1953 Nevis School Report

Information below was summarized from "A study of the school district organization in Hubbard County, Minnesota" prepared November 1, 1958. The original report is 53 pages in length this is a summary done by Jodi Sandmeyer.

1947 – The state legislature enacted Chapter 421 of the state law that set up procedures where a county survey committee could be established in each county to study the local school situation and make recommendations for district organizations. The Hubbard County School Survey Committee was elected by the people of Hubbard County during the year 1947. Its regular meeting was the third Thursday of each month.

Hubbard County elected the following members to serve on its committee:
Leon Avenson, Chairman, County Commissioner District No. 1
Albert Schiedeberg, County Commissioner District No. 2
Temple Hinds, County Commissioner District No. 3
Mrs. Ed Engel, County Commissioner District No. 4
Vaner V. Tangborn, County Commissioner District No. 5
E.J. Gustafson, Vice Chairman, Akeley High School District
Francis W. Smith, Laporte High School District
Russell Fairchild, Nevis High School District
Einar F. Johnson, Park Rapids High School District
Lois M Ogden, Executive Secretary, County Superintendent of Schools in Hubbard County

Within nine months of the filing of this report, the state law called for a vote by the people.

Facts of Hubbard County:

In 1947 there were 65 public school districts in Hubbard County and 7,684 school districts in the state of Minnesota (only three states in the nation had more school districts). The school districts were irregular in shape and varied from an area of 3,100 to 37,680 acres. The average school district in Hubbard County had an area of 18 square miles (the national average was 25.8 square miles). Of the 65 districts in the county, 36 were still maintaining schools. Graded elementary and high schools were maintained in Akeley, Laporte, Nevis, and Park Rapids. The remaining 32 districts were operating ungraded elementary schools. 31 school districts in the county were closed by 1947 due to lack of funds, no available teachers, small enrollments, and other needed facility improvements.

There were four types of school districts in Hubbard County (Nevis School district was an Independent School District):

1. **Independent:** The school board consists of six members, who served for three years. Their terms were arranged that there were two elected at each annual meeting. The members of the board of education had certain authority to levy taxes, determine the length of the school year, and establish rules for the management of the school.

2. **Common:** The school board consisted of three members (a chairman, treasurer, and clerk) who were elected for three years with the terms being arranged that one member was elected at each annual meeting. The voters levied taxes and fixed the length of the year.

3. **Unorganized Territory:** These areas consisted of common school districts that had been dissolved by the Board of County Commissioners. These districts were dissolved because of heavy indebtedness. The unorganized territory was administered by a board of three ex-officio members: the chairman of the Board of Commissioners as the chairman of the school board, the County Treasurer as the treasurer of the board, and the County Superintendent of Schools as the clerk. This board had the power to levy a tax for school purposes, fix the length of the school term, select sites and erect buildings, and provide educational opportunities, elementary and secondary, for every child of school age in that territory.

4. **Consolidated:** Districts that maintained one or more transportation centers were designated as consolidated. The districts contained at least 12-sections of land, except those districts after July 1, 1941 had to contain at least 24-sections of land.

The average number of pupils per teacher in the graded elementary schools was 23.9 while in the ungraded elementary schools, the average was 19.8. In the one teacher schools, the average number of pupils per teacher was 18.6 while in the two teacher schools, the average was 29.2. The number of pupils per teacher for all ungraded elementary schools ranged from 6 to 43 pupils.

Four accredited high school centers existed: Akeley (#20), Laporte (#43), Nevis (#36), and Park Rapids (#1).

In 1947, the average years of training beyond high school for teachers at an ungraded elementary school was 1.3 years while for a graded elementary and high school teachers it was 2.2 years.

In 1947, students in rural ungraded school districts could be required to walk four miles to school. In a consolidated school district, the school board was required to transport or board all pupils two miles or more from the school building. The school could require students to walk up to three-fourths of a mile to catch the bus. After reorganization, the maximum walking distance that a child could walk to school was one mile for elementary students and one and one-half miles for a high school student. Desirable limitations for students riding a school bus were one hour for elementary and junior high school students and one and one-half hours for senior high school students.

The committee issued its “Final report of the Hubbard County Survey Committee.” The report recommended that the 4 independent and 52 common and unorganized districts be divided into 9 areas: four areas to center about the four existing high schools within the county, two areas to be assigned to high schools in adjacent counties, and three new elementary units in the northern portion of the county not assigned to any high school.

