THE YEARS WITHIN THE HIBBING SCHOOL DISTRICT

At the time of its incorporation as a village in July, 1901, the population of Chisholm was about two hundred fifty, but with the location and development of several new mines there was very rapid growth, and the influx of families soon required the Hibbing school district, of which Chisholm was a part, to extend existing facilities for the education of the children.<sup>6</sup> A small frame building, the Central School, was built near the site of the present Theodore Roosevelt School, but the area then was filled with great primeval trees which obscured the town from view, and so the little school stood almost alone on the south side of town. Yet such was the growth in numbers that by 1903 twenty-eight sections comprising all of Township 58 North, Range 20 West, with the exception of Sections 29 to 36 inclusive, were set aside and organized as Common School District Number 40 of St. Louis County.<sup>7</sup>

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<sup>6</sup> J. P. Vaughan, "History of Chisholm Schools" (paper read at a meeting of the St. Louis County Historical Society, Chisholm, Minnesota, June 22, 1928).

<sup>7</sup> Ibid.

## II. CHISHOLM'S SCHOOL DISTRICT IS FORMED

The first recorded meeting of the newly chosen school board was held July 21, 1903, with J. W. Lang as Chairman, William Grant as Treasurer, and E. G. Martin as Clerk. At that meeting two resolutions were passed. The first was to appoint Lang and Grant to arrange for a new school building near the Shenango Mine. The second resolution was to appoint Lang and Martin to secure plans for an addition to the Chisholm schoolhouse. The meeting adjourned to July 26, but actually convened on July 27, when the first committee of Lang and Grant reported that a Mr. Mitchell of the Minnesota Iron Company was willing to furnish a site for a school building near the Shenango Mine. The second committee of Lang and Martin reported that a Mr. Scoville, a Duluth architect, would draw plans for a four-room addition to the existing schoolhouse and for a new two-room classroom building near Shenango Location.

The records show:

"Plans for four-room addition to Chisholm school addition received and accepted, and bids for erection of same advertised in Chisholm Herald, Mesaba Ore, and Duluth News Tribune."<sup>8</sup>

By September, 1902, Mr. J. F. Muench had been

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<sup>8</sup>Ibid.

selected by the Hibbing Board to take charge of the Chisholm Schools and also serve as the first principal. He continued in this position until May, 1907, when he resigned to enter the Philippine service.<sup>9</sup>

One knotty problem of the early school board was in providing schools for the children in the scattered locations on Chisholm's perimeter. This was solved by building a school at the Meyer's Location in 1903. It was a frame building with four grade rooms, a play room, and a manual training room, and provision was made for a large playground and a lawn. About one hundred and five children attended from the Meyers, Hartley, and Jordon locations with four teachers employed for grades one through six.<sup>10</sup> Populations grew and by 1906 the school was enlarged to accommodate the daily new arrivals. Construction continued as a contract for a school at the Monroe Location was let in September of 1906 which was first opened as a two-room building, the next year. Soon this proved inadequate, and more two-room additions were constructed in 1910 and again in 1911. Later several two-room portable buildings

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<sup>9</sup>Ibid.

<sup>10</sup>Sixty Grade Pupils of the High School Building, Chisholm, Minnesota; A Brief Sketch of Its History, Industrial Life, Government, and Educational Facilities, Chisholm, Charter Class in the Chisholm High School Print Shop, 1915, pp. 19-20.

were provided on the adjacent grounds.<sup>11</sup>

Other construction included the high school building completed in the summer of 1907 at a cost of \$100,000, and was remodeled in 1920. It is now a grade building known as the Washington School; its exterior finish is of brown pressed brick and it is trimmed with red Superior sandstone. The interior was finished in light golden oak and the corridors covered with Arrowlock tile, which dates it as to its age. However, its beautifully decorated auditorium seating about 800 people is reminiscent of the era when iron ore moneys were lavishly spent.<sup>12</sup>

On May 5, 1907, Mr. J. P. Vaughan accepted the position of Superintendent of Schools in Chisholm, a post which he held continuously for forty-one years until his retirement August 1, 1948.<sup>13</sup> Mr. Vaughan received his education from Winona State Teachers College and the University of Wisconsin. He was the principal at the Clitheral and North Branch schools before coming to Chisholm schools. In 1923 Mr. Vaughan was elected President of the Minnesota Educational Association, and in 1932 the teachers of the Chisholm schools presented

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<sup>11</sup>Vaughan, op. cit., p. 4.

<sup>12</sup>Chisholm Kiwanis Club, St. Louis County, The Home of a Thousand Attractions, Chisholm, Chisholm Kiwanis Club, 1924, p. 9.

<sup>13</sup>Chisholm Public Schools, Dedication and Open House of the Vaughan-Steffensrud School, Chisholm, Chisholm Public Schools, 1959, p. 2.

Mr. Vaughan with a certificate of membership for life in the National Education Association. For forty-one years the youth and parents of Chisholm looked to Mr. Vaughan, whose educational philosophies stood like a fortress in all adversities because he believed that: "The aim of education should be to teach us rather how to think than what to think, - rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men."<sup>14</sup>

### III. A YEAR OF DISASTER

The year of 1908 was truly a one of disaster for the village of Chisholm. It was the year of the big fire which almost completely gutted Chisholm's business district and left but a few homes standing from which the people could start rebuilding. How did this great fire begin? What were the circumstances which on that day led the fire into Chisholm? The fire that destroyed most of Chisholm came from forest and brush fires that had been burning for weeks in the cut-over country north and northwest of town. The weather had been dry for over a month. On Saturday, September 5, 1908, a very high wind came up. This fanned the small brush fires

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<sup>14</sup> Ibid.

into a large forest fire that could not be stopped. By 4:30 p.m. it struck Chisholm and went through to Longyear Lake. Within three hours the entire business section and most of the private homes were destroyed and more than 4,000 people were driven from their houses, many of them homeless.<sup>15</sup>

The author has read many accounts and descriptions of the fire of which the most descriptive is a review by Leona Train, an eleven-year old Chisholm school girl of the time:

"On the fifth day of September, 1908, a little spark glowed out in the woods, four or five miles northwest of town. The dry grass and winds helped it on, until finally it was a large fire. The flames grew larger and larger, and quickly burned the dry leaves and twigs. On and on they came, until they reached the town. The first few houses burned, but still the fire could not be checked. The firemen worked hard, but their efforts were useless.

In the town the people rushed here and there. Some carried beds and odd pieces of furniture. In their hurry, many forgot money, jewelry, clothing and other valuables, and only took pillows, chairs, clocks, and less important articles. A few carried as much clothing as they could carry.

I was so excited I jumped up and down. Mother ran upstairs and down, snatched a few things and threw them into a suitcase. This, with our winter coats, was locked in a vault at the bank. Mother took a blanket on her arm for me, and we rushed out into the street, which was crowded with people hurrying away.

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<sup>15</sup> Mayme C. Bay, "Highlights of the History of Chisholm, Minnesota, (Chisholm: Fourth Grade Teacher of Chisholm Public Schools, 1953), p. 1. (Mimeographed.)

One lady, running down the street, carried a bird cage. The bottom had fallen out, and the bird had escaped, but she clung to the cage.

My cousin, Miss Chase, was staying at our house. She put on three skirts, in order to save them, and left \$45 in a purse on a hall radiator. We saw one lady carrying three puppies, while two babies were crying at her skirts.

The smoke was so dense one could hardly see, and the wind took us off our feet.

On Lake Street there was the wildest confusion. People were hurrying about, some scantily clothed, many without coats. We went to the high school, the only brick building in town at the time. From there we could see the flames destroying the town. I remember it well, even though it has been seven years since. It was a beautiful sight, but also a very sad one. Many people lost all of their property in this fire. As the fire came nearer, we all left the school house and went to the Clark Mine. Here a relief train was made up of box cars, which took us to Hibbing. When we arrived there people were very kind and came to meet our cars. They were very hospitable, and even strangers asked us to come to their homes for the night.

When the fire was almost out we went back to our unfortunate city. Only a few houses remained, my cousin's house and ours among them. There were but two or three business houses left.

The bank was supposed to be fireproof, but when we got back only the vault and part of the wall were standing. The vault was so hot from the fire that it could not be opened for three days. The contents were not injured.

Relief trains came from Duluth. The first one was loaded with provisions and blankets, and reached here about noon, the day after the fire. Neither of the school houses was burned, and here the local relief committee began to house and feed the people. Each family was given food and clothing, according to the size of the family. A great many slept and ate in the school house. The kindergarten was dining room and kitchen combined.

The men hastily built rude shacks for the people to live until better ones could be had. I can remember that there was a family of six living in our woodshed.

Soon the soldiers of the Home Guard from Hibbing arrived to keep order in the town. Many times in the night I was awakened by the sentry calling off the hour in a loud voice, or by the stern exclamation of the picket: "Who goes there?" In the midst of it all, many seemed to take their loss cheerfully, and often laughed and joked.

One night mother and some friends were returning from school when they heard someone call out: "Hält! Who goes there?" Looking ahead they saw that the sentry had challenged an old cow, which was taking a moonlight stroll.

After enough of the shacks had been built to accommodate all of the homeless people, the men began to rebuild the business section temporarily."<sup>16</sup>

The people of Chisholm now had the enormous task of rebuilding their town, and even though the task seemed overwhelming, they rose to the occasion. The ashes of the demolished buildings had not grown cold before many of their owners were making vigorous preparations for rebuilding on a more substantial basis. Nor did Chisholm's neighbors forget them in their time of stress. Buhl was the first to contribute to the people of Chisholm by sending barrels of sandwiches and Hibbing people were also very helpful. Contributions poured in from all over the state and Duluth sent in carloads of provisions and the sum of \$8,500.00.<sup>17</sup>

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<sup>16</sup>Walter Van Brunt, Duluth and St. Louis County, Minnesota, Volume I, Chicago, The American Historical Society, 1921, pp. 500-502.

<sup>17</sup>Sixth Grade Pupils of the High School Building, op. cit., p. 10.

The great fire did not harm the schools, although it was "touch and go" many times. The schools played a big part in the saving of lives, both during the fire and during the rebuilding of Chisholm. The schools were used as lodging places for the many people who had lost their homes in the fire. Relief headquarters were also set up in the schools for the purpose of feeding the people who were victims of the fire. Also while the temporary buildings were being erected pending the construction of permanent buildings already planned, the village officials and the municipal court could occupy a portion of the Central School until new quarters were provided.<sup>18</sup>

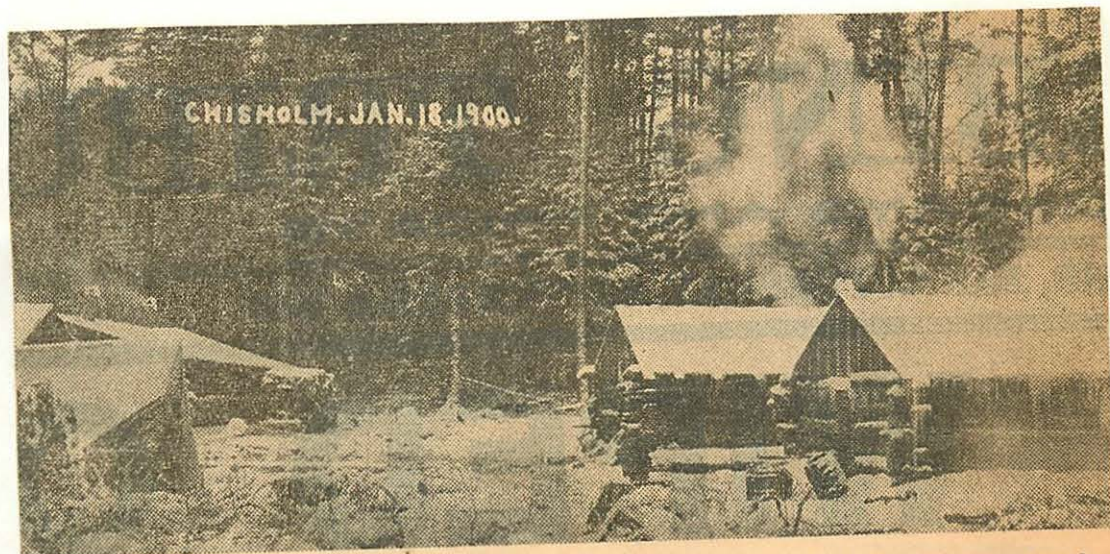
The Chisholm schools can be proud of their part in aiding the people and the local government facilities during the year of disaster.

