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Propgram of Work in Lamoure County, North Dakota

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PROGRAM OF WORK
IN LAMOURE COUNTY, NORTH DAKOTA

A Thesis

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of the

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by

John Albert Sater

In Partial Fulfillment of the Requirements

for the

Degree of

Master of Arts in Education

This thesis, presented by John Albert Sater, in partial fulfillment of the requirements for the degree of Master of Arts in Education, is hereby approved by the Committee on Instruction in charge of his work.

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CHAPTER 1

INTRODUCTION

One of the basic principles of our democracy is that good schools should be provided for all. Equalization of educational opportunity has been one of the chief topics of educational writers for many decades but particularly during the past few years. The financial problems that have arisen as a result of the depression have made it imperative for educators and others all over the United States to give serious consideration to legislation which will tend to provide the necessary funds for our public schools. As a result of this increased interest and the consequent publicity given the data that have been prepared by numerous research writers the general public has come to recognize the actual inequalities that exist in our educational system.

In many of the states there are examples of the existence of a modern school plant with all its conveniences located but a few miles from a rural school of poor construction and which offers very little in the line of an educational program. This inequality dates back to the beginnings of industrialism and the machine age. Massachusetts first took note of it about 1872 and took steps to correct the evil. Today many school districts are one hundred times as able to support education as the poorest districts. The consequent effect of this situation upon the comparative opportunity given the pupils is obviously one of the most serious problems that confronts us today.

The failure to adjust taxes as conditions have changed and the neglect by the states to provide sufficient school funds are two of the principal causes of these inequalities. It must be admitted, however, that in the final analysis our problems will not be solved until we have completely reorganized our complex and highly inefficient state systems of public schools. The success of such a reorganization program has been well illustrated by the states of Ohio, Washington, and our sister state, Minnesota, all of which report that their reorganized systems have proved not only more economical but much more efficient. Our own North Dakota, forced by circumstances beyond its control, is beginning to make rapid strides in this direction although no definite state program has been suggested.

Purpose of this Thesis

Before an intelligent and constructive program can be recommended, it is necessary to give serious consideration to our school system as it now exists, so that we may determine whether or not it is feasible to make changes similar to those made in other states. This is a matter to be decided upon by the people of North Dakota, and it is only fair that they be given an honest picture of existing conditions before they are asked to assist in making a decision. A complete survey of the program of work has already been made in several of our counties. It is the object in this report to give as complete a report as possible of the comparative offerings in the schools of LaMoure County in North Dakota. An extensive report has been received from each town and rural school in the county, and it is the intention in

this thesis to present thoroughly all the facts relating to our county schools and to set up a proposed plan for a fair and efficient reorganization program.

Sources of Data

Most of the data in this report were secured by a questionnaire sent to each teacher and school head in the county. A one hundred per cent return of this questionnaire should serve to make this report reliable. The authenticity of this information was assured by a check with final records of the county superintendent. Information regarding the financial expenditures of the county school districts was received from the financial records in the county superintendent's office. Data on road conditions in the county were secured from the office of the county road commissioner. In a few cases it was necessary to consult teachers and administrators personally to secure data which were not made clear in the questionnaire. The actual data secured from the questionnaire were as follows:

1. Name of school
2. Number of teachers
3. Number of pupils in each grade
4. Number taking correspondence work
5. Pupil-teacher ratio
6. System of organization employed
7. Playground equipment available
8. Science laboratory and how many make use of it
9. Shop and number using it
10. Home Economics department and number using it
11. Textbooks furnished by district
12. Number of fiction and reference books
13. Number and names of periodicals
14. School lunches
15. Gymnasium facilities
16. Miscellaneous equipment (radio, piano, mimeograph, etc.)
17. Subjects offered in each grade and time per week devoted to each subject.
18. Extra-curricular activities and number participating in each
19. Testing program

20. Pupil classification and attendance records
21. Marking system employed
22. Health agencies in the school
23. Guidance practices
24. Community activities contributing to education of child
25. Miscellaneous agencies contributing to education of child
26. Number of children of school age not in school
27. Number of high school graduates continuing education
28. Teaching load of each teacher
29. Experience of each teacher
30. Educational preparation of each teacher
31. Extra-curricular duties of each teacher
32. Community activities participated in by each teacher
33. Salary of each teacher
34. Certificate held by each teacher
35. Leisure reading of each teacher

Limitations of This Study

Errors were avoided in the tabulation of data by checking three times, twice by the author and once by a second party. The county superintendent read and approved the findings. As no comparisons were made with other counties in the state, it is impossible to conclude from this report that this represents a condition prevalent in the entire state. The data given include that of the school year 1938-1939 only. A check on the school census, enrollment, and financial records of the county superintendent, however, revealed that these conditions have remained almost the same for the past ten year period. It was found, generally, that people have not moved out of LaMoure County as they have from counties to the west.