The committee made a recommendation of District II being Nevis School District. The district was to include all of the following original districts: 51, 13, and 5. It was also to include part of

district number 82 lying north of highway number 87. Plus, all of district number 84 unorganized except that east half of section 13 in Mantrap township, also section number 34 of District number 83 in Thorpe township, and also all of section 16 in Thorpe Township. The portion of district 64 east of the quarter line of sections 5 and 8 and a portion of district number 12 described as all of section 24 and 25 in Henrietta Township and sections of 29 and 30 in Nevis Township. All of district number 36 except the east half of section 7 and 18 in White Oak Township adjacent to Akeley.

Districts number 13, 51, 12 and 5 were all closed at the time. All of the pupils from district 13 and 51 and those living in the east half of district 12 were transported to Nevis already. The new proposed district had an approximate valuation of $193,387. It had an elementary enrollment in grades 1-6 of 154 pupils and grades 7-12 121 pupils.

"School Building Survey of the Akeley and the Nevis Reorganized School Districts"
by Bureau of Field studies and Surveys at the College of Education University of Minnesota
Dr. O.E. Domian, Director
August 1953

Independent District 5, Hubbard County School Board Members:
Darwin Erickson, Chairman
Russell Fairchild, Clerk
Harold Rossetti, Treasurer
Clinton Richie
Harry Avenson
Dewey Sanford

Superintendent: Mr. Floyd R. Buck

It was the "recommendation of the survey staff that the Akeley and Nevis districts unite in order to more adequately and economically solve the school problems of the area."

1952-1953 enrollments in the four Hubbard County high schools were: Park Rapids 668; Akeley 159; Nevis 126; and Laporte 124. The valuation at the time for each district was: Park Rapids $2,700,000; Laporte $199,000; Nevis $386,008; and Akeley $263,915.

The recommendation at the time was that each high school in the state should have an assessed valuation of at least $1,500,000 and that a minimum enrollment for a 6 year high school should be 300 pupils with larger enrollment desirable. They recommended combining high schools to provide for larger enrollments and broader educational offerings. And, by combining of special departments such as now exist in many small high schools the costs would substantially be reduced.

On June 20, 1952, the Nevis area reorganization was approved and the new district began functioning on July 1, 1952. The Akeley citizens voted their approval of the reorganization on February 21, 1951 and the new reorganized district was established on July 1, 1951.

Nevis School District #5 was a long, narrow area of 24 miles in length and from 3 to 8.5 miles in width. It contained approximately 128 square miles. The total school enrollment for 1952-1953 was 292 pupils.

Before the reorganization in 1951, Nevis schools were providing high school facilities for all the districts in the area. They were also providing elementary school facilities for many of the rural pupils, since most of the common school districts had found it advantageous to close their rural schools and transport their elementary pupils to the village schools. In 1954, the Nevis School was considered rather crowded and getting old with some features essential for a complete educational program lacking.

School Facility Recommendations:

The recommendation of the report was that a desirable place for a school building was upon a site which was located in the center of the area to be served. The site should be well drained, have a level surface for a safe playground, be removed from heavy traffic, and located away from industrial plants.

An elementary school should have at least 5 acres, with one additional acre for each 100 pupils. High school sites should contain not less than 10 acres plus one additional acre for each 100 pupils. Nevis school was situated on a 12.5 acre site, in the northern part of Nevis village (making it about .5 acres short of the recommended size).

Further recommendations included: buildings with more than one story should have fire-resistive exterior walls, corridors, and stairs. All schools should have exit doors equipped with panic bars, alarm stations, sufficient fire extinguishers, fireproof storage for flammable materials, and adequately protected boiler rooms. Adequate toilet rooms conveniently located with fixtures of proper size for the age group using them should be included. Both natural and artificial illumination need to be considered. When natural lighting is used, controlling of the natural light so as to prevent extreme variations was necessary. The amount of light falling on regular school desks should not be less than 30 foot-candles and for close work, it should not be less than 50 foot-candles.

An elementary building should contain a kindergarten, an office, a health suite, a teachers' workroom, library, gym, auditorium, and lunchroom. Each kindergarten classroom should be large (1200 square feet was desirable) with toilet facilities and a sink with hot and cold running water. Each elementary classroom should contain at least 30 square feet of floor space per pupil. There should be an abundance of shelf space and cupboards, plus a sink with running water in each elementary room. Large areas of tackboard (corkboard) should be provided, with seating that is movable, light in color and constructed so that the "pupils do not have to violate the rules of good posture to be comfortable." A wide variety of books, science materials, and visual aids should be supplied for each classroom. The office area should have space for conferences, storage, supply room, and teachers' workroom. The health suite should have a sink with running water, an adjoining toilet room, and a storage room. The library should be large enough to seat comfortably the largest class, plus some additional readers. A workroom for cataloging and repairing books was desirable. The gym, auditorium, and lunchroom (either as separate rooms or combined into one multipurpose unit) should be on the ground floor. Storage space should be accessible. The lunchroom should provide 10 square feet of floor space for each pupil. The kitchen area should contain 1.5 square feet per meal serviced with a minimum of 300 square feet, not including storage.