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<sup>18</sup> Eugene T. Lies, Report of Relief Work at Chisholm, Minnesota, St. Louis County Historical Society, 1928, p. 5.

## CHISHOLM'S EARLY YEARS IN PICTURES

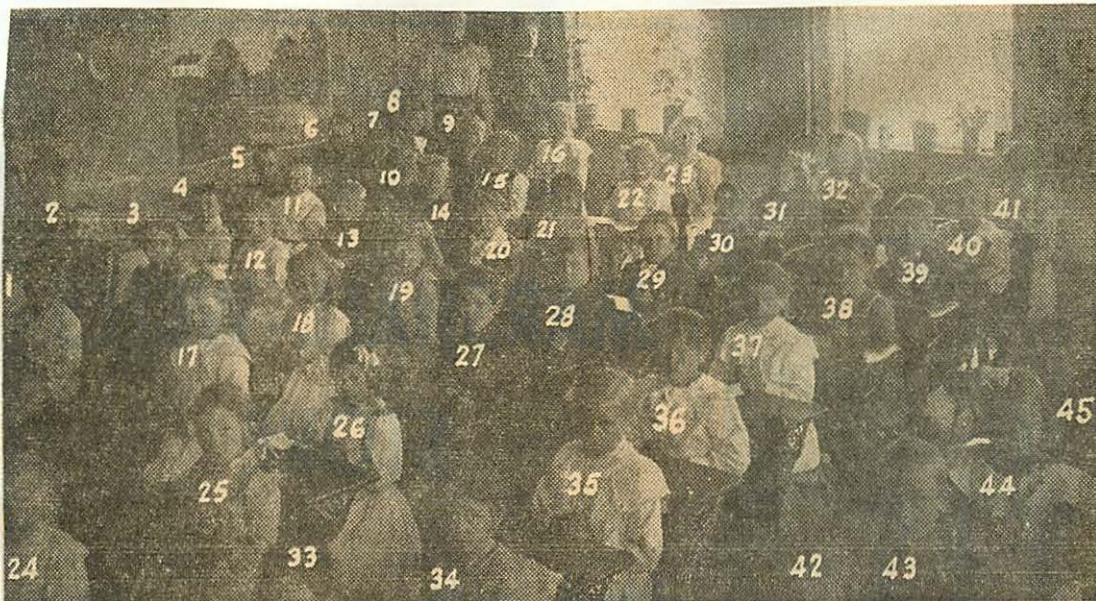
The pictures on the following pages are actual reproductions of pictures which appeared in the September 8, 1908, issue of the Hibbing Tribune. The author purchased these papers at the Minnesota Museum of Mining of Chisholm, Minnesota.



FIRST A LUMBER CAMP — This was Chisholm when it was just a lumber camp owned by the Matchek Lumber Company and run by Chris Swenby. The camp was approximately where the Chisholm Bottling Works is now located.



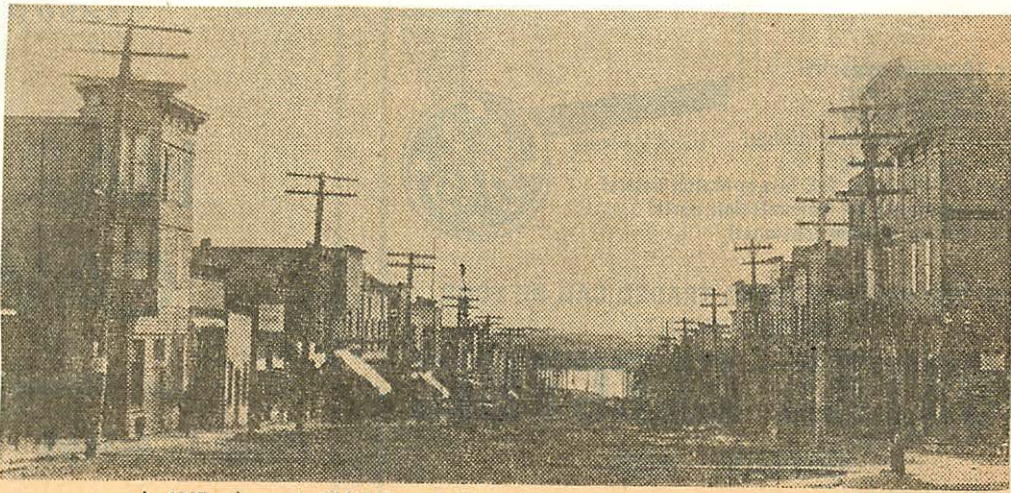
A logging camp at Chisholm in the early days.



1904-1905 First Grade Class of Central School, Chisholm—1. William Rakikainen 2. Gust Gustafson 3. Unknown 4. Edward Lahay 5. Unknown 6. John Kaleen 7. John Kuzma 8. John Matzele 9. Arthur Gunderson 10. Unknown 11. Evelyn Fugere 12. Hilma Luota 13. Werner Koivunen 14. Oscar Essendrop 15. J. Peterson 16. Mrs. Eskola, nee Kivi 17. Olga Lahti, Hulme 18. Orlie Pockett 19. Unknown 20. Edna Olson, Haley 21. Mary Wranker 22. M. Kivi 23. Olga Essendrop 24. Esther Nisula, Novell 25. Ruth Casey 26. Ethel Cohen 27. Bernard Cohen 28. Matt Funtek 29. Werner Latick 30. Unknown 31. Sofie Gunderson 32. Unknown 33. Joe Kovach 34. Amy Schweiger, Ripple 35. Unknown 36. John Jussila 37. Minnie Novak 38. Unknown 39. John Latick 40. Alex Popko 41. Unknown 42. Dorothy Taylor 43. Arvid Linama 44. Ruth Tetzlaff 45. Morris Karon. Picture and identification courtesy Arvid Linama.



The Grant Hotel in 1905. In the picture, Molly Larson French, first lady on the left. Plipp Harington, man in the center. Bill Grant, owner of hotel in carriage and Bill Grant's mother standing by carriage. Tibroc Hotel now stands at this location.



A 1907 view of Chisholm looking down Lake Street to the lake.



LAKE LOCATION—It was more affectionately called Pigtown in 1907.



Pictured is the Monroe Location in 1907



EARLY VIEW — Those who entered Chisholm from the east in 1907 along the road past Longyear Lake would have gotten this view of Lake Street.



**AN EARLY POLICE FORCE IN CHISHOLM**—Seated left to right, Al Bergerson, chief, Ed Dumont, J. Valentine, Burt Forder, Eugene Coffee. Standing left to right, Morris Simonson, Frank Grams, Oscar Carlson, Neil Beaton, Frank Scheringer, and Eli Corrodi.



**POLICE FORCE IN EARLY DAYS**—Police chief was Martin Conors standing first on left. Third standing from left is Iver Oman; seated third from left is Morris Simonson, and next to him is Oscar Carlson. Others in picture not identified.



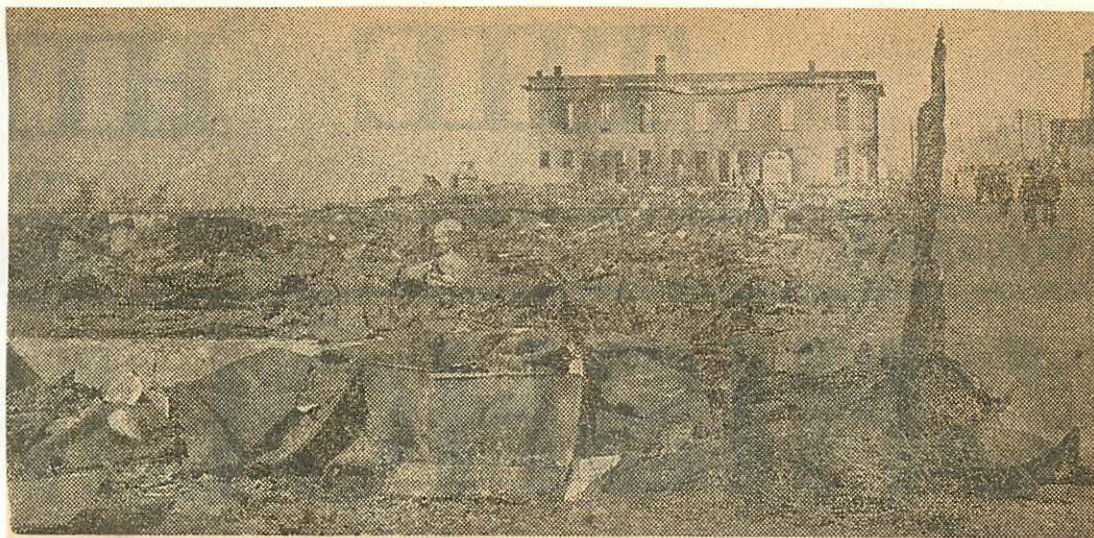
A boarding house scene in Chisholm before the fire.



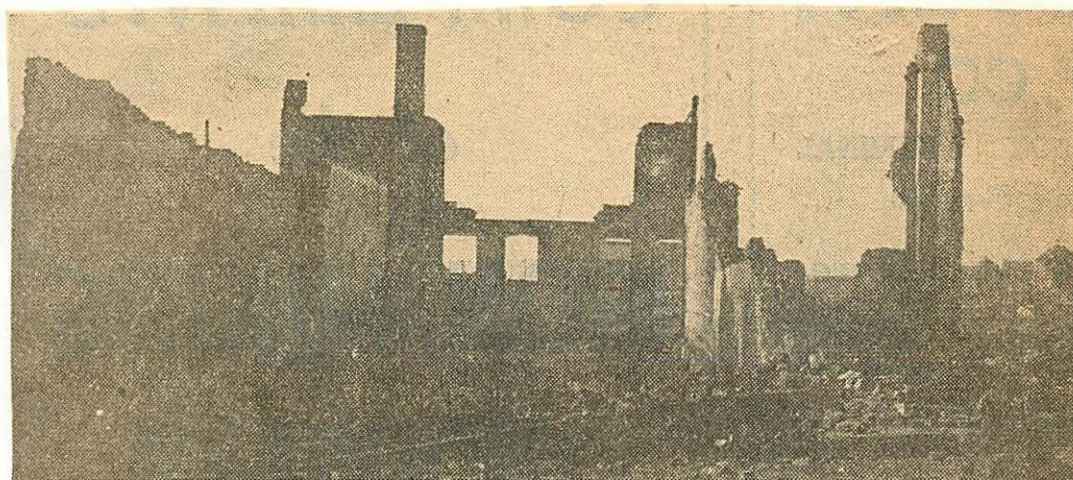
SCHOOL IN 1908—Mixed grade class of Miss Jessie Chase in the Meyers School in 1908. Miss Chase stayed and for nearly a half century taught the three R's to the children in Chisholm.



YOUTH OF 1908—Left to right is Waner, Edward and Ted Oman. Picture was taken shortly before the big fire.