CHAPTER 2

DESCRIPTION OF LAMOURE COUNTY

LaMoure County is located in the southeast section of North Dakota and is bounded on the north by Stutsman and Barnes, on the south by Dickey, on the east by Ransom, and on the west by Logan counties. The greater part of the county is located in what is known as the central drift prairie. The extreme west end is located in the coteau du Missouri section. The surface of the land is that of a gently rolling plain, well drained, but untimbered except in the valley of the James River, which runs through the central part of the county. The soil is a very rich loam with a clay subsoil. In many places it is mixed with sand and gravel. It is rich with needed plant food elements, lime, potash, nitrogen, and phosphorus, blended so as to make the land very productive if there is sufficient rain. The lack of moisture during the past few years, however, has made the land subject to numerous dry weather pests. The crop of 1938 was completely ruined by the grasshopper plague.

The county, 1147 square miles in area, ranks twenty-ninth in size in the state of 53 counties. Its population in 1930[1] was 11,517, 7717 of whom lived in the rural areas and the other 3800 in towns. The county ranked twenty-third in population in the state. The largest town is LaMoure, the county seat, with a population of 889. Edgeley and Kulm are the only other towns having a population of over 500. Other interesting facts regarding the

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[1] United States Census Reports, 1930.

population are included in the following table:

Table 1

Population in LaMoure County in 1930

Total population	11,517
Males	6,096
Females	5,421
Native White	9,785
Native parentage	4,553
Foreign or mixed parentage	5,232
Foreign born white	1,731
Under 21 years of age	5,602
Over 21 years of age	5,915

There were no Negroes and only one of the yellow race. The large majority of the people are of the sturdy German or Russian stock. They are as a whole a cultured type, extremely interested in the education of their children. The illiteracy in the 1930 census was only .9 per cent. Ninety-seven and nine-tenths per cent of those between the ages of seven and thirteen were in attendance in the public schools.

Industries

Of the 3,860 gainfully employed in the county, 2,526 were engaged in agriculture. Two hundred and seventy-two were in the professional fields, the great majority of these being school teachers. Two hundred and twenty-two were employed in wholesale and retail trade. Building, railroad service, banking, postal service, and industrial hand trades were the only other important fields of industry.

Railroads and Roads

The following table will show the mileage of roads and railroads in LaMoure County by school districts.

Table 2

Mileage of Roads and Railroads in LaMoure County by School Districts

Name of District	Road Mileage[1]	Railroad Mileage
Banner	25	4.47
Badger	19	none
Black Loam	18	none
Bluebird	18	7.71
Dean	29	2.24
Golden Glen	18	3.07
Grand Rapids	17	9.85
Grand View	33	1.91
Gladstone	23	none
Greenville	11	none
Glen	27	7.64
Glenmore	18	6.00
Henrietta	18	6.01
Kennison	29	6.03
Kulm	3	.50
Litchville	22	none
LaMoure	31	13.94
Mikkelson	27	none
Norden	25	5.60
Nora	21	15.50
Ovid	11	none
Pearl Lake	27	none
Prairie	25	1.26
Pomona View	15	4.33
Potts	12	3.17
Ray	22	1.13
Raney	23	.44
Roscoe	34	6.31
Russell	26	none
Saratoga	24	3.49
Sheridan	39	2.90
Swede	15	none
Verona	24	6.19
Wano	27	6.00
Willowbank	23	10.10

[1] No specific information regarding actual road mileage is available in LaMoure County offices. This mileage is an approximation. Only all-weather roads were considered.

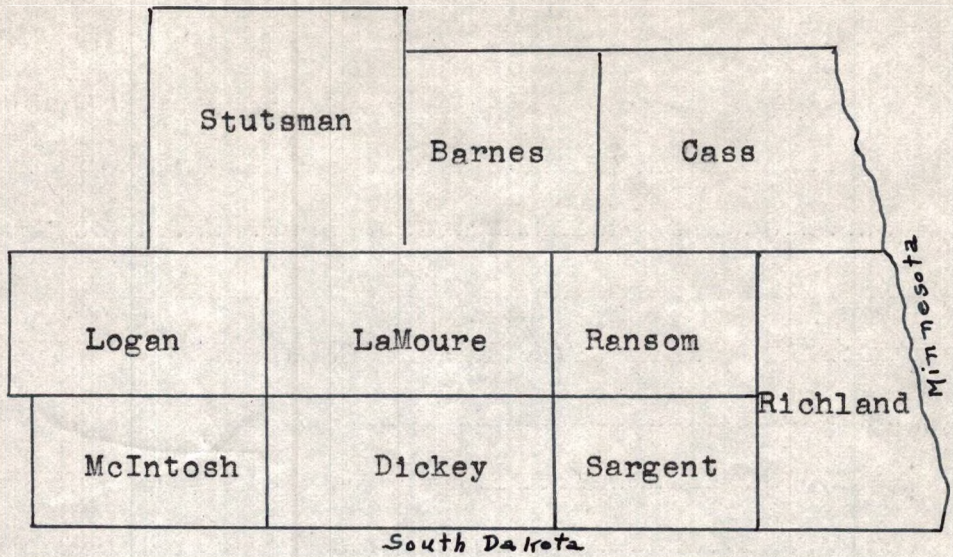


Figure 1.--Location Map of LaMoure County

LaMoure, a southeastern North Dakota county, lies in a very fertile agricultural area and would yield excellent crops if there were sufficient moisture.