Recommendations for a high school building include the following. All items listed above plus special rooms for a wide variety of course offerings including science, music, commercial training, industrial arts, home economics, agriculture, etc. Science rooms should be planned to provide facilities for teacher demonstration, lecture, pupil experimentation, recitation, and the use of visual aids. Abundant storage space, modern equipment for demonstrations and experimentation, and adequate work areas are necessary. Industrial arts departments house specialized machinery and equipment so that proper consideration should be given to safety by providing adequate space, good general and local lighting, and good fire protection and exits.

Shops should be acoustically treated and isolated to keep noises from disturbing other classes, at least 60 square feet per pupil should be provided. Home economics rooms should have centers for food preparation, garment making, a laundry center, and provisions for home management training. A minimum of 40 square feet per pupil is necessary. Music rooms were to have acoustic treatment and storage for sheet music, instruments, and uniforms, as well as, practice rooms. They should be acoustically isolated from the rest of the building. In art rooms, special attention should be given to lighting. Storage space is necessary and running water is desirable. Each high school classroom should have at least 25 square feet of floor space per pupil.

Nevis School in 1953:
The Nevis school site was fairly level where the building was located and for 50 feet north of the building, then it dropped off abruptly for five or six feet to the athletic field. Two sets of concrete steps were built on the steep slope to aid in going from one level to the other. The north and east sides of the site were planted with pine tress, and there was a seed bed for raising seedlings on the grounds. The playground equipment for the elementary pupils was in the southwest corner of the site and football practice was held on the grounds just north of the school building.

1912 Building
The school building, housed both the elementary and high school classes, and was constructed at two different periods. The west section was built in 1912; the east section 10 years later in 1922.

The west section was built at a cost of $20,000 and consisted of two stories and a basement. The exterior walls were built of solid brick and were 14 inches thick, while the partitions and floors were made of wood. This section contained seven classrooms, the agriculture shop, library, assembly room, principal's office, coach's office, girls' shower room and dressing room, cot room, lunchroom, kitchen, boiler room, fan room, fuel rooms, and storage space.

<u>Basement</u>
The lunchroom was 23x30 feet (large enough to accommodate a recommended 69 pupils at one time) with a maple floor and located in the southwest corner. There were five south windows about 6 feet from the floor and two light bulbs in translucent bowls for artificial lighting. The lunchroom consisted of six linoleum covered wood tables with benches attached and with a seating capacity of 20 pupils at each table. There were two small serving tables, also covered with linoleum. The kitchen was 7.5x21 feet (large enough to accommodate 105 recommended meals per day) and adjoined the lunchroom to the east. There were no serving windows. The kitchen was equipped with a ten-burner gas range with double oven, a triple galvanized sink with three mixing faucets, a refrigerator, a metal-topped work cabinet, a steel kitchen table, a built-in dish cupboard, a small wall cupboard, and a small fire extinguisher. The kitchen had one double electric outlet to accommodate all electrical appliances. One cook prepared 160 to 165 meals daily at a cost of 16 cents per meal. On the east side of the kitchen was the food supply room that measured 10x9 feet.

The agriculture room measured 23x30 feet (recommended space for 11.5 pupils). It had five windows facing the south, providing natural light 6 feet from the floor. There were three bulbs on drop cords to provide artificial lighting. The room had a hardwood floor. The room was

furnished with a portable electric drill converted to a drill press, a small grinder, a small table saw, and a few "newly" purchased hand tools in good condition. The shop also contained two workbenches equipped with one metalworking vise and five woodworking vises. The room was supplied with electric power through one single and six double electric outlets. There was one large outer door for bringing in farm machines or taking out large finished projects.

The northwest corner of the basement had a storage room measuring 17x23 feet. Light was supplied through three small windows on the north side and two drop cord sockets.

The health office measured 9.5x23 and was east of the storage room (no school nurse employed at the school). It had a concrete floor and the walls and ceiling were newly painted a reddish color. Natural light entered through two small windows high on the north side and artificial light was supplied by one drop-cord fixture with a bare bulb. The room had one cot. The room was formally the girls' bathroom.

The girls' shower room and dressing room were separated by a common corridor. The girls' shower room measured 14x23. There were four shower heads on the west wall and a bench on the east side of the room and three small stalls along the south wall. One stall contained the hot-water heater for the kitchen, a second had an old-fashioned flush-seat toilet, and the third contained an agitator-type washing machine for towels. The only light was supplied by one small, high north window. It had been newly painted. The room was originally the boys' bathroom and had a concrete floor.