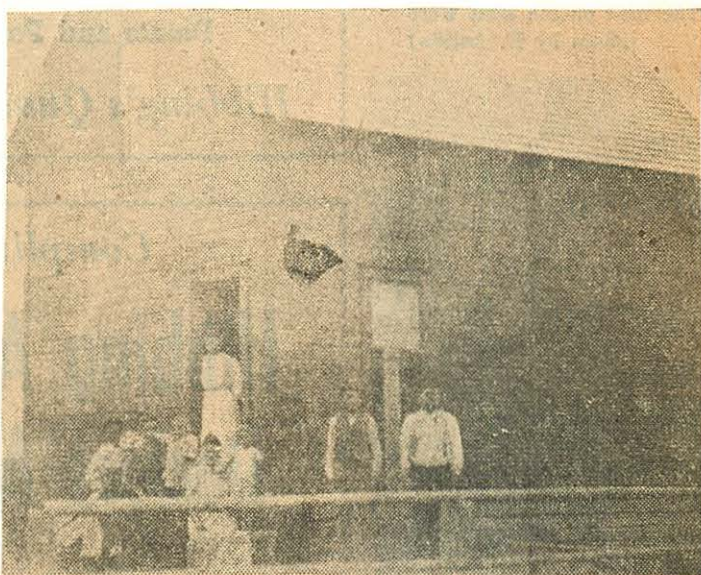
**RUINS** — Pictured here is part of the ruins of Chisholm looking from the lake up Main Street after the tragic fire that swept the town away in less than two hours on that never-to-be forgotten Sunday afternoon in 1908.



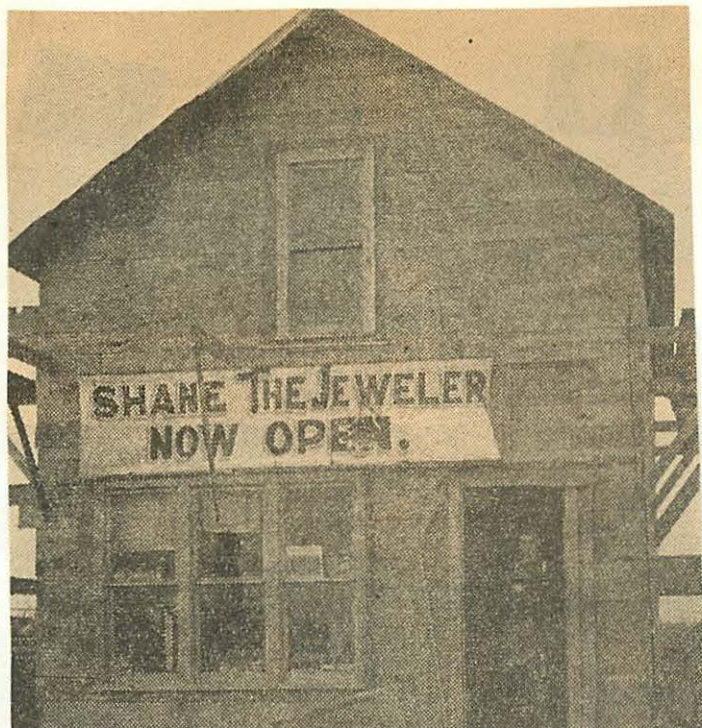
**CITY HALL RUINS**—Shown is all that remained of the City Hall after the fire.



**EARLY SETTLERS** — Left to right, Wranker Bros., Frank Holmberg and dog, Bror Magnusson, Raymond Maturi, Herman Tetzlaff, V. B. Erspamer, Jack Christopherson.



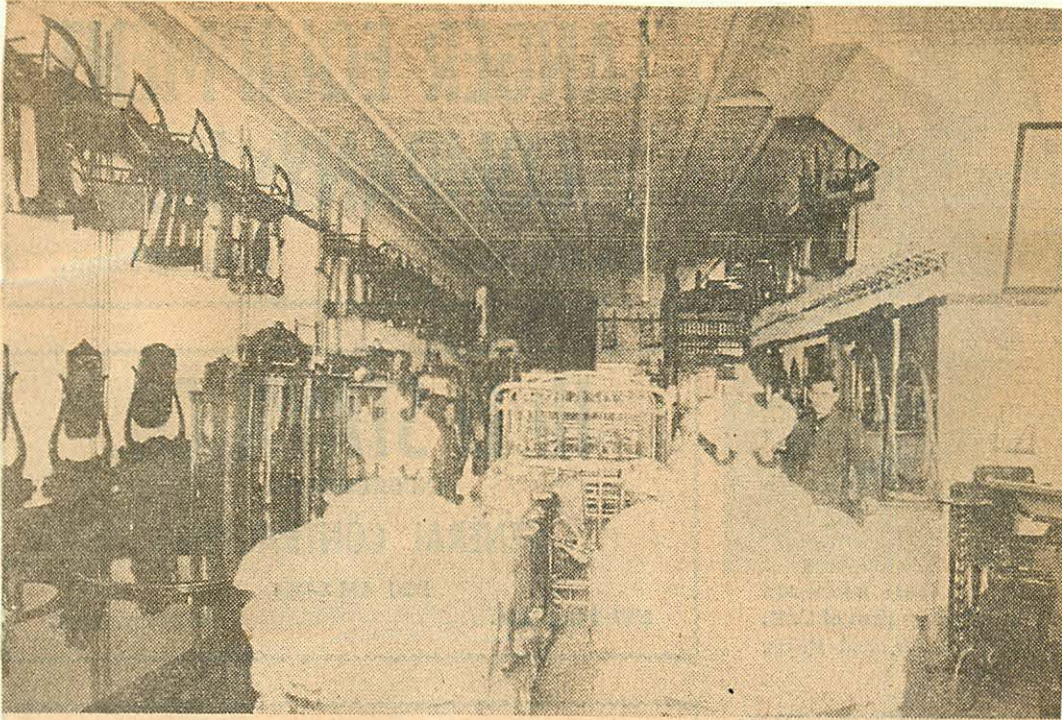
**HOME DIDN'T BURN**—The home of Alex Narva located in the Sawmill location across the lake. Picture taken in 1908 just before the fire. Mrs. Narva wheeled her children to safety in a wheelbarrow. However the home was not burned and many of the neighbors lived with the Narvas until their homes were built again.



John Dwyer standing in the door of the Shane Jewelry Store. Picture was taken Oct. 10, 1908. The original store had been destroyed in the fire.



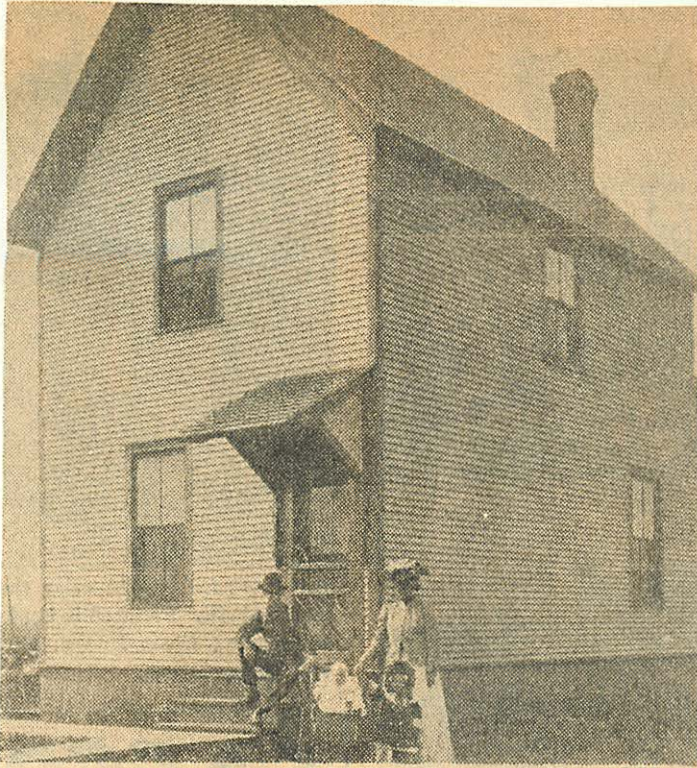
BUSINESS AS USUAL—Rupp's Furniture and Undertaking establishment Sept. 15, 1908, just ten days after the fire. E. J. Rupp is the man at left.



**RUPP'S AFTER FIRE**—Rupp's Furniture Store in January, 1909, five months after the fire. Mr. E. J. Rupp is pictured. This store was located in the same place as the present Furniture and Funeral Home is now located.



The First National Bank rebuilding after the fire. Gentleman in the door is Mr. G. L. Train, life long banker of Chisholm.



**THE HOME OF AUGUST DODIER**—Pictured is Mr. and Mrs. Dodier and two children. Their home and all their possessions were destroyed in the fire, but they fled to safety. After the fire had passed they returned to find their cow standing near where the home had been. Mr. Dodier located a water pail, milked the cow, then he and the family boarded a relief train for Hibbing. While on the train Mr. Dodier gave each and every child a cup of fresh milk.



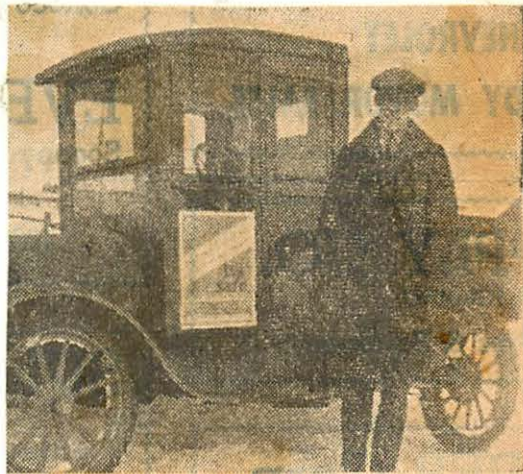
**REBUILT**—Right after the fire in 1908 these businesses were rebuilt. Pictured is Conley's Cafe. The law firm of C. R. Woods and Cleon Knapp, Mesaba Electrical Co. and Hayes and Casey Drugs.



FLOAT IN 1910 JULY 4TH PARADE — Pictured is the Chisholm Steam Laundry Float, from left to right, unknown, George Wilkins, driver, Bert Scott, manager of laundry, Wm. Anderson and Ernest Drew, owners. The lady on the steps of laundry was Mrs. Ernest Drew, boy on left below float, Ben Wilkins; to the right George Drew. The men on the float were working an old hand wringer and washing clothes by hand on old scrub boards. (Photo by E. Anttila)



**REBUILDING CREW**—Pictured is the telephone men who rebuilt Chisholm's telephone system after the great fire of 1908. The poles, cable and wires shown in the picture were part of the telephone plant entirely destroyed by fire.



Mr. Prusak, pictured, recalls that the clutch had to be filled daily with Neat's foot oil to keep it properly lubricated.

**ET**—In 1925 a car with an engine really considered a luxury.

The sign on the cab read, "It's Safe . . . Our preferred stock pays you 7% on your money. Minnesota Power and Light Co."

## CHAPTER IV

## GROWTH OF CHISHOLM'S EDUCATIONAL STRUCTURE 1910-1965

## I. EXPANSION OF THE EDUCATIONAL PERIMETER

The Chisholm school system continued to expand and serve the educational needs of the locations surrounding it. This continued when thirty-six sections of Balkan Township, immediately to the north (See Figure III, page 5,) separated from the Hibbing school district and was added to Chisholm.<sup>19</sup> Also, in 1938, the school district secured a license to occupy land of the Oliver Iron Mining Company in the SE 1/4 of NE 1/4 of Section 28, Township 58 North of Range 20 West (See Figure III, page 5,) in St. Louis County, Minnesota, as a school yard.<sup>20</sup>

On September 7, 1955, the Chisholm Board of Education approved the contract with the University of Minnesota Bureau of Field Studies and Surveys to make a study of the Chisholm school system with respect to expansion requirements. This was done by February of the next year and after a study of the recommendations, a plan was approved to build a new school

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<sup>19</sup> J. P. Vaughan, "History of Chisholm Schools" (Paper read at a meeting of the St. Louis County Historical Society, Chisholm, Minnesota, June 22, 1928), page 4.

<sup>20</sup> "Minutes and Proceedings of the School Board," (The board minutes of Independent School District 695, November, 1937 - December, 1942) p. 45.

on a new site. For this purpose school trust fund land was acquired from the State of Minnesota through condemnation proceedings.<sup>21</sup>

This ended the expansion of the educational perimeter of the Chisholm school system.