From the standpoint of size and population the county is distinctly average for the state of North Dakota. There are no large, densely populated towns, the largest having a population of less than one thousand people.

All but one of the entire population is of the white race. Germans and Russians predominate. There is very little illiteracy.

About two-thirds of the gainfully employed are engaged in agriculture. The professional and small business fields rank second and third respectively.

Railroad mileage in the county is about average for North Dakota. There is a large number of good all-weather roads.

CHAPTER 3

COMPARATIVE OFFERING IN SCHOOLS OF LAMOURE COUNTY

In the school year 1938-1939 there were thirty-five school districts in LaMoure County. Four of these districts had classified high schools, one of which had a rural school in connection with the town school. Seven districts had consolidated high schools. Two of these had two rural schools in the same district and one had one rural school. Of the remaining twenty-four districts, two had town graded schools, one of which had two rural schools in connection; four districts had two rural schools each, eleven had three rural schools, and seven had four schools. This makes a total of ninety, four of which were classified, seven consolidated, two town graded, and seventy-seven rural. There were 154 teachers employed, forty-one in the classified schools, thirty-two in consolidated, four in town graded, and seventy-seven in rural.

The total enrollment for the school year was 2,637. 1,030 of whom attended classified schools, 617 consolidated, eighty-five town graded, and 905 rural. The pupil-teacher ratio for the classified schools was 25.01; consolidated, 19.28; town graded, 21.25; and rural, 11.75. The average pupil teacher ratio for the county was 17.12.

Statistics of previous years reveal that the total enrollment in the county schools has remained about the same for the past ten years. A slight decrease in the number of elementary school students and a comparative increase in the number of high school students is noted. The table and figure on the following pages will serve to give a more detailed and exact picture of the school situation in the county.

Table 3

General Organization of LaMoure County Schools in 1938-1939

Name of District	Number of Teachers	Number of Pupils	Pupils in High School	Pupil-Teacher Ratio in High School	Pupils in elementary Grades	Pupil-Teacher Ratio in Grades	Number in Correspondence Work
			Classified schools				
Golden Glen	11	311	138	25	173	31	0
LaMoure 1	14	306	148	22	158	23	0
Kulm Special	9	274	147	29	128	32	5
Sheridan	7	139	54	18	85	21	3
			Consolidated schools				
Verona	6	125	65	23	60	20	6
Roscoe 2	5	123	50	25	73	24	2
Bluebird 2	5	87	40	20	47	16	2
Henrietta	5	90	35	18	55	18	0
Grand Rapids	4	82	29	15	53	27	3
Kennison 1	4	61	23	12	38	19	3
Banner	3	49	13	13	36	18	5
			Rural schools in same districts as classified or consolidated schools				
LaMoure 2	1	5			5	5	0
Roscoe 1	1	19			19	19	0
Bluebird 1-2	2	19			19	9.5	0
Kennison 2-3	2	27			27	13.5	0
			All other districts				
Badger	3	40			40	13.3	0
Black Loam	4	33			33	8.3	2
Dean	2	18			18	9	0
Grand View	3	25			25	8.3	0
Gladstone	3	61			61	20.3	0
Greenville	2	17			17	8.5	0
Glen	4	79			79	19.8	1
Glenmore	2	40			40	20	0
Litchville	4	55			55	13.8	0
Mikkelson	3	30			30	10	0
Norden	3	46			46	15.3	0
Nora	3	44			44	14.7	0
Ovid	2	23			23	11.5	0
Pearl Lake	3	28			28	9.3	0
Prairie	4	41			41	10.3	0
Pomona View	3	30			30	10	0
Potts	2	20			20	10	0
Ray	4	63			63	15.8	0
Raney	4	40			40	10	0
Russell	3	28			28	9.3	0
Saratoga	4	34			34	8.5	0
Swede	4	53			53	13.3	0
Wano	3	37			37	12.3	0
Willowbank	3	35			35	11.7	0