Next to the shower room was a five-foot wooden stairway leading to the north. Then, was the fan room, measuring 10x23 feet. The interior walls had never been lathed or plastered so that the subfloor could be seen. The fan was usually run in the morning and at noon. Fresh air was drawn in through an intake register set in the outside wall and passing over a heated radiator, after which it was forced into the classrooms through galvanized iron ducts. The intake register was often closed during cold weather. The room also contained a 1,000-gallon pressure tank for the storage of water for the school. This was necessary as Nevis village had no water system and the school needed to maintain its own well.

The pump room adjoined the fan room to the east. The well was here, along with, the condensation pump and receiver, one slop sink, a catch basin, the switches, circuit breakers, and a small workbench. This room was formerly the boiler room. It measured 15x23 feet. When the addition to the school was built in 1922 the old boiler was discarded and a new boiler installed in the adjoining room to the east, which was formerly the fuel room. A part of the pump room was enclosed in the previous few years with a concrete block and brick wall to form a new coal bin measuring 9x13 feet. A metal-covered door led from the pump room to the new boiler room. This room was 14-feet wide, had concrete and brick walls, a concrete floor, and a ceiling of asbestos board. The boiler which was stoker fed, was a low-pressure Kewaunee No. 16 with a capacity of 8,700 square feet. Two water heaters were located near the boiler.

The concrete foundation wall at the north end of the boiler room had been removed a few years prior to a height of seven-feet and a long narrow concrete addition of 10x37 feet was added. A concrete partition with a three-foot door divided this room into a 22-foot fuel room at the west

end and a 14-foot ash pit at the east end. Coal came into the fuel room through two manholes in the ceiling. In the spring, melting snow on the school roof would run into the fuel room through the manholes, resulting in a considerable amount of water on the floor of the ash pit. The boiler and stoker were located at the south end of the room and the coal was brought to the stoker by shovel.

Beyond the ash pit was a concrete vegetable and commodity storage room 6x12 feet. The room was not frost-proof and it was located a considerable distance from the kitchen.

1st Floor

The first floor contained four corner elementary classrooms, each measuring 23x30 feet (large enough for 23 pupils) and having an adjoining coat hall of 6x22 feet. There was a central corridor, almost 11-feet wide running from east to west with a short flight of stairs at each end. The east end of the corridor led into the 1922 addition, and the west end terminated in an outside entrance. There were two other entrances with a short flight of stairs leading from the main corridor to the north and south. The corridor had a wood floor and plastered walls and ceiling. The upper six-feet of the walls were covered with a plank-type fiberboard. There was one water fountain, two fire extinguishers, on fire alarm, and one fire hose in a cabinet. The corridor was lighted by five incandescent bulbs.

The four elementary classrooms each had five large windows which extended to within four inches of the ceiling. The two south rooms had double-hung shades while the two north rooms had no shades. All the rooms had fiberboard ceilings painted white, and the upper half of each room was covered with plank-type fiberboard with different color schemes in each room. Each room was lit by four incandescent bulbs at the ceiling. All the globes had been removed. Meter readings at 7:30 in the evening (check if this is evening or morning) showed light intensities reaching the surfaces of the desks to be between 5 and 9 foot-candles. The center of the front chalkboard only had 3 to 4 candles recorded. At 11:00 in bright sunshine, with shades adjusted, the two south rooms had light intensities ranging from 100 foot-candles on the desks next to the windows to 30 foot-candles on the side farthest from the windows. The north rooms had light intensities ranging from 70 foot-candles near the windows to 17 foot-candles farthest from the windows.

There was no master clock. Each room had a clock plugged into an individual outlet. The desks were old and scarred. They were fastened to slats.

2nd Floor

The second floor contained three classrooms, an assembly room, a library, the principal's office, and a small workroom. The assembly room, used as a study hall, was located on the west end of the floor. The corridor was 13-feet wide and extended from east of the assembly room to join the corridor in the addition. The ceiling had fiberboard squares. The upper parts of the walls were covered with fiberboard planking. There was one fire extinguisher, one alarm station, and one fire hose in a cabinet. The corridor was lit by two incandescent bulbs. There were no lockers in the building.

The library measured 14x23 feet. It was located on the north side of the building, directly above the first-floor landing. Equipment in the library included shelving on two walls, a library table, a reading table, and seven chairs. Four windows on the north supplied natural light and there were two bare incandescent bulbs suspended from the ceiling for artificial lighting.