## II. PHYSICAL GROWTH

School construction continued at a rapid pace after the great fire as new schools were built and others remodeled, portable schools were also brought in as the need arose.

The first school at the Shenango Mine, a two-room building, was erected in the summer of 1910.<sup>22</sup> Also, in 1911 the first country school, built in the cut-over clearings to the north of Chisholm, was completed and opened with an enrollment of nineteen students.<sup>23</sup>

On the night of January 7, 1912, the old Central School burned to the ground. Fortunately, the new Lincoln School, which had been in the process of construction for almost a year, was nearing completion, and classes were transferred there on January 8, 1912. This was the first grade building of fireproof construction erected in the state, and one of the first to be equipped with air washers which since have become standard. The exterior walls are constructed of

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<sup>21</sup>Chisholm Public Schools, Dedication and Open House of the Vaughan-Steffensrud School, Chisholm, Chisholm Public Schools, 1959, p. 6.

<sup>22</sup>Vaughan, loc. cit.

<sup>23</sup>Ibid.

gray vitrified impervious brick laid in bond and trimmed with light Bedford stone. While the building was erected at a cost of \$115,000, the cost of reproduction is now appraised at \$321,000, and its sound value allowing for depreciation, at \$263,000.<sup>24</sup>

Contracts for the present fireproof Senior High School were awarded May 29, 1913. The building was completed in 1915 at a total cost, including equipment, of \$257,000. The cost of reproduction of this building is estimated at \$531,000, and its sound value, \$477,000. Pending the completion of this building, two portables of two rooms each were erected on the present High School playground. This playground, with fencing and planting to insure protection and privacy, has been used as a model of arrangement in many places throughout the country. The Senior High School building is a building of beauty and strength. The lines and tones are quiet and the structure is dignified and pleasing with an arrangement which lends itself to orderly administration.<sup>25</sup>

Already the schools of Chisholm were attracting visitors in the field of education from throughout the country. An article in the local newspaper had this to say about visiting educators and their opinions about Chisholm schools:

"Mr. France, president of the Board of Education of Fargo, North Dakota, accompanied by Mr. Deemer, Superintendent of Schools in

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<sup>24</sup>Vaughan, op. cit., p. 5

<sup>25</sup>Ibid.

that city, visited the local schools on Friday. The two had spent a week on tour of schools in this part of the state and were very enthusiastic in their praise of the local institutions. They pronounced the High and Lincoln Schools were by far the finest they had visited."<sup>26</sup>

Construction kept at its rapid pace with the building of the Theodore Roosevelt grade building of fireproof construction throughout, in 1920, near the site of the old Central School and on the same block.<sup>27</sup>

The schools and their construction didn't go unnoticed by the people of Chisholm during these years. The greatest pride of Chisholm's residents is the town's excellent school system, one of the best in the state. Beginning with the modest Central School constructed in 1901, the system has grown and flourished under the guiding hand of J. P. Vaughan, superintendent in 1907.<sup>28</sup>

The contract for the Junior High School was awarded in 1923, and completely the following spring. A description of this magnificent structure was noted in the Minnesota Journal of Education:

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<sup>26</sup>News item in the Chisholm Tribune-Herald, February 23, 1917.

<sup>27</sup>Vaughan, loc. cit.

<sup>28</sup>The Other Half in Minnesota, Chisholm, The St. Louis County Historical Society, 1921, pp. 3-4.

"In the Junior High School of Chisholm, Minnesota, dedicated in February, 1925, is exemplified the prevailing tendency to combine efficiency with beauty. Even those accustomed to seeing this happy combination of the aesthetic and the utilitarian will be impressed by the effectiveness with which this double aim has been accomplished.

Tudor Gothic in architecture, of soft-toned brick, it is an imposing structure nearly a block in length. It is built upon the unit plan which fits it for both school and community activities. Though each section has its outside entrance, they all are in direct communication. It encloses, on three sides, a court whose brick walls and curving drive surround a central plot of flower beds.

The academic unit, which includes the general offices, classrooms, and library, occupies the three stories of the central section. To the right is the "health" section, also opening upon the court. It includes the spacious, well-equipped gymnasium surrounded by roomy balconies for the accommodation of spectators; the carefully regulated showers, and dressing and locker rooms; and the green and white tiled natatorium with its beautiful large pool. Across the central hall in the same section is the home economics department with completely modern sewing and cooking rooms, laundry, and the cafeteria with its facilities for efficient service and its attractively painted furniture.

The left-hand section houses, in the rear part of the first floor, the industrial department with its numerous shops and display rooms for wood and metal work, and the print shop; on the second floor, above are the art rooms and the three music rooms which open into each other, and communicate, by means of stairways, with the auditorium, making easy access to stage and orchestra pit. The auditorium, Elizabethan in design, with a seating capacity of fifteen hundred, occupies two stories of the front portion. In seating, lighting, and general arrangements, it is the peer of a metropolitan theater, while in artistry and simplicity of design, it surpasses most.

Upon viewing the Junior High School of Chisholm, one is particularly impressed by its perfection of detail. On the side of efficiency nothing has been overlooked, from the most economical general arrangement to the most satisfactory ventilation and heating systems and the arrangement of bulletin boards in the halls. On the side of beauty, from the harmonious tones of the inlaid floors of the silent halls, the softly-gleaming finish of the library shelves, the groined arches of the gymnasium entrance, and the colorful tiles and rich lamps of the foyer of the auditorium down to the classroom bookcases and even the iron work of the<sup>29</sup> fire balconies, there is not an inharmonious note.

The Shenango School was remodeled in 1926, but unfortunately six months later it was destroyed by fire, but was rebuilt. In 1940 the Shenango School finished its service to the Chisholm school system. By a 5 to 1 vote, decision was reached at a special meeting of the school board to close the Shenango School, effective Monday, September 30th.<sup>30</sup> In December of 1944 the Chisholm School District sold the one and one-half story frame building, known as the Balkan School, and the land to the Town of Balkan. The school district retains the right to have the first choice in buying the land if it is sold in the future.<sup>31</sup>

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<sup>29</sup>Vaughan, op. cit., p. 7

<sup>30</sup>News item in the Chisholm Tribune-Herald, September 26, 1940.

<sup>31</sup>"Minutes and Proceedings of the School Board," (The board minutes of Independent School District 695, January, 1943 - August, 1948), p. 93.

In 1958 the Minnesota Legislature renumbered the school districts in the state, and the Chisholm district became known as the Independent School District Number 695 of Chisholm, Minnesota.<sup>32</sup>

Also in 1957, the Minnesota Legislature authorized the school district to issue and sell bonds in an amount not to exceed \$1,050,000, and \$875,000 of this amount was earmarked for the construction of a new fifteen-classroom elementary school building, the Vaughan-Steffensrud.<sup>33</sup> This latest school building exemplifies the best in modern school architecture. The plan of the building resembles a modified "Z" with two separate wings, one containing classrooms for the kindergarten and first three grades, and the other containing the fourth, fifth, and sixth grade classrooms. Between the two wings are located the offices and work room, remedial room, multi-purpose room, kitchen, audio-visual room, remedial room, library, and teacher's lounge. Folding gates make it possible to close off the two classroom wings when the school's

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<sup>32</sup> Renumbering of School Districts in Minnesota, Minnesota Recodification Law (Minnesota: Minnesota State Legislature, 1957), Chapter 947, Article X.

<sup>33</sup> Chisholm Public Schools, Dedication and Open House of the Vaughan-Steffensrud School, Chisholm, Chisholm Public Schools, 1959, p. 6.

facilities are being used by community groups after school hours. The multi-purpose room serves as a gymnasium, a dining room, and an auditorium. An electrically operated folding partition divides it so that it may be used by two classes simultaneously.

The building is constructed of durable, fire-resistant materials throughout. The foundations and the floor construction are of reinforced concrete, while the roof construction is of steel joist supported on steel columns and beams. All walls and partitions are of masonry, in some areas exposed and in others plastered.

To keep maintenance costs at a minimum, the corridor walls are of glazed structural tile and the floors are of terrazzo. Glazed structural tile is also used for walls in the kitchen, multi-purpose room and in hard-use areas in the classrooms. Terrazzo floors are continued from the corridor into the coat space in the classrooms to simplify mopping up after wet and muddy overshoes and rubbers. Washroom walls and floors are of ceramic tile. In the library and kindergarten the floors are of pure vinyl tile, while elsewhere they are generally of asphalt tile. Interior doors are of extruded aluminum. In order to conserve heat, all windows are double-glazed, exterior walls are "furred" and the roof is insulated.

Daylight is brought into the corridors through a series of plastic "bubble" skylights in the roof, and the lighting in the library is augmented in the same manner.

In the corridors and in almost all rooms the ceilings are covered with acoustic tile to greatly reduce the noise level, while in the kitchen, the acoustic tile is of a specially surfaced type that does not absorb dirt and odors and can be washed.

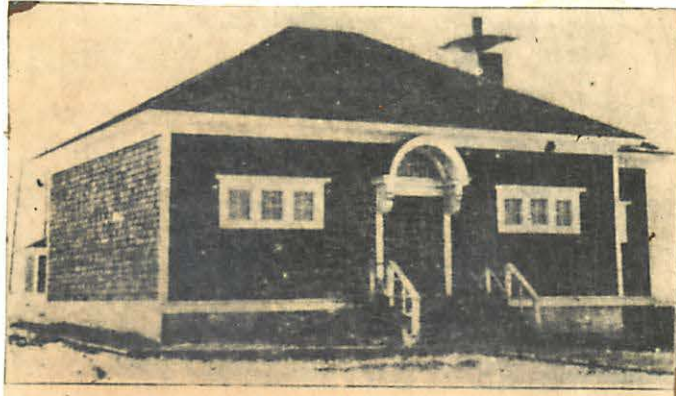
Symbolic of the quality construction and materials employed throughout the building is the touch of polished "agate" granite at the main entrance.<sup>34</sup>

With the completion of the Vaughan-Steffensrud School, 58 years of school construction came to an end for the Chisholm school district. At the present time there are six schools (See Figure V, page 40) serving the system, all of which are located within the city limits of Chisholm. The Chisholm school system can be proud of its schools, old and new, as they have and are still serving the needs of the school system and the community. The Chisholm schools have been praised by educators throughout the country as schools of beauty and architectural genius, as well as fulfilling the educational needs of the community.

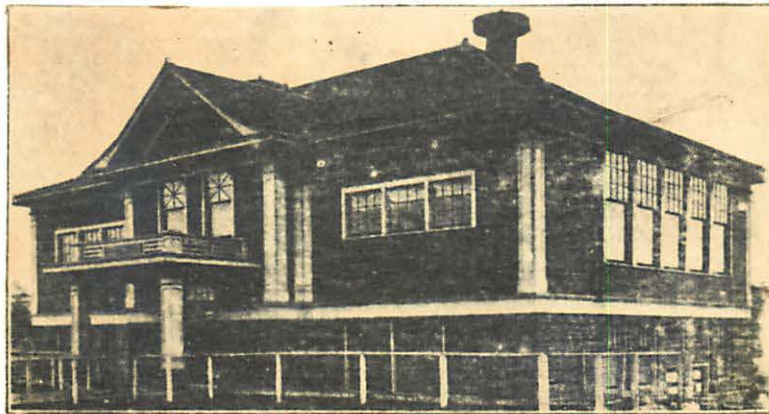
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<sup>34</sup> Ibid.