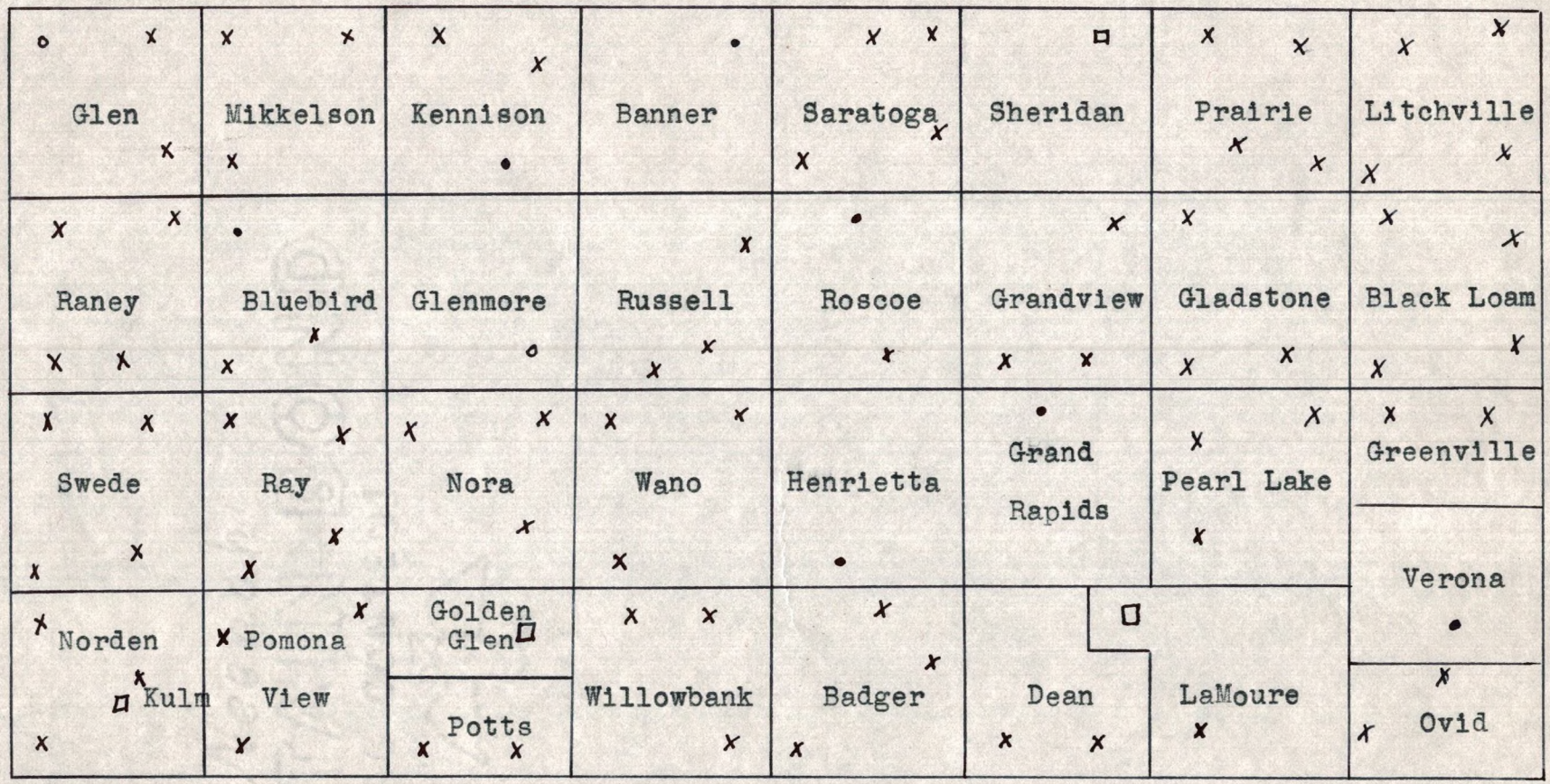


Figure 2.--School Organization in LaMoure County

□ Classified Schools
• Consolidated Schools
o Town Graded Schools
x Rural Schools

Two of the classified schools gave correspondence courses along with their regular work. Eight students were enrolled in these courses during the 1938-1939 school year. Twenty-one students in six of the seven consolidated schools took correspondence work. In the rural schools and the two town graded schools only three students took such courses.

Although correspondence work such as it is given in North Dakota is advantageous in some respects, there are many disadvantages resulting from it. In two specific cases in LaMoure County consolidation was stopped largely because the school boards of the smaller schools were satisfied to employ men with standard diplomas to run their schools, have them teach two years of high school, and allow the juniors and seniors to take correspondence work. Such a situation as this will serve to discourage the merging of attendance areas into larger units.

Of the eleven high schools in the county only two employ the 6-6 organization. All the others us the 8-4 plan. This means that the junior high school organization, adopted by many schools to provide for exploratory work in the seventh, eighth, and ninth grades is available for only eight per cent of those of junior high school age in the county. Larger schools would make it possible for almost all students of that age in the county to come under this type of organization. The sudden break from a small rural school to a town high school is much too abrupt for many of the students, and this may have been a reason why many pupils have dropped out of school. A junior high school organization in larger schools should help keep more of them in school.