The assembly room was 30x46 feet (large enough for 55 students according to recommended standards) with five south and six west windows, all with double-hung shades. Furnishings in the room included one teacher desk and 115 pupil desks with some moveable and some on slats. Pupils sat facing the east. Daytime readings of light intensity ranged from 100 foot-candles on the south side of the room to 10 foot-candles on the north side. Evening readings registered 1 to 2 foot-candles. The room was equipped with six incandescent bulbs. The north side of the assembly room was partitioned off to make a principal's office measuring 12x18 feet and a workroom measuring 12 feet square. There were three windows in the partition between the principals' office and the assembly room. The office was equipped with a desk, chair, and a small bookcase. The workroom had shelving on three sides and was equipped with a built-in cupboard, a wooden filing case, a worktable, and a typewriter.

Room 6 was a 22x23 foot academic classroom (large enough for 20 high school students according to the recommended standards) used for teaching social studies. It had four south windows with double-hung shades allowing for light intensities of 40-100 foot-candle during the daytime. Evening readings were between 2 and 5 foot-candle. Artificial lighting was supplied by two bare bulbs at the ceiling level. The room contained 27 pupil desks, a steel teacher desk, and two small book closets.

Room 7 was a commercial room and measured 22x30 feet. There were five south windows with double-hung shades to supply natural light and four incandescent bulbs in bowls to provide artificial lighting. There were twelve new typing desks with typewriters, 11 wooden tables, 24 chairs, a teacher desk, a mimeoscope, and a mimeograph. The pupils sat with their backs toward the windows. Meter readings for light intensity ranged from over 100 down to 17 foot-candles in the daytime and between 3 and 5 foot-candles at night.

Room 12 was the agriculture classroom and measured 22x30 feet. It was lit by five north windows. The artificial light was produced by four bare bulbs. Daytime readings ranged from 12-50 foot-candles while nighttime readings were 2-5 foot-candles. The room had a teacher desk, four steel tables, 14 steel chairs, a filing cabinet, sink, worktable, milk tester, and other miscellaneous equipment.

1922 Addition

In 1922 an addition was built on the east end of the Nevis School at a cost of $27,268. The addition contained a gymnasium and stage, toilet rooms (bathrooms), superintendent's office, sixth grade room, home economics department, a science laboratory, and one general classroom. The exterior walls were built of brick with an inside backing of hollow tile. The floor above the gymnasium was supported by two 30-inch deep steel girders. The interior walls were made of wooden construction.

Basement

The basement was unexcavated except for a small shower room and dressing space for boys in the northwest corner of the addition. The shower room measured 8x18 feet and had five shower heads. It had concrete walls and floor and no windows. Light was provided by one bare electric bulb. On the east was a little 5x6 foot room, designed as a vault, but being used as a dressing room. It contained four folding chairs. To the south was a larger dressing room measuring 6.5x16.5 feet. It contained two short benches.

1st Floor

On the first floor was a 10-foot corridor. The south end led to an outside entrance and the north end terminated in a boys' bathroom. The corridor in the other building joined this corridor at a right angle in front of the boy's bathroom. The corridor had a concrete floor with plastered walls and ceiling and was equipped with one drinking fountain.

The boys' bathroom was long and narrow, measuring 6x35 feet. The floor was concrete, the ceiling and upper section of the walls were plastered, while the lower part was Keene cement. There were three stools, two urinals, and two lavatories. Stalls were made of concrete over metal lath; doors of wood, and fixtures were old. The stools had a rust-colored deposit due to impurities in the water used in flushing.

The gymnasium measured 44x60 feet and included a bleacher section (the recommended size for interscholastic high school games in 1953 was 76x96 feet). The floor was maple laid over a concrete base. The walls were plastered and the ceiling was fiberboard. The six south windows were fitted with wooden shutters on the inside. There were four tiers of movable bleachers that could seat 150 people and about 300 folding chairs were available when the gymnasium was used as an auditorium. There were two sets of double doors which opened into the corridor, one set had panic bars. A door leading to the outside had been cut through the wall at the southeast corner. There were nine incandescent bulbs in metal reflectors with wire guards installed in the ceiling. Daytime meter readings registered from 95 foot-candles in the southwest corner to 10 in the center of the room. Evening readings were no higher than 5 foot-candles in any part of the room (with 20 foot candles being recommended). Athletic equipment included two regular baskets and backboards, one practice basket, and an electric timing clock.

The stage measured 14x26 feet and was equipped with recessed floodlights and a velvet curtain. There was a dressing room measuring 14 feet square on either side of the stage. The windows in the east dressing room were darkened with roofing and cardboard, so the room could be used for visual aid purposes. The west room contained a few stage props. A wooden stairway four feet wide led from the west side of the gymnasium to the second floor.