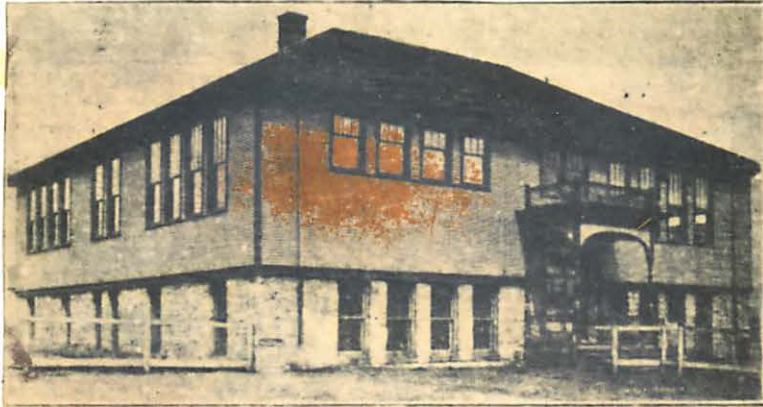
CHISHOLM'S SCHOOLS IN PICTURES



THE COUNTRY SCHOOL



THE SHENANGO SCHOOL



THE MEYERS SCHOOL



THE MONROE SCHOOL



SENIOR HIGH SCHOOL



JUNIOR HIGH SCHOOL



L I N C O L N



VAUGHAN - STEFFENSRUD



R O O S E V E L T



WASHINGTON

The teachers in the early years were confronted with a variety of problems which made things more difficult for them. The schools were situated in different locations and with the horse and buggy as the main source of transportation, it was difficult to do much traveling. As transportation became more advanced, cars began to appear in Chisholm which helped to solve the transportation problem.

The teachers did not always find the best living conditions because Chisholm was in the process of growing and the accommodations were not always so desirable. The great fire of 1908 also disrupted the housing situation for awhile until new homes and hotels could be built.

The Chisholm school district decided to do something to help the teachers improve their living conditions and Independent School District Number 40 adopted a system of teachers' dormitories which was presented to and commended by the superintendents at a meeting held in Minneapolis in March, 1921. The teachers' dormitory was taken as a model which other school districts followed throughout the state.

According to Superintendents Vaughan of Chisholm and Sandburg of Crookston, this plan of housing was preventing teachers from leaving the professions, was an economical means of living and at the same time a splended environment for teachers.<sup>35</sup>

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<sup>35</sup> News item in the Chisholm Tribune-Herald, April 1, 1921.

Teachers' salaries in the early twenties fluctuated considerably and averaged around \$55 a month at that time.<sup>36</sup> An item from the local newspaper reviews the status of wages as they were in the early twenties.

Election and assignment of teachers was made at a meeting of the school board this week. There was no reduction made in the teachers' salaries and those reelected were at the same salaries as they hold the present term. The minimum salary was set at \$1,200 in the grades and \$1,400 in the high school. The allowance above the minimum for two years' experience in the Chisholm district was reduced from \$200 to \$100 per term.<sup>37</sup>

As the years went by the salaries improved and are now considered by the teachers to be sufficient and adequate to provide for respectable housing, living and professional status. The present salaries (See Table IX, page 93) have a scale of ten steps to permit a progressive program as experience and additional training result in mature and master instructors.

In 1936 the first steps were taken toward the organization of Chisholm teachers when forty teachers met at the community building. Officers chosen were Frank Champa, president; Frank Blatnick, vice-president; Miss Ruth Hvens, secretary; and Miss Evelyn Bertone, treasurer.<sup>38</sup> Since then the teachers of the district have two organizations representing them in a liaison capacity with the school board, namely the Chisholm Education Association and the Chisholm Federation of Teachers.

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<sup>36</sup>Chisholm Public Schools, Ex-Teachers, Files on Ex-Teachers, Chisholm Public Schools, 1904-1965.

<sup>37</sup>News item in the Chisholm Tribune-Herald, May 11, 1922.

<sup>38</sup>News item in the Chisholm Tribune-Herald, July 30, 1936.

Teachers of the early years held a variety of degrees, namely: Normal, Kindergarten, Primary, Two-Year Intermediate, and Advanced Degrees.<sup>39</sup> At present, teachers are certificated by the state department of education, and a four-year degree from an approved teacher training institution is required for certification. Also, teachers in the Chisholm High School must teach in their major field, which is highly commendable, and a two-year probationary period for all new teachers coming right out of college is mandatory. Obviously, the number of teachers in the Chisholm schools has fluctuated (See Table XII, page 96) with the school population throughout the years. Teachers in the Chisholm schools receive, in addition to their salaries, a \$4,000 life insurance policy with the premium paid by the school district. They also receive the benefits of a Group Hospital, Medical-Surgical and Medical-Clinic Insurance, with the school district and the teacher sharing the costs of the premiums.<sup>40</sup> Attendance at summer school is not required of any teacher in the system, but the administration does offer remuneration as a means of encouraging teachers to further their education with a grade of "C" or better needed for the extra remuneration.<sup>41</sup>

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<sup>39</sup>Chisholm Public Schools, loc. cit.

<sup>40</sup>"Teacher's Handbook" (A statement of the policy of the Board of Education, Chisholm, Minnesota), 1964, Section V, p. 7.

<sup>41</sup>Ibid., Section IV, p. 8.

The substitute teacher is regarded as a very important person in Chisholm and his applications, certificates, and other necessary information are kept on file in the superintendent's office. According to regulations of the State Department of Education, he must be qualified for a teaching certificate, the same as a regular teacher. If there is a shortage of substitute teachers, the superintendent may request a casual certificate for a teacher whose credentials have expired.<sup>42</sup> With the trend of the times wages for the substitute teacher have risen (See Table XI, page 95) from \$6.50 a day in 1947 to \$17.00 a day in 1965.<sup>43</sup>

The Chisholm schools believe that we need wise, human teachers today to help the children grow into protectors of our way of life. These guides as set up by the administrative officers are as follows:

One who is adult in speech, action, and philosophy.

One who can smile even in the face of difficulty.

One who comes before school opens and sticks around a little while after it closes.

One who knows what he is going to do when he enters the classroom.

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<sup>42</sup> Ibid., Section V, pp. 13-14.

<sup>43</sup> Chisholm Public Schools, Substitute Teachers, From the Files of the Office of the Superintendent, Chisholm, 1947-1965.

One who is sincerely concerned with every child assigned him.

One who is concerned when others have misfortune.

One who is adequately trained professionally and academically.

One who can revel in another's success.

One who can analyze constructively his own weaknesses and faults.

One who knows the laws of physical, mental, and moral health and lives them methodically.

One who deliberately attempts to constantly broaden his interests.

One who loves to teach.

One who by nature is friendly.

One who is willing to give more than the prescribed minimum.

One who is more tolerant of others.

One who has definite ideas and ideals of vision for himself and his students.

One who sees the good in others.

One who is clean in body and mind.

A regular person.

A wholesome person.

One who is definite in speech and action

One who has developed method

One who plans ahead.

One who can take suggestions and acts on them for self-improvement.<sup>44</sup>

During the history of the public schools in Chisholm, five superintendents (See Table VIII, page 92) have served

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<sup>44</sup>Teacher's Handbook, op. cit., Section VII, p. 7.

including E. W. Eininger, who is the present administrator in the Chisholm public schools.<sup>45</sup>

### III. WIDENING OF OPERATIONS

School transportation has become an enormous enterprise in the United States today. As compulsory attendance laws came into effect, the need for school transportation grew and it became necessary to transport pupils who lived long distances from school. Pupils are also transported to special classes in other towns by the Chisholm school transportation system and also to Hibbing Junior College. In Chisholm the schools have developed into a fine organization since its inception. Prior to 1916 the livery stables in town handled the transportation for the schools and it was in 1916 that the school district purchased its first bus and housed it at the Masters Garage, located on Lake Street on the site of the Thorp Finance Company offices. In 1917 a garage was built adjacent to the Washington School, with room for three buses, but now serves as the carpentry shop for the school district.<sup>46</sup>

Consolidation of the schools meant that the school district had to transport pupils to town from outside the city limits, and in 1918 D. C. Hackett became bus driver for the school district and transported the pupils at the country

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<sup>45</sup>Chisholm Public Schools, Superintendents Who Have Served the Chisholm Public Schools, From the Office of the Superintendent, Chisholm, 1902-1965.

<sup>46</sup>Personal interview with Mr. Harry Bay, former Garage Foreman, Chisholm Public Schools.

school.<sup>47</sup> Also in 1918 the school district purchased a car and a truck. The car was used to transport the nurse, doctor, truant officer, and supervisors, which the school district employed, to the various schools in the district. The truck, which transported Balkan students in the eighth grade and high school to town, had a canvas top and seated twelve students.<sup>48</sup>

In 1919 Harry Bay became garage foreman, a position he held until his retirement in 1956.<sup>49</sup> Also in 1919, the school district purchased two large automobiles, but the Chisholm Transportation Company was given the contract for transporting the students of the district, a policy which was effective until 1938 when it was cancelled by the school board.<sup>50</sup>

A new school garage, built in 1931, and located in the southern part of the city near the Washington School, had served to house the schools' buses until the completion of the present school garage in 1940, near the Junior High School.<sup>51</sup> A complete staff of mechanics keep the equipment in running order. All this is necessary since the buses travel almost 75,000 miles a year and transport 8,000 pupils daily.<sup>52</sup>

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<sup>47</sup>"Minutes and Proceedings of the School Board," (The minutes of Independent School District 695, March, 1916 - February, 1924), p. 54.

<sup>48</sup>Personal interview with Mr. Harry Bay, loc. cit.

<sup>49</sup>Ibid.

<sup>50</sup>"Minutes and Proceedings of the School Board," (The board minutes of the Independent School District 695, February, 1924 - June, 1933), p. 497.

<sup>51</sup>Bureau of Field Studies and Surveys, School Survey of the Chisholm Area, Minneapolis, College of Education, University of Minnesota, 1956, p. 200.

<sup>52</sup>Personal interview with Mr. Steve Orlich, Garage Foreman, Chisholm Public Schools.



CHISHOLM'S SCHOOL GARAGES--OLD AND NEW

CONVERTED INTO CARPENTER SHOP



CONVERTED INTO WAREHOUSE



P R E S E N T - D A Y G A R A G E

#### IV. ENLARGEMENT OF THE FIELDS OF STUDY

The primary reason that any school district exists is to educate its students with a preferred curriculum. Many things have been said about curriculum, what it is and what it is supposed to accomplish, and the Chisholm public schools, through its "Philosophy of Education" appearing in the "Teacher Handbook" states its formula:

"We must endeavor to give each student a course of study commensurate with his abilities. Each must be given an opportunity to realize his full potential. The academic value of school life should be stressed without loss of the values to be gained from a program promoting spiritual, social, and aesthetic development."<sup>53</sup>

Official records and statements of the Chisholm schools describe the types of courses offered, dating back to 1907.

The elementary school curriculum, although basically the same, has developed greatly throughout the years, this development being noted even in the early years of its growth and in direct proportion to the needs of the community, with the increase in buildings and enrollment. The three R's are no longer sufficient for training young people for life's responsibilities in a world in which science and industry are predominant. Since 1907 accelerated programs have been marked

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<sup>53</sup>"Teacher Handbook" (A handbook prepared by the office of the Chisholm High School, Chisholm, Minnesota) 1964, Section I, p. 2.

by official systematic and prescribed classroom outlines which have replaced or supplemented the use of text books to further enrich and amplify instruction. In addition to basic and traditional three R's the curriculum provides for fringe and coordinated studies such as science, social studies, spelling, art, health, music, and physical education to the children.<sup>54</sup> This forward-looking development is in line with the 1928 State of Minnesota Curriculum Guide for Elementary Schools which states that "A curriculum must always be a growing thing continually in the making, if it is to keep pace with the dynamic nature and needs of modern society and contribute to more intelligent and more abundant living."<sup>55</sup>

In Chisholm elementary schools as elsewhere, elementary classrooms have generally been one-teacher units. Of late, there have been additional aids provided such as coordinators with new materials and instructional aids particularly in music and physical education. Also, the elementary teachers are now permitted wide flexibility in determining the content of their weekly lesson plans. Not only do they use their resources but they do adapt recent aids to their situations. Gone is the prescribed coordinated outlines of classroom procedure. (See page 60)

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<sup>54</sup> J. P. Vaughan, "History of Chisholm Schools" (paper read at a meeting of the St. Louis County Historical Society, Chisholm, Minnesota, June 22, 1928).