Equipment

The following several pages will show the comparative amount of school equipment in each of the schools in the county. This item will be subdivided into six groups: playground equipment; laboratories; books and periodicals, including texts, library books, both fiction and reference; school lunches; gymnasium; and miscellaneous.

Playground Equipment

In the opinion of the county superintendent only one of the classified schools in the county has sufficient equipment for the playground. This school, with an enrollment of eighty-five in the elementary grades, has a set of four swings, two teeters, a merry-go-round, a giant stride, and an outside basketball court. The largest school, with an elementary enrollment of 173, has only a set of four swings and three teeters. The other two classified schools have also very limited playground materials. This situation is due largely to the lack of funds and the attitude of school officers and officials that playground equipment is not a very important item in the school. In the consolidated school group the school with the largest grade enrollment has but one swing on the playground. The school with the next largest grade enrollment is very well equipped, having a set of four swings, three teeters, a slide, and a giant stride. Each of the other five schools in this group seems to have sufficient equipment for its enrollment. One of the town graded schools is well equipped with a slide, a merry-go-round, and two teeters. Of the seventy-seven rural schools in the county, twenty-five have no playground equipment whatsoever. Although most of these

schools have rather small enrollments, two of them have more than twenty students each. All the other schools indicated some equipment, but thirty-two of these stated that it was entirely inadequate for the needs of the pupils.

Table 4

Number of Pupils Using
Science Laboratories, Shops, and Home Economics Departments

School District	Number in High School	Number Using Science Laboratory	Number Using Shop	Number Using Home Economics Department
LaMoure 1	148	98	26	43
Kulm Special	146	116	none	none
Golden Glen	138	93	28	31
Verona	65	46	none	none
Sheridan	54	53	9	12
Roscoe 1	50	27	12	none
Bluebird 2	40	21	none	none
Henrietta	35	none	none	none
Grand Rapids	29	14	none	none
Kennison 1	23	23	none	none
Banner	13	6	none	none

The nine students listed as taking shop in Sheridan district and the twelve in Roscoe district are seventh and eighth grade students. This means that of the 741 high school students in the county, 386 of whom were boys, only fourteen per cent were given the opportunity to study shop work. Of the 355 high school girls only twenty-four per cent were in home economics courses. All but thirty-five students of the county were given the oppor-

tunity of using a science laboratory at some time in their high school attendance, although the last six schools mentioned on the list indicated that their laboratories were poorly equipped.

The first six schools listed used laboratories for the seventh and eighth grades as well as for the high school grades. Neither the town graded schools nor the seventy-seven rural schools listed laboratories. This means that of the 437 seventh and eighth grade students in the county, only thirty-eight per cent were given the opportunity to use these very important departments. It is a commonly accepted theory that courses offered to junior high school students should be of an exploratory nature. Not half of the students of the county of junior high school age were given such courses.

In connection with this, only three of the county high schools had complete commercial departments. This means that less than half of the high school students were given the opportunity to become trained in commercial work.

These data seem to bring out certain inequalities in the educational opportunities offered to pupils in the county rather vividly. A proper reorganization of attendance districts and a combination of attendance into larger schools would make it possible for almost all students of junior and senior high school age in LaMoure County to take advantage of exploratory and vocational courses.

Books and Periodicals

The state law requires that the school district furnish text books for elementary school children. Three of the consoli-

dated schools and nineteen of the rural and town graded schools indicated that their supply of texts was inadequate for effective teaching. Two of the four classified schools and one consolidated school furnished texts for high school pupils. In an attempt to make it as inexpensive as possible for the school to furnish texts to the pupils in the county, the principal or superintendent in one or two of the schools has failed to furnish new texts often enough and has continued to use books until they are completely worn out and much out of date. Surely, adequate, up-to-date texts are essential for effective teaching, the lack of which results in the lowering of the value of the instruction to a great extent. Reorganized school systems in the county, including the adequate provision of texts, would conserve important values for the pupils and their parents.

Perhaps more important then the text book item is that of library books (fiction and reference) and periodicals. In the eleven high schools of the county the largest school, with an enrollment of almost 150 pupils in high school, had an average of fourteen library books per pupil, while one of the smaller schools, with an enrollment forty, had only four books per pupil. One hundred fifty outside reading books for a high school department is not sufficient to cover the wide range of necessary subject matter and the fiction desirable in a school library. To satisfy the North Dakota course of study in English 150 books in fiction alone would not be enough to cover the minimum essentials. One wonders how the teachers of districts with such limited library facilities can present sufficient material to get the students

through the final state examinations. An inclusive test on the material covered in the course of study would cover such a wide range that the library facilities in eight of the high schools of LaMoure County would be entirely inadequate.