2nd Floor

The second floor contained two general classrooms (one elementary and one high school), the economics room, the science laboratory, and two toilets. The central corridor connected with the corridor in the old building at the west end and terminated in two mall storage rooms at the east end. The east boundary of the site was five feet from the building (the school was built almost on the property line). This meant that the school would need to acquire additional land before being able to build a fire escape on the east side of the building.

Room 8 was the science laboratory, measuring 23x28 feet. It was lit by five south windows with double-hung shades. The daytime meter readings ranged from over 100 down to 25 foot-candles on the north side of the room. Artificial lighting was provided by four suspended bulbs in translucent bowls which produced evening readings of 2-3 foot-candles. The equipment in the room included 16 tablet-arm chairs, 12 steel chairs, a 12-foot table, a fume hood and fan, several small display cabinets, and two science demonstration tables, each fitted with two sets of water connections and gas connections. The storage room was originally an adjoining coat hall on the east side.

Room 9 was a general classroom measuring 23x28 feet in size. Light for this room was provided by five south windows with double-hung shades and four electric light bulbs in translucent bowls installed on the ceiling. Daytime readings ranged from 42 to over 100 foot-candles while nighttime readings ranged from 2 to 6 foot-candles. The ceiling and upper walls were covered with tan-colored fiberboard which was not painted. The room was equipped with 30 desks, most of which were mounted on slats. There was a piano in the room and some vocal instruction was given here. There was also a teacher desk, bookcase, a wooden filing case, and a cupboard for storing sheet music.

Room 10 measured 22x26 feet (recommended large enough for 19 students) and was occupied by the sixth grade. It was lit by four east windows equipped with double-hung shades. Pupils sat with their backs to the windows. The room had two banks of fluorescent lights running north and south. Daytime readings ranged from 8-55 foot-candles while evening readings ranged from 10-28 foot-candles. The room contained 26 pupil desks on slats, a small teacher desk, a small table, and a book cupboard. The fiberboard ceiling was painted white and the upper walls were yellow.

Room 13 was the home economics room and measured 26x38 feet (recommended large enough for 25 students). There were eight north windows fitted with drapes. Artificial light was provided by six suspended bulbs in translucent bowls. Daytime readings ranged from 20 to 100 foot-candles while evening readings ranged from 1 to 3 foot-candles. The room contained three unit kitchens complete with built-in work surfaces, double sinks, and steel wall cabinets. The equipment for preparation of food included two four-burner electric stoves, one four-burner gas range, a refrigerator, an electric mixer, a wheeled tray, and three steel worktables with 13 matching steel chairs. Sewing equipment consisted of three sewing machines (two electric and one treadle-operated). There were built-in cupboards for sewing projects and storage extended all along the west wall. A full-view three-way mirror was included. Miscellaneous equipment included a teacher desk, a small steel filing case, a book case, a display case, a folding screen, and two plywood cupboards. The walls and ceiling were plastered.

The corridor had plastered walls and ceiling and was lit by two bare bulbs suspended from drop cords. Coat hooks extended along the walls. There were two fire extinguishers, one fire hose in a wall cabinet, and one fountain.

The boys' toilet was long and narrow with a concrete floor, plastered ceiling and upper walls, and lower walls of Keene cement. There were three stools with wooden open-front seats, two

urinals, and two lavatories. The stalls had wooden doors. Lighting was supplied by one south window and one bare electric light bulb.

The girls' toilet was long and narrow. There was a single window with the lower sash covered with brown paint. There were five stools in concrete stalls with wooden doors. There were two lavatories, a mirror, and locker-type waste paper containers. The walls and ceiling were similar to the boys' toilet. Lighting was furnishing with one electric bulb.

The superintendent's office, outer office, and another girls' toilet were located between floors above the first floor in the 1922 addition and were reached by a half-flight of stairs from the west. The offices were built long after the addition was constructed.

The girls' toilet was a little over five-feet wide by forty-feet long. There were five stools in concrete stalls with wooden doors. There were two lavatories. There was one window with the lower sash painted brown. Artificial light was supplied by one light bulb.

The superintendent's office was 10x17 feet. The ceiling was low, with walls and ceiling plastered. Light was provided by two small south windows and one bare light bulb. The room was furnished with two desks, a table, a steel filing cabinet, a steel safe, a built-in cupboard, and a telephone.

The outer office was 10x15 feet with an alcove 4x6 feet on the north end. There were no windows so the only light was supplied by one bare bulb. A service counter extended across the middle of the room. The room was furnished with a built-in cupboard, teacher mail boxes, a magazine rack, a ditto machine, and a telephone. There was also a fire alarm station.