<sup>55</sup> State of Minnesota, Curriculum for Elementary Schools, (Minneapolis, State Department of Education, 1928), p. 11.

Chisholm employes a Director of Elementary Education whose function it is to direct instruction as well as supervise curriculum revision. Two other facets of the Chisholm elementary school program are the Release Time Religious Instruction Program, and the hiring of a Speech Therapist.

The junior high school was a part of the eight-year elementary unit until 1924, when the junior high school building was constructed and the school system was organized into a 6-3-3 educational structure. In the early and middle years no textbooks were used in the junior high school, as coordinated outlines were the main source of information to be followed by the classroom teacher. The school system trained their own teachers for this type of instructional program and this lasted until after World War II when new teachers coming into the system wanted textbooks in their classrooms. It was during 1956 that the school system decided to use textbooks for all subjects in the junior high school and let the teachers choose the textbooks they wanted. The curriculum has some current revisions to help it keep pace with our modern times as a new Modern Mathematics program was installed in 1963; also, a change from General Science for grades 7 - 9 to be broken up into the Earth, Biological and Physical Sciences for the same grades.

The junior high school has developed a Guidance Department to aid its students in helping them with their educational and social problems so they might emerge from school as a good citizen and worker.<sup>56</sup>

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<sup>56</sup>Office of the Junior High School Principal, Daily Program, Chisholm, Chisholm Public Schools, 1964-1965.

The senior high school curriculum conforms well to the national standards in revisions made throughout the years; some were made out of necessity and some to keep pace with the needs and demands of the community. In 1921 a department of auto mechanics, gas engines, and machine shop was added and prevocational training offered to junior and senior students in the form of twelve weeks of try-out courses. Also, sight-saving classes were instituted for pupils with varying degrees of defective vision. Since this program received state aid of \$300 per pupil its future was assured. Chisholm can be proud of itself as this is the first special training center of this kind to be established outside of the three largest cities in the state.<sup>57</sup> On page 63 is a format of the senior high school program for the 1964-1965 school year.<sup>58</sup> Further explanation of the high school program in the 1950's is necessary. Bookkeeping and Spanish I and II were added to the program, both of which were necessary. Latin was dropped, not for the lack of need but because of teacher scarcity. Speech and journalism were added as electives.

What is the vocational value of high school subjects? The following material is given to students as they contemplate their schedule for each year of high school:

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<sup>57</sup> News item in the Chisholm Tribune-Herald, August 26, 1921.

<sup>58</sup> Office of the Senior High School Principal, High School Curriculum, Chisholm, Chisholm Public Schools, 1964-1965.

School subjects which have constituted your work will aid you in securing a position, because employers recognize the school as a selective agency which eliminates those:

1. Who do not have the intelligence to finish.
2. Who do not have the stick-to-itiveness to finish.
3. Who do not have the health to finish.
4. Who cannot cooperate with superiors.
5. Who cannot interpret printed matter.
6. Who cannot follow instructions.
7. Who do not care to work.
8. Who do not have aims.
9. Who are unsocial, tardy, and irregular.
10. Who cannot make adjustments.<sup>59</sup>

This is so generally recognized today that most employers who are looking for people to fill worthwhile positions have as a basic qualification at least high school training. Students should not assume, however, that merely securing a diploma will give them this advantage. If a student's high school record is poor, employers will conclude that he was not able to meet the requirements of the high school.

Inasmuch as adult education was felt sorely needed for Chisholm residents, an Evening School program was started in 1909. It was highly successful from its beginning and certainly achieved the desired goals. The purpose of the program was to open avenues of intelligence through an understanding of our country's language to those people new to our country and to familiarize them with American ideals.<sup>60</sup> The

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<sup>59</sup>Ibid.

<sup>60</sup>J. P. Vaughan, "History of Chisholm Schools" (paper read at a meeting of the St. Louis County Historical Society, Chisholm, Minnesota, June 22, 1928).

HIGH SCHOOL CURRICULUM

1964 - 1965

ACADEMIC	COMMERCIAL	INDUSTRIAL AND VOCATIONAL ARTS	OTHER ELECTIVES
<u>Sophomore</u>			
* English * American History # Geometry Biology Spanish II French II	Typing	Homemaking IV-A General Metals and Electricity	** ACappella Choir Speech I (3 days $\frac{1}{2}$ credit)
<u>Junior</u>			
* English * World History Chemistry Biology Advanced Algebra Consumer Mathematics Spanish I (2 years) French I (2 years) French III Spanish III	Typing Shorthand I Bookkeeping	Homemaking IV-B Homemaking V Cabinet Making ## Machine Shop Auto Mechanics ## Mechanical Drawing	Art **ACapella Choir Speech I (3 days $\frac{1}{2}$ credit) **Speech II (3 days $\frac{1}{2}$ credit) **Drama (3 days $\frac{1}{2}$ credit)
<u>Senior</u>			
* English * Social Studies Chemistry Physics Biology Advanced Algebra Trigonometry (1 sem. - $\frac{1}{2}$ credit) Solid Geometry (1 sem. - $\frac{1}{2}$ credit) **Senior Mathematics Consumer Mathematics Spanish II French II French III Spanish III	Typing Shorthand I Shorthand and Transcription (2 hrs. - 1 credit) Bookkeeping	Homemaking IV-B Homemaking V Cabinet Making ## Machine Shop Auto Mechanics ## Mechanical Drawing	Art ** ACapella Choir Speech I (3 days $\frac{1}{2}$ credit) ** Speech II (3 days $\frac{1}{2}$ credit) ** Drama (3 days $\frac{1}{2}$ credit)

\* Indicates required for graduation.

\*\* Must enroll with the permission of the instructor.

# Required for all students except those with special permission to take Consumer Mathematics.

## Provided there are a sufficient number registered.

+ One science is required for graduation. Biology is recommended if you do not plan to take Chemistry or Physics. One unit of Senior High School mathematics is also required for graduation.

All students register for five subjects besides gym and swimming.

Physical Education is required in grades 10 and 11.

All subjects are required for one year and earn one credit toward graduation unless otherwise indicated.

program of courses was the result of careful research of community and individual needs. The main area of study was the study of English, since this was most necessary to upgrading the general immigrant population.<sup>61</sup>

The children going to day school earned the respect of adults and this prompted the parents going to evening school to improve themselves accordingly. Parents refused to accept the fact that their children served the role of family interpreters. This was another reason that the parents wanted to learn reading and writing to interpret legal documents and papers.<sup>62</sup>

At the beginning, the evening school classes were quite large and almost every adult who could go to school, did. However, a decrease in class size was noted after the Quota Acts on Immigration reduced the number of immigrants allowed into the country each year.<sup>63</sup>

Teaching methods in evening school centered mainly on one item: America. There was much flag-waving and a tendency to play up American ideals. The people were told to forget their old-country customs and just think of the American. Later on it was realized that these people could add much by bringing their old-country customs to class to enrich the complete picture of American life.

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<sup>61</sup>Personal interview with Mr. J. P. Vaughan, former Superintendent of Schools, Chisholm Public Schools.

<sup>62</sup>Personal interview with Mrs. C. A. Nickoloff, former Evening School Instructor, Chisholm Public Schools.

<sup>63</sup>Frank L. Auerback, Immigration Laws of United States, Second Edition, New York, Bobbs-Merrill Co., Inc., 1961, pp. 75-78

There were many problems in evening school, but there were three which caused more difficulty than all the others. The first was the language barrier which was present in every classroom because of over thirty nationalities represented in the classrooms. It was difficult for the teacher to communicate with the class as a whole and much individual work had to be done because of this. The second and probably the greatest was the lack of suitable teaching materials, especially written materials. The young, inexperienced teacher had much difficulty in this aspect of teaching. The third was the accepting of differences in the students, who were adults already. The teacher had to respect the student's right to be different, and this was difficult at times because the different nationalities brought their old-country rivalries to the classroom with them. Classes would often be disrupted when a person of one nationality would walk out when a person of a different nationality would enroll in the same class. This was a problem that was solved by the different nationalities working together in groups, getting to know each other, and exploring new horizons.<sup>64</sup> There was one asset which the teacher did have, and this was the high regard and respect for the teacher which immigrants brought over with them from the Old Country. If the teacher showed warmth and understanding, most problems could be solved with a minimum of difficulty.<sup>65</sup> As the years went on, the

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<sup>64</sup> Interview with Mrs. C. A. Nickoloff, loc. cit.

<sup>65</sup> Ibid.

evening school curriculum continued to grow as seen in this item from the Chisholm Tribune-Herald of 1921:

Mr. J. P. Vaughan, Superintendent of Schools, announces that there will be Americanization classes offered in the beginning and advanced English for non-English speaking people; a special course in American institutions and naturalizational requirements for those seeking to complete their citizenship training; an accredited course in eighth-grade subjects for individuals who are desirous of removing deficiencies and securing the eighth-grade diploma, and regular high school work in Spanish and such other subjects for which there may be a demand.

Industrial courses to run from 7:30 to 9:00 will be offered in printing, mechanical drawing, auto mechanics, machine shop practice, cabinet making and wood turning. These classes will be limited to fifteen students. No classes will be organized for less than eight students nor will any industrial class be continued for less than six students. There will also be work offered in dressmaking, typewriting, shorthand, and other subjects for which there may be a demand.<sup>66</sup>

In 1925 the Chisholm schools were justifiably proud of themselves. There were 3688 day school students, which represented thirty-six per cent of the total population of the school district -- almost twice the proportion found in the average community throughout the nation. In addition, more than eleven hundred adults, the maximum attending evening school, swelled the total by ten per cent so that forty-six percent of the total population had been in attendance in the public schools at one time.<sup>67</sup>

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<sup>66</sup> Item in the Chisholm Tribune-Herald, October 14, 1921.

<sup>67</sup> Vaughan, loc. cit.

In 1938, the curriculum was not as complete as in the past due to the shortage of funds, but it did have the needed courses, such as beginning English, English II, Advanced English, Citizenship, and commercial courses.<sup>68</sup>

Evening classes, however, continued to be an important aspect of the Chisholm schools. For the 1961-1962 school year the evening school, renamed Adult Education, had courses in home economics, naturalization, woodworking, ladies' swimming, classroom driver's training, and behind-the-wheel driver's training, which was given on Saturdays. The Director of Adult Education was paid \$424 yearly with the teachers being paid \$3.50 per hour. There were sixty-nine students enrolled and attending one hundred two classroom sessions for this school year.<sup>69</sup> For the 1964-1965 school year, the adult education curriculum consisted of homemaking and office machine courses, with sixty-two students enrolled for the school term.

On June 11, 1936, the Chisholm schools made a request to the Works Project Administration concerning the establishment of a nursery school program. This program came under the

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<sup>68</sup> Item in the Chisholm Tribune-Herald, October 13, 1938.

<sup>69</sup> Director of Adult Education, Adult Education Report, Chisholm, Chisholm Public Schools, 1961-1962.

Regulations of Emergency Relief Act of 1935, and the Administration's orders and instructions were issued by the WPA. Mr. J. P. Vaughan was the sponsoring agent for Chisholm and it was supported by the people of the community very enthusiastically.<sup>70</sup>

The name of this new educational structure was actually the Child Protection Program which had for its purpose the supervision and operation of public nursery schools and pre-school play groups. Moreover it was to conduct related parent and family life education and provide needed services to the public in time of emergency. In 1942 the war-time nursery schools served the needs of employed mothers. In April, a program formally known as Play Centers and operated by the WPA Recreation Division, which gave play opportunities to children on all economic levels, was absorbed by the Child Protection Program.<sup>71</sup>

The local superintendent chose all the nursery school teachers and parent education leaders, with the placement and termination of all such teachers being dependent upon the state superintendent's action.<sup>72</sup> There were certain qualifications that prospective staff members had to meet. Those

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<sup>70</sup> Chisholm Public Schools, Nursery School Correspondence, St. Paul, Minnesota State Archives and Records Service, 1936-1943.