Table 5

Library Books and Periodicals in the LaMoure County High Schools

Name of District	Number of Pupils	Number of Library Books	Number of Books Per Pupil	Number of Periodicals and Newspapers
		Classified schools		
Golden Glen	138	2000	14	15
LaMoure	148	1670	11	38
Kulm Special	146	985	7	9
Sheridan	54	500	10	8
		Consolidated schools		
Verona	65	400	6	6
Roscoe	50	500	10	6
Bluebird	40	150	4	7
Henrietta	35	300	9	6
Grand Rapids	29	300	10	6
Kennison	23	300	12	6
Banner	13	200	15	3

The number of extra reading books for the elementary department of the eleven schools referred to above was comparatively about the same as the number of high school library books. Eight of the eleven schools had less than 1,000 such books for both high school and grade departments, four of these having less than 400. In the rural and town graded schools the number of library books ranged from thirty in a school of twenty-two pupils to 260 in a school of twenty-eight pupils. Nine of these schools had over 200, thirty-seven had between 100 and 200, and thirty-three had less than 100. The range was from less than two per pupil to eleven per pupil.

Of the eleven high schools only the four classified schools had libraries in separate rooms. The consolidated schools had their libraries either in the principal's office or in the assembly. The importance of having the library in a separate room equipped with proper facilities is well-established. It is difficult to cause the students to become library-minded in the crowded quarters available in the majority of our small high schools.

One can but look at an ordinary news stand to note the great variety of periodicals available. Upon checking with the newsman it can be seen that the great majority of the magazines sold are definitely not of the type that would be conducive to high intellectual or moral standards. To create in the pupil a desire for the right kind of periodical reading is one of the foremost functions of a good English teacher. This becomes almost impossible, however, when the periodical material is either limited or non-existent.

An idea of the wide variation in available periodical material can be easily gotten from the following two lists. List number one represents the magazines subscribed to by the smallest village school of the county with a total of forty-nine pupils. List number two indicates the magazines and newspapers available to the 306 pupils of the second largest school of the county. Such a variation as this should not exist. Surely this is not fair to the pupils of the smaller school.

List 1: Newsweek, Look, Popular Science

List 2: American Girl, American Boy, Boy's Life, Breeders Gazette, Hog Breeder, Dakota Farmer, Poultry Tribune, Better Crops with Plant Food, Agricultural Leaders Digest, American Sheep Breeder, Aberdeen Angus Journal, Hoards Dairyman, Shorthorn World, Current Events (ten copies), National Geographic, Scholastic, Pathfinder, News Week, Hygeia, Good Housekeeping, Ladies Home Journal, Turkey World, Child Life (two copies), School Activities, Current History, Musical America, Grade Teacher, Instructor, Athletic Journal, Young America, Readers Digest, Magazine Digest, Nation's Schools, Educational Digest, Fargo Forum, Minneapolis Journal, Christian Science Monitor, United States News.

All the other nine schools subscribed to the Readers Digest. Time, Life, Scholastic, Popular Science, American Boy, and American Girl ranked about equally in popularity. There were daily newspapers in three of the four classified schools and two of the seven consolidated schools. Although the other consolidated schools had more periodicals than are indicated in list one, the general trend was for the classified schools to place a much greater stress on this very important function of the school.

All the town schools subscribed to some type of weekly newspaper such as Current Events or Weekly Reader for the elementary school children. The high school periodicals were, of course, available to the upper grade children. Only twelve of the rural and town graded schools used any periodicals for class work. This means that over 800 rural pupils, or almost one third of all the LaMoure County elementary and secondary school pupils, did not use any periodical materials for class work. The periodical reading habit, so essential in high school courses, is poorly developed in rural children just when they finish the rural school. Their

exceptionally poor background in this phase of rural school education shows up decidedly.

It is obvious that the larger schools can supply a much greater variety of reading materials for their students than can the smaller schools. The elimination of smaller schools would tend to correct this evil.

School Lunches

Two of the classified schools and one consolidated school sponsored school lunches at the noon hour. As the material to a great extent was furnished by the Surplus Commodities Commission, the cost to the pupils was very little. In one of the classified schools the cost was but two cents per week. Such dishes as cocoa, soup, baked potatoes, rice pudding, muffins, and other similar ones were served. The object of these dishes was merely to give the student something warm to go along with the lunch he brought in his lunch bucket. None of the schools had cafeterias but served the lunch in the home economics department or the assembly room. The work in preparation of the dishes was done by National Youth Administration workers or in one case by volunteers from the community. Most of the other schools did not serve lunches because of the lack of the necessary facilities.

This sytem of serving hot dishes proved very popular in the communities sponsoring it. The management and arrangement of the supervised lunch room was used to teach proper eating habits. As almost half of all the high school students in LaMoure County and over seventy-five per cent of the elementary school students carry lunches to school, lunch room management met a real need in the schools which provided it. Larger schools, equipped

with Home Economics departments, or possibly cafeterias, in place of the one room rural schools which now are numerous, would make it possible for all school pupils in the county to enjoy the benefits of lunch room management. If there came to be a sufficient number of pupils in a school, there could be a cafeteria where they might procure good lunches at a nominal price.