1953 Educational Programs

Nevis school had grades 1-6, no kindergarten. The six elementary grades were housed in five classrooms, as the third grade was divided into two sections (one with the 2nd grade and one with the 4th grade). Books for the first four grades were kept in the classrooms. Books for grades 5 and 6 were kept in the library. Students in grades 5 and 6 had two weekly library periods. Enrollments of no more than 25 pupils were desired in primary grades, with 30 being considered the maximum. The enrollments in Nevis elementary grades in 1952 were grade 1 with 29 pupils, grades 2 and 3 with 36 pupils, grades 3 and 4 with 39 pupils, grade 5 with 29 pupils and grade 6 with 26 pupils. The elementary students were provided with 45-minutes of recess daily.

The Nevis high school is organized on a six-year basis. The enrollment in 1953 was 126 students (with 66 boys and 60 girls). The superintendent taught one class daily. The high school principal taught five classes daily and had one period of library duty. This left the principal with one period for high school administration and supervision. In addition to the two administrators there were six high school teachers. The report recommended an elementary principal and reducing the teaching load of the high school principal while hiring a librarian. Secretarial help for the two administrators was provided by students on a part-time basis.

Instruction was provided in physical education, vocal music, (instruction in instrumental music had been discontinued prior to 1953). There was no art or foreign language. Instruction was

also provided in academic classes of English, math, history, and science plus special classes of agriculture, commercial training, and home economics. In the high school, recommended class sizes were 25 pupils with a maximum of 35 for special classes like music and physical education. Some sample class sizes included four pupils in agriculture, five in home economics, nine in biology, and eight in chemistry. Physical education classes were divided boys and girls with each meeting two hours per week. Seventh and eighth grade students have the same teacher for English and social studies with six hours of English, five hours of social studies and one hour of home room per week.

7th Grade 2nd Semester Schedule

Period	Subject	Days	Instructor
1	English	MTWRF	Miss Wilcox
2	Mathematics	MTWRF	Mr. Wolff
3 Boys	Physical Education	TR	Mr. McDonald
	Study Hall	MWF	
3 Girls	Physical Education	MW	Miss Sharpe
	Home Economics	TRF	Miss Sharpe
4	Geography	MWRF	Mr. McDonald
	English	T	Miss Wilcox
5	Social Studies	MTWRF	Miss Wilcox
6 Boys	Study Hall	MTWR	
	Music	F	Mr. Andresen
6 Girls	Home Economics	MW	Miss Sharpe
	Music	F	Mr. Andresen
	Study Hall	TR	
7	Home Room	M	Miss Wilcox
	Study Hall	TWRF	

With a 7-period day, the 7th grade girls had 29 periods of classroom and home room activities while the boys had 24 periods. This amounts to the boys being in study hall for 31% of the day. The first six periods of the day were an hour long and the last period was 45-minutes long.

The following courses were required in Nevis:
7th Grade:
English – 6 hours
Social Studies
Science (one semester)
Mathematics
Geography – 4 hours
Home Economics (girls one semester)
Music – 1 hour
Physical Education
    Boys – 2 hours
    Girls – 2 hours

8th Grade:
English – 6 hours
Social Studies
Science (one semester)
Mathematics
Orientation – 3 hours (boys)
Home Economics (girls one semester)
Music – 1 hour
Physical Education
    Boys – 2 hours
    Girls – 2 hours

9th Grade:
English
Algebra
Science
General Business
Agriculture
Home Economics (girls)
Physical Education
    Boys – 2 hours
    Girls – 2 hours

Participation in glee club was open to all students in grades 7-12. The club had 44 members who met twice each week. Twelve credits earned in the last three years of high school were necessary for graduation. Of these, a total of three credits in English and three credits of social studies were required of all students.

10th Grade:
*English
*Modern History
*Biology
*Physical Education
    Boys – 2 hours
    Girls – 2hours
Typing
Home Economics
Agriculture

11th Grade:
*English
*American History
Bookkeeping
Home Economics
Agriculture

12th Grade
*English
*Social Studies
Chemistry
Clerical Office Practice
Agriculture

* = indicates required courses
Notice: no classes were offered in industrial arts, foreign language, or art. The last period of the day, being the shortest, was used for an activity period when glee club, student council, and home room meetings were held.

Five buses are used to transport the students to the Nevis School, with three of the buses owned by the district. Approximately 221 pupils were reported to be transported each day.

There are 28 townships in Hubbard County. The population of Hubbard County in 1940 and 1950 was 11,085. The population of Nevis in 1920 was 400 (from the 1948 report), in 1930 it was 275, it was 358 in 1940 and then declined to 332 in 1950. The district population was estimated at 990 in 1930, 1,133 in 1940 and 1,116 in 1950 (numbers were based on township numbers). The farm and resort population of the district was estimated at 715 in 1930, 785 in 1940, and 784 in 1950. This change was considered uncharacteristic of the trend in much of Minnesota during that time period and was attributed to summer residents who were building lakeshore homes in the area. Nevis school had a low survival rate, indicating a considerable number of pupils left school before completing high school. The median survival rate from 1944-1953 was 55.6%.