<sup>71</sup> Ibid.

<sup>72</sup> Ibid.

qualifications were as follows:

Director: He must have a Minnesota Elementary Special Certificate, be a graduate of a two-year normal school with a major in nursery education, he must also have at least three months of practical experience with children.

Assistant Teachers: They must have a Minnesota Elementary Special Certificate, be a graduate of a two-year normal school with a major in kindergarten or lower-primary school work; they must also have at least three months of practical experience with children.

Parent Education Leaders: They must have two years of college work with a major in work in child training and sociology, they must have training in the teaching methods and the development of the child and his social hygiene, and also experience in the care and training of children was necessary.

All the people who belonged in the above categories were to meet these personal and physical requirements. They had to be in good physical health, have a pleasant personal appearance, and good moral character was a must. Also, each person was expected to have a well-rounded personality.<sup>73</sup>

The nursery school schedule (See Table 13, page 97) was very complete and kept the children quite active throughout the school day.

What service aid did the Child Protection Program perform for the community of Chisholm? Throughout the entire WPA program, 5096 children were cared for in the nursery schools and 133 received care in the war-time nursery schools. Another effect of the program was that an immunization program for diphtheria was realized for seventy-five per cent of the children. The libraries were benefited by the stimulation in reading that the nursery schools offered to the children. The educators

joined forces with the medical men in the community and better health programs were then established. Last of all, better home and school relationships were formed. In 1943 the nursery schools were continued as pre-kindergarten units until the end of the year, when the Child Protection Program was terminated. Thus ended a valuable service to the community of Chisholm.<sup>74</sup>

In 1918 the Chisholm schools started a School Farm, where practical instruction in agriculture was given. This farm operated until 1923 when the board of education decided to discontinue its operation because of inadequate funds.<sup>75</sup>

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<sup>74</sup> Ibid.

<sup>75</sup> "Minutes and Proceedings of the School Board" (The board minutes of Independent School District 695, March, 1916-February, 1924) p. 527.

## CHAPTER V

## KEEPING PACE WITH THE NATION

As we venture into the space age we are constantly being challenged by new information to be learned and to be put to use by the students of our nation. The schools of our country must constantly prepare themselves to meet this challenge adequately.

The Chisholm schools have been doing just this, constantly looking and planning ahead to meet all the possible needs of the future. Although the school population of the Chisholm schools has been declining the past few years, there is optimism shown for a reversal of this trend with the movement of former Iron Range residents back to the Iron Range because of the Taconite boom. With a decreasing base and devaluating iron ores in the ground, Chisholm could not finance new schools at the present time, but this is of no consequence, since the present facilities are ample for an emergency influx of new students.

With an eye to the future in their planning and thinking, the Chisholm schools have up-dated and improved all facets of their educational structure. The curriculum, especially, has been under constant observation and revision so that it may continuously offer the most modern and complete form of education to its students. In keeping pace with

curricular improvement, the quality of the faculty should also be improved. This could be accomplished by in-service programs throughout the school year and attendance of summer classes in accredited teacher training institutions.

Since 1906, when Miss Mildred Shane became the first graduate of the Chisholm public schools, more than 5700 students have graduated. These graduates, through the years, have proved the soundness of the curricula by their success in the fields of science, politics, medicine and education. The future graduates of Chisholm can be equally confident of finding success after graduation.

Chisholm has introduced new innovations to its educational structure by participating in programs new to itself. One of these is the American Field Service Exchange Program, which makes it possible for boys and girls to learn and advance relations between different countries. Since 1961 students from Denmark, Japan, Union of South Africa, Austria, Thailand and in 1966 the Netherlands, have participated in the educational structure of the Chisholm schools, while Chisholm students have gone to summer school in such countries as the Netherlands, Costa Rica, Columbia and Brazil.<sup>76</sup> Chisholm also participates in a teacher-exchange program, which enlightens the teachers to educational aspects of other countries. This educational exchange program of the Department of State, the Mutual Educational and Cultural Exchange Program,

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<sup>76</sup> Chisholm Public Schools, AFS Program, Chisholm, Chisholm Public Schools, 1961-1965.

is under the Fullbright-Hays Act.<sup>77</sup> For the 1965-1966 school year, Larry Belluzzo of the Chisholm schools will teach English in the schools of Ecuador in exchange with Parcemon Cortez Arevado of Lima, Pero, who will teach Spanish in the Chisholm schools.<sup>78</sup>

What is the educational philosophy of the Chisholm schools with which they will face the future, and shoulder the responsibilities of educating the people of Chisholm? The Education Philosophy of the Chisholm schools, in its entirety, is as follows:

Our educational system is one of the most important institutions by which our American values of life are served. The best interests of our country are not served by pointing to systems designed for a rigid and authoritarian society. Our system should be designed to serve the needs of a free society. Our chief concern is that our school curriculum meets the needs of our country, not how it compares with those of other countries. Ours is a more difficult standard to maintain. The function of American Education is not only to train mathematicians, physicists, chemists, and engineers, but to equip each pupil, regardless of his chosen craft and regardless of his abilities, to accept and intelligently discharge the duties and responsibilities that attend citizenship in a self-governing society.

We must endeavor to give each student a course of study commensurate with his abilities. Each must be given an opportunity to realize his full potential. The academic values of school life should be stressed without loss of the values to be gained from a program promoting spiritual, social, and aesthetic development.

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<sup>77</sup> Chisholm Public Schools, Teacher Exchange Program, Chisholm, Chisholm Public Schools, 1965.

<sup>78</sup> Ibid.

A democracy must foster excellence if it is to survive. We must be concerned with individual differences and may properly expect that every form of education be such as to require from each student his maximum achievement. We must never make the assumption that young people unfitted for the most demanding fields of intellectual endeavor are incapable of rigorous attention to some sort of standard.

We do believe that each student should be given as complete an education as his abilities warrant. Our schools have the difficult but necessary task of helping each student attain the very highest degree of mental, physical, moral, social,<sup>79</sup> and emotional development of which he is capable.

Along with its educational philosophy, Chisholm schools also have a set of educational objectives to guide them in performing its educational services to the people of Chisholm. The Objectives of Education are as follows:

1. Education should initiate and continue development in the skills of reading, writing, speaking, listening, computing, thinking, and evaluating. Each segment of the educational system should accept responsibility for either initiating or continuing these fundamental learnings in all educational fields.
2. Education should stimulate personality development and lead toward emotional maturity. Education should help youth acquire good judgment based on sound moral, ethical, and spiritual values.
3. Education should prepare youth for civic living. A democratic society places upon each individual the responsibility to understand and participate in the affairs that affect all people with due appreciation of our heritage as a free society.

4. Education should aid youth in the development of maximum physical and mental health. Emphasis should be placed on the importance of health in effective and happy living.
5. Education should prepare youth for social living and should help develop the attitudes of youth and establish the habits essential for the kind of mutual cooperative living inherent in a complex, interdependent society fostering courtesy, unselfishness, understanding, and good will.
6. Education should prepare youth for living in today's physical environment. The individual today, more than ever, needs to understand his relationship to his physical environment in terms of the vast changes that have been brought about through science and research.
7. Education should prepare youth for making a living. Through guidance, education should help each youth discover those innate abilities required to develop habits and skills to acquire the knowledge which will enable him to take his place with personal satisfaction in his chosen profession.
8. Education should prepare youth for wise use of leisure time. Through participation and appreciation of art, music, drama, speech, literature, creative writing, wholesome sports and outdoor recreation, youth should be led to enriched living. 80

The schools through this educational philosophy, and armed with worthy educational objectives, have kept pace with the Nations and are looking to the future with determination. They will do their best to provide for their young people the most complete education possible as a firm foundation in their future endeavors.

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**APPENDIX**

TABLE I  
COURSES OFFERED AND THE NUMBER OF  
FACULTY MEMBERS INVOLVED,  
CHISHOLM PUBLIC SCHOOLS\*

Level	Position or Course Taught	Number of Faculty Members Serving In This Capacity
Special	Superintendent	1
Special	Director - Elem. Education	1
Special	Instrumental Music	1
Special	Elementary Librarian	1
Special	Audio-Visual, Driver's Training	1
Special	Physical & Health Education	2
Special	Elem. Vocal & Instrumental Music	1
Special	Speech Therapist	1
Special	School Nurse	1
Senior High	Principal	1
Senior High	Librarian	1
Senior High	Chemistry	1
Senior High	Biology	2
Senior High	Spanish I, II, III	1
Senior High	French I, II, III	1
Senior High	English 10	2
Senior High	English 11	2
Senior High	English 12	2
Senior High	Adv. Alg., Sr. Mathematics	1
Senior High	Geom., Trig., Solid Geometry	1
Senior High	Consumer Mathematics, Physics	1
Senior High	Social Studies	1
Senior High	Speech I, Drama	1
Senior High	History 10	1
Senior High	History 11	3
Senior High	Swimming, Gym	2
Senior High	Typing	2
Senior High	Bookkeeping	1
Senior High	Shorthand I, II, Transcript	1
Senior High	Counseling	1
Senior High	Homemaking	1
Senior High	Mechanical Drawing	1
Senior High	Advanced Woodwork	1
Senior High	Machine Shop	2
Senior High	Gen. Metals, Electricity	1

TABLE I  
(Continued)

Level	Position or Course Taught	Number of Faculty Members Serving In This Capacity
Senior High	Choir	1
Senior High	Art	1
Senior High	Band	1
Junior High	Principal	1
Junior High	Library	1
Junior High	Science 7	1
Junior High	Science 8	2
Junior High	Science 9	2
Junior High	Biology	1
Junior High	Spanish I	1
Junior High	French I	1
Junior High	English 7	3
Junior High	English 8	2
Junior High	English 9	2
Junior High	Arithmetic 7	2
Junior High	Mathematics 8	2
Junior High	General Mathematics 9	1
Junior High	Algebra 9	2
Junior High	Social Studies 7	2
Junior High	Social Studies 8	2
Junior High	Social Studies 9	1
Junior High	Speech 9	1
Junior High	Physical Education 7	2
Junior High	Physical Education 8	4
Junior High	Physical Education 9	4
Junior High	Health 7	4
Junior High	Health 8	2
Junior High	Counseling	1
Junior High	Home Economics 7	2
Junior High	Home Economics 8	1
Junior High	Home Economics 9	1
Junior High	Industrial Arts 7	1
Junior High	Industrial Arts 8	1
Junior High	Industrial Arts 9	1
Junior High	Music	1
Junior High	Art 7	2
Junior High	Art 8	1
Junior High	Art 9	1
Junior High	Remedial Reading	1
Junior High	Reading 7	1

TABLE I  
(Continued)

Level	Position or Course Taught	Number of Faculty Members Serving In This Capacity
Junior High	Reading 8	1
Elementary	Principal	3
Elementary	Kindergarten	2
Elementary	Grade 1	5
Elementary	Grade 2	5
Elementary	Grade 3	6
Elementary	Grade 4	6
Elementary	Grade 5	5
Elementary	Grade 6	6

\*Some faculty members have assignments in more than one capacity.

TABLE II  
YEARS OF EDUCATIONAL EXPERIENCE  
FOR MEMBERS OF THE FACULTY,  
CHISHOLM PUBLIC SCHOOLS\*

Years of Experience	Number of Teachers
1-5	21
6-10	18
11-15	16
16-20	12
21-25	13
26-	22

\* Includes nurse and superintendent.

TABLE III  
 NUMBER OF CHISHOLM FACULTY MEMBERS  
 HOLDING VARIOUS DEGREES\*

Degree Held	Number of Teachers Holding This Degree
BA	7
BE	4
BS	58
BPH	1
MA	12
ME	1
MS	7
PhD	0
MM	1
No Degree	11

\*Includes nurse and superintendent.