Gymnasium Equipment

Two of the four classified schools and three of the consolidated schools had gymnasiums in the school buildings. The other six high schools rented other buildings for that purpose. One of the consolidated schools transported its basketball players to a town eleven miles away once a week for a two-hour drill. Because it was impossible to make arrangements with the owner of the only hall available in town, one school entered a girls' basketball team in the county tournament with no previous practice. In none of the five gymnasiums of the county was there any equipment with the exception of baskets for basketball and, in some cases, a volleyball net. There were no mats, parallel bars, horses, or any other such equipment. One of the consolidated school gymnasiums is so small that when the spectators are assembled on the sidelines the space for the players does not measure more than fifteen by thirty feet. This is less than one third the size of a regulation high school basketball court. Ine one of the town halls two unprotected stoves, usually red hot during a game, occupy two corners of the playing floor making play extremely hazardous. None of the gymnasiums are of regulation size, although five are quite definitely large enough. It is impossible to expect physical education teachers and coaches, most of whom are

already overloaded with other work, to do satisfactory work in gymnasiums of this type.

Miscellaneous Equipment

Most of the village schools had such necessary equipment as pianos, victrolas, mimeographs, and the like, but there were radios in only two of the eleven schools. There was a radio in one of the rural schools. There were school typewriters for a commercial department in all the classified schools and in two of the consolidated schools. The mimeographs in most of the schools were extremely poor as was indicated by the school papers, edited in all but one of the eleven town schools. In many cases the editions were entirely unreadable. The equipment in most cases was so poor than even the best workers could not make clear copies. Slovenly work like this, usually performed by the best students of the school, is certainly not conducive to proper work habits. It would seem that there was more harm than benefit derived from the editing of these school papers.

The proper use of a radio in a school can be highly desirable teaching practice. Musical programs and dramatic productions, especially adapted to children of all ages, prove not only popular but informative. Frequent patriotic programs serve to aid in establishing desirable ideals. The failure to use the radio in many schools in LaMoure County is lamentable.

Despite the quite general use of visual education equipment in larger schools today there is not a single projector in the schools of LaMoure County. Because it is still the opinion of many in the county that movies of any kind lead to loose morals,

it is difficult to get them to see the possible educational benefits of motion picture equipment. Inadequate funds constitute another reason for the failure to install such equipment.

In general, classified schools in the county are better equipped in all respects than the consolidated, town graded, or rural schools. The opinion is heard expressed by school patrons in the county that the modern child has too much school equipment. Such a statement becomes more and more misleading as the standards of modern living continue to change. There is, of course, the danger that children may not fully appreciate their opportunities, but this can be avoided by good instruction.

Administrative Practices

This division has to do with the testing program, pupil classification and office records, practices to encourage attendance, and the marking system used.

Testing Program

Of the four classified schools, two used intelligence tests, one using the Kuhlman-Anderson tests and the other the Otis. The same two schools used the Public School Achievement Tests for grades three through eight. One of the classified schools used only the Monroe reading tests and the other had no standard testing program. Of the seven consolidated schools, two used Kuhlman-Anderson and two used the Otis tests. Two of these schools used the Public School Achievement Tests. The other four consolidated schools used no standard tests. Vocational aptitude tests were not used in the county. Six of the seventy-nine rural and graded schools used intelligence tests and two of these

schools used diagnostic reading tests. Diagnostic arithmetic tests were used by one rural school. Current standard testing was confined to the town or village schools. Very little, however, has been done in this respect in the county.

Pupil Classification

Most of the village schools used the McCormick Mathers system of filing grades and other data concerning students. Two schools had no method of filing such data. Two classified schools and one consolidated school kept a separate file for each student enrolled in school. In this file were kept records of standard scores, grades, and other important personal data regarding the student. The rural and graded schools sent monthly reports to the county superintendent and kept no records on file in the school. Only three of the village schools had a definite system of keeping financial accounts of money received and expended by student organizations. Lack of time due to extensive duties was the reason given by the others who kept no such records.

It would seem that such inadequate record keeping and the difficulties that are bound to arise as a result of it should be avoided. Reorganization of attendance areas with larger school units should make it possible for administrators to have more time for this very important function of the school and should make it economical for them to employ well trained clerks to help them.

Practices to Encourage Attendance

Only one of the classified schools demands excuses as a means of encouraging attendance. This school also presents

attendance awards. Two of the classified schools do nothing in the matter of encouraging attendance. The other classified school offers attendance awards. One of the seven consolidated schools demands make-up work after absence, four give awards for attendance, one has no practice in this respect, and one allows one skip day each month for perfect attendance during the month. Of the seventy-nine rural and graded schools, forty-three offer stamps for perfect attendance, eight use stars or dots on a chart, two use the merit system with no prizes, one offers certain privileges, four give medals, two give other prizes, and two offer calendars for the pupils to color. The other eighteen have no specified means of encouraging attendance but suggest that they have no difficulty with this matter.