Costs of operating Nevis School District in 1953 are as follows.

Administration:

School board expense	$ 780.97
Superintendent salary	2,954.04
Clerical supplies	165.38
Other administrative expenses	429.53
TOTAL	$ 4,329.92

Instruction:

Elementary teacher salaries	$11,867.89 (average $1,977.98)
Secondary teacher salaries	25,777.44
Textbooks	951.47
Library	469.84
Instructional supplies	1,436.45
Tuition to other districts	255.25
Other instructional expenses	690.57
TOTAL	$41,448.91

Operation of School:

Salaries of operation	$ 3,069.68	
Fuel	1,468.80	
Utility service	828.50	
Supplies of operation	753.37	
Other operational expenses	124.30	
TOTAL	$ 6,244.65	
Repair and Upkeep of School:		
Upkeep of grounds	$ 55.55	
Repair of buildings	1,306.49	
Repair of furniture and equip	231.23	
TOTAL	$ 1,593.27	
Auxiliary Services:		
School lunch program	$ 5,379.57	
Veterans training program	126.60	
TOTAL	$ 5,506.17	
Fixed Charges:		
Insurance	$ 1,008.83	
Rent	20.00	
Other fixed charges	6.75	
TOTAL	$ 1,035.58	
Transportation:		
Transportation salaries	$ 2,193.07	
Transportation supplies	1,339.36	
Maintenance at garage	378.62	
Operation of garage	21.43	
Repairs	18.75	
Insurance	481.96	
Contract payments to private operators	5,380.20	
TOTAL	$ 9,813.39	
Capital Outlay:		
Buildings	$ 1,095.14	
New furniture/equipment	6,489.56	
TOTAL	$ 7,584.70	
Debt Service	$ 66.38	
TOTAL disbursements for 1952-1953		$77,622.97
Receipts:		
Local school taxes	$25,707.31	

County paid	4,182.71
State and federal aids	39,267.87
Other revenue receipts	1,925.70
Lunch sales	4,541.08
Other nonrevenue receipts	275.11
TOTAL	$75,899.78

Based on this, the school operating costs at Nevis 1952-1953 were $69,718 (above amount less capital outlay and veterans' services) with an average daily membership of 249.8 pupils, results in a cost of $279 per pupil. This was slightly below the average for the state at the time.

According to state law in 1952, the school district could not issue bonds in excess of 50 per cent of its assessed valuation. The total valuation of the district during this time was $386,008. The estimated valuation of the school district in 1941 was $182,958 (based on combining totals of areas within the reorganized school district). The measure of wealth in a district was based on the per pupil unit in average daily attendance. In computing the pupil units, each elementary pupil counted as one pupil unit, each kindergartener counted as one-half pupil unit, and each high school pupil counted as one and one-half pupil units. In 1952 the total pupil units in Nevis was 305.5. According to this, the wealth per pupil at Nevis was $1,264, making it 38% below the state average of $2,032 per pupil unit and placing it among the poorest fourth of Minnesota's 481 school districts (another part of the report stated 441 school districts which maintain high schools). The district also received $1.52 in state and federal aid for each dollar of local school taxes as compared with a state average of 69 cents (excess state and federal money is to low wealth of the district).

The total bonds that Nevis School District can issue are $193,000 for expansion. The district had no indebtedness in 1953. However, former district 82 still had debt in the amount of $1,000, the balance on a state loan of $3,500 made in January 1951 to retire unpaid warrants. The loan had a 2.5% interest rate and matured in 1958. The cash balance of the district in 1953 was $4,500.83.

The needs of the school in 1953 were:

Two elementary classrooms	1,800 square feet
Agriculture department	3,000 square feet
Music room	1,900 square feet
Library and workroom	1,500 square feet
Superintendent's office	1,200 square feet
Teachers' lounge/work room	800 square feet
Gym with locker rooms	9,300 square feet
Total estimated cost	$492,000

School Improvements

- Relight entire building
- Fireproof stairs
- Rebuild toilets, install tile floors, and install new fixtures
- Install oil burning heating plant

Finish lathing and plastering unfinished basement rooms
Build stair tower on east end of present building
Install synchronized clock system
Install new movable desks in all classrooms
Install univents in all classrooms
Install lockers on second floor for all high school pupils
Install sufficient heat in the gym
Drill a new well outside of the building

Total estimated cost	$110,000

Total cost of recommended building and remodeling was $602,000 (voters could only approve $193,000 in bonds).