TABLE IV  
 NUMBER OF ADDITIONAL CREDITS EARNED  
 BY CHISHOLM FACULTY MEMBERS  
 IN ADDITION TO THEIR DEGREES\*

Number of Additional Quarter Hour Credits Earned Above Degree	Number of Faculty At This Level
0	54
1-10	21
11-20	8
21-30	3
31-40	7
41-50	4
50-	5

\*Includes nurse and superintendent.

TABLE V

STRUCTURES WHICH HAVE SERVED AND ARE SERVING  
THE CHISHOLM PUBLIC SCHOOL SYSTEM

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Structure	Years of Service
Central School	1901-1912
Myers School	1903-1937
Monroe School	1906-1940
Washington School	1907-
Shenango School	1910-1940
Balkan School	1911-1944
Lincoln School	1912-
Senior High School	1915-
Roosevelt School	1920-
Junior High School	1924-
Vaughan-Steffensrud School	1959-

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TABLE VI

PERCENTAGE OF CHISHOLM HIGH SCHOOL GRADUATES  
WHO HAVE GONE TO COLLEGE, 1959-1965\*

Year	Students in Class	Students Going to College	Percent
1959-60	146	82	56.16%
1960-61	158	84	53.16%
1961-62	127	66	51.96%
1962-63	135	80	59.25%
1963-64	146	83	56.84%
1964-65	139	76	54.67%

\* From the office of the high school counselor.

TABLE VII

CHRONOLOGICAL RECORD OF EXTRACURRICULAR ACHIEVEMENTS  
OF CHISHOLM HIGH SCHOOL STUDENTS,  
1913-1965

Year	Achievement
1913	Iron Range baseball champions.
1919	State basketball runners-up-winner of Sports- manship Trophy.
1921	Junior Range baseball champions. Iron Range track champions.
1923	District 28 basketball runners-up.
1925	District 28 basketball runners-up. Claimants of mythical state football championship.
1928	State swimming champions.
1929	District 28 basketball champions. Range champions and claimants of mythical state football championship. State champions and first Northwest swimming champions.
1930	District 28 and Region 7 basketball champions- 3rd place winners in state tournament. District 28 football champions. State champions and National Interscholastic Meet swimming champions.
1931	District 28 and Region 7 basketball champions- 3rd place winners in state tournament. State champions and Minnesota Club International Meet swimming champions. District 28 track champions.
1932	State basketball tournament runners-up. State swimming meet - second place.
1933	District 28 and Region 7 basketball champions - 3rd place winner in state tournament. State champions and first Northwest Meet swimming champions.
1934	State basketball champions.
1939	District 28 basketball champions.
1940	District 28 and Region 7 basketball champions - consolation winner in state tournament. District 28 track champions.
1943	District 28 basketball champions.

TABLE VII (Continued)

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Year	Achievement
1944	District 28 basketball champions.
1945	District 28 and Region 7 track champions.
1947	Iron Range Conference football champions.
1948	District 28 and State baseball champions.
1948	Iron Range Conference basketball champions.
1950	Iron Range District basketball co-champions.
1953	District 28 tennis champions.
1954	Iron Range District basketball champions.
1955	Iron Range Conference and District 28 basketball champions.
1959	District 28 basketball champions.
1960	District 28 and Region 7 basketball champions.
1961	District 28 and Region 7 basketball champions.
1961	District 28 baseball champions.
1963	District 28 hockey runners-up.
1964	District 28 hockey runners-up.

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TABLE VIII  
 SUPERINTENDENTS WHO HAVE SERVED  
 THE CHISHOLM PUBLIC SCHOOLS

Superintendent	Years of Service
J. F. Muench	1902-1907
J. P. Vaughan	1907-1948
E. R. Steffensrud	1948-1956
W. N. Nelmark (Acting Superintendent)	1956-1957
W. N. Nelmark	1957-1961
E. W. Eininger	1961-

TABLE IX  
CHISHOLM TEACHERS' SALARY SCHEDULE, 1964-1965

Schedule Step	Years of Training			
	2 years	3 years	B.A.	M.A.
0		\$4000	\$4900	\$5300
1		4200	5150	5550
2		4400	5400	5800
3		4600	5675	6075
4		4850	5950	6350
5		5100	6250	6650
6		5350	6550	6950
7	\$5500	5600	6900	7300
8		5850	7250	7650
9		6150	7625	8025
10			8000	8400

TABLE X  
 SCHEDULE OF EXTRA PAY FOR EXTRACURRICULAR ACTIVITIES  
 IN CHISHOLM PUBLIC SCHOOLS,  
 1964-1965

Sport	Head or Asst.	Extra Base	One Week before School	Three Weeks at Christmas	Total per Person
Football	Head	\$500	\$100		\$600
Football	Asst.	300	50		350
Football	"B"	250	50		300
Football	9	250			250
Football	7-8	200			200
Football	7-8	200			200
Basketball	Head	650		\$200	850
Basketball	Asst.	300		100	400
Basketball	9	200			200
Basketball	7-8	200			200
Baseball	Head	250			250
Swimming	Head	300		50	350
Swimming	Asst.	200			200
Swimming (Girls)	Head	125			125
Hockey	Head	300		100	400
Track	Head	250			250
Track	Asst.	150			150
G.A.A.	Head	125			125
Annual	Head	150			150
Paper	Head	150			150

TABLE XI  
SUBSTITUTE TEACHERS' SALARIES,  
CHISHOLM PUBLIC SCHOOLS  
1947-1965

Year	Rate per Day
1947	\$ 6.50
1948	8.00
1949	8.00
1950	10.00
1951	10.00
1952	12.00
1953	12.00
1954	14.00
1955	14.00
1956	14.00
1957	14.00
1958	17.00
1959	17.00
1960	17.00
1961	17.00
1962	17.00
1963	17.00
1964	17.00
1965	17.00

TABLE XII  
TEACHER TURNOVER IN THE CHISHOLM PUBLIC SCHOOLS  
1955-1965

School District (Chisholm)	Number of Teachers		Number of Teachers Leaving	
	Elem. M - W	Sec. M - W	Elem. M - W	Sec. M - W
1955-1956	2-46	22-28	0 - 4	1 - 1
1956-1957	1-46	22-29	0 - 10	3 - 1
1957-1958	4-44	25-27	0 - 6	0 - 6
1958-1959	9-43	27-25	0 - 3	3 - 2
1959-1960	11-39	29-23	0 - 5	3 - 1
1960-1961	10-38	30-23	0 - 2	2 - 2
1961-1962	12-31	26-23	0 - 5	2 - 1
1962-1963	10-28	27-24	0 - 4	1 - 0
1963-1964	10-27	31-20	0 - 3	0 - 2
1964-1965	11-24	30-21	2 - 6	0 - 3

TABLE XIII  
 NURSERY SCHOOL DAILY SCHEDULE, 1936  
 CHISHOLM PUBLIC SCHOOLS

Time	Activities
8:30 - 9:00	Arrival-individual health inspection
9:00 - 9:45	Free play
9:45 -10:00	Toileting
10:00 -10:15	Fruit juice and fish liver oil
10:15 -10:45	Free play - clean up at end of period
10:45 -11:00	Organized activity
11:00 -11:15	Toileting - prepare for rest and dinner
11:15 -11:35	Rest period
11:35 -12:05	Eating period
12:05 -12:20	Toileting - prepare for nap
12:20 - 2:15	Afternoon nap
2:15 - 2:30	Toileting - prepare for afternoon lunch
2:30 - 2:45	Afternoon lunch
2:45 -	Dismissal

TABLE XIV  
 DAY SCHOOL ENROLLMENTS FOR VARIOUS YEARS,  
 CHISHOLM PUBLIC SCHOOLS

Year Ending June 30	Total Day School Enrollment	Increase Over Previous Year	Decrease Over Previous Year
1904	316		
1905	389	73	
1906	491	102	
1907	584	93	
1908	733	149	
1909	871	138	
1910	1081	210	
1911	1236	155	
1912	1345	109	
1913	1524	179	
1914	1731	207	
1915	1879	148	
1916	2100	221	
1917	2313	213	
1918	2542	229	
1919	2696	154	
1920	2890	194	
1921	3062	172	
1922	3235	173	
1923	3367	132	
1924	3581	214	
1925	3688	107	
1926	3615		73
1927	3615	0	0
1928	3502		113
1929	3332		170
1930	3214		118
1931	3228	14	
1932	3176		52
1933	3156		20
1934	3010		146
1935	2822		188
1936	2693		129
1937	2463		230
1938	2317		146
1939	2187		130
1940	1982		205
1941	1832		150

TABLE XIV (Continued)

Year Ending June 30	Total Day School Enrollment	Increase Over Previous Year	Decrease Over Previous Year
1942	1717		115
1943	1549		168
1944	1490		59
1945	1440		50
1946	1378		62
1947	1355		23
1948	1393	38	
1949	1451	58	
1950	1480	29	
1951	1545	65	
1952	1650	105	
1953	1759	109	
1954	1903	144	
1955	1906	3	
1956	1953	47	
1957	2091	138	
1958	2195	104	
1959	2219	24	
1960	2213	6	
1961	2214	1	
1962	2157		57
1963	2117		40
1964	2049		68
1965	2005		44

TABLE XV  
NIGHT SCHOOL ENROLLMENTS FOR VARIOUS  
YEARS, CHISHOLM PUBLIC  
SCHOOLS

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Year	Enrollment
1936-1937	483
1937-1938	326
1938-1939	538
1939-1940	553
1940-1941	324
1941-1942	180
1942-1943	234
1943-1944	182
1944-1945	134
1945-1946	214
1946-1947	263
1947-1948	240
1948-1949	123
1949-1950	99
1950-1951	--
1951-1952	68
1952-1953	104
1953-1954	142
1954-1955	134
1955-1956	152
1956-1957	184
1957-1958	149
1958-1959	194
1959-1960	173
1960-1961	230
1961-1962	69
1962-1963	46
1963-1964	27
1964-1965	62

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TABLE XVI  
 GRADUATES FOR VARIOUS YEARS,  
 CHISHOLM PUBLIC SCHOOLS

Year	Number of Graduates	Total Graduates
1906	1	1
1907	0	0
1908	4	5
1909	3	8
1910	2	10
1911	3	13
1912	4	17
1913	7	24
1914	4	28
1915	15	43
1916	13	56
1917	15	71
1918	22	93
1919	23	116
1920	22	138
1921	41	179
1922	38	217
1923	39	256
1924	63	319
1925	87	406
1926	92	498
1927	90	588
1928	130	718
1929	117	835
1930	135	970
1931	146	1116
1932	187	1303
1933	176	1479
1934	210	1689
1935	193	1882
1936	193	2075
1937	175	2250
1938	176	2426
1939	221	2647
1940	213	2860
1941	168	3028
1942	188	3216
1943	164	3380
1944	137	3517

(Continued)

TABLE XVI (Continued)

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Year	Number of Graduates	Total Graduates
1945	118	3635
1946	99	3734
1947	101	3835
1948	94	3929
1949	87	4016
1950	61	4077
1951	84	4161
1952	85	4246
1953	77	4323
1954	81	4404
1955	92	4496
1956	86	4582
1957	103	4685
1958	93	4778
1959	123	4901
1960	146	5047
1961	157	5204
1962	121	5325
1963	132	5457
1964	144	5601
1965	139	5740

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TABLE XVII  
 SCHOOL BUSES, CARS, AND TRUCKS OWNED  
 BY CHISHOLM PUBLIC SCHOOLS

Bus No.	Make and Type	Year & Model	Seating Capacity
1	Chevrolet Bus	1962-327	54
2	International Bus	1954-R163	42
3	International Bus	1950-L163	48
4	International Bus	1950-L173	48
5	Ford Bus	1958-B750	60
6	Ford Bus	1961-B750	54
7	International Bus	1952-L163	48
8	Chevrolet Bus	1960-348	54
Car	Ford Station Wagon	1964	--
Car	Ford	1960	--
Car	Chevrolet Suburban	1962	9
Truck	GMC Truck	1953-302(2T)	--