Marking Systems

All but one of the eleven classified and consolidated schools use the letter system of marking. There is very little variance in the system used, most of the schools employing the method suggested in the North Dakota manual. One of the consolidated schools used the percentage system of marking. All the rural and graded schools used the letter system suggested by the county superintendent. These letters are translated into numbers for the permanent records.

Health Agencies

None of the schools in LaMoure County demand physical examinations of the pupils. One of the classified schools demanded examinations of those participating in athletics. This school also had a school doctor. In all other schools the county

nurse is the only one definitely assigned to medical attention of the pupils. One of the consolidated schools conducted a daily inspection of the students. A classified school sponsored a posture contest for the girls. The rural schools seemed to conduct a much more thorough health program than the village schools. Over half of them had daily inspection of the pupils and in the majority of these schools better health habits were encouraged by contests, awards, charts, booklets, or clean-up campaigns.

It is perhaps true that there is greater need for a detailed health program in rural areas than in towns or villages, but it is obvious that insufficient stress was placed on this very important phase of school administration in LaMoure County. Although details of health instruction were given more attention in the rural than in the town schools, there is a question as to whether or not the rural teachers have sufficient training to do justice to the health objective of teaching. Reorganized schools, in which each school would be large enough to include one or two teachers especially trained for health teaching and whose specific duties would be in this field, would seem to be the answer to this obvious need.

The lack of adequate training given in the physical education and athletic departments of the small schools in the county is deplorable. There have been exhibitions on the baseball field, the basketball court, and the track field by individuals who have become almost exhausted because of lack of proper training or poor physique. This condition is particularly evident in the activity of girls' basketball. Many of the girls who play

basketball have been trained by men who have little understanding of the physical problems involved. The element of "winning" is so strongly emphasized by some improperly trained coaches that the physical welfare of the competing students becomes a matter of secondary importance if it is considered at all. Three individuals were discovered in LaMoure County who have physical handicaps caused by overstrain in high school athletic activities that will deprive them of things fundamental to their very happiness. Larger school units, employing instructors especially trained in physical education and the activity relative to athletics would serve to reduce the obvious evils of the present system of conducting athletic contests.

Guidance Practices

The importance of a properly functioning educational and vocational guidance program in the modern school cannot be overemphasized. The impression that the term "guidance" refers only to directing the pupils in vocational pursuits is in error. This term, as used here, refers to scientific diagnosis and suggested solutions of a child's problems from the time he first enters school.

In LaMoure County very little guidance work is done. One of the classified schools gave programs stressing vocational information, and another one presented this material through write-ups in the bi-weekly newspaper. In all the other classified and consolidated schools guidance activity was limited to conferences with whomever wished to discuss these problems and to vocations classes. No constructive guidance programs were reported by the

graded or rural schools. Three of the rural schools had literary societies, sixteen reported participation in a young people's citizenship league, and many reported one or two programs a year. None of these activities, however, offered a great deal in the line of educational or vocational guidance.

It is true that informal discussions between teachers and pupils made available in a small school situation could come to be highly beneficial. Some of the county coaches indicated that conversations with their boys while on athletic trips frequently turned toward probable vocations. The informality of such a conference situation lends itself splendidly to constructive guidance, but here again one questions the authenticity and breadth of scope of the information offered. In perhaps no other field is there greater need for specialized training than in that of guidance of school pupils. A guidance officer who could be employed in a larger school system seems to be the best solution to this problem.

Summary

During the school year studied there were four classified, seven consolidated, two village graded, and seventy-seven rural schools in LaMoure County.

The total enrollment for the school year was 2,637, 905 of whom were in rural schools and 1,732 in village schools.

Only thirty-two students took high school correspondence work. Three of these were taking the work under the supervision or rural teachers.

The junior high school was organized in only two of the

eleven systems which conducted high schools. Both of these were classified schools.

The classified and consolidated schools tended to have more playground equipment than the rural schools, although a few rural schools were well equipped.

One of the consolidated schools had no laboratory although science classes were taught. The other consolidated schools had limited laboratory facilities.

There were four shops and three home economics departments in the county. With one exception these departments were limited to the classified schools.

In eight of the eleven high schools the students furnished their own texts. The variety of extra reading books in the consolidated and rural schools was very limited. The classified schools tended to have a greater variety of periodicals.

Only three of the county schools provided hot lunches during the noon hour.

All four classified schools had adequate gymnasium facilities. Only one consolidated school had a sufficiently large gymnasium.

The use of the radio was very limited in the county. There was no visual education equipment. General equipment, such as mimeographs or ditto machines was in poor condition in most cases, although the classified schools tended to have better equipment than the others.

Three of the classified, three of the consolidated, and six of the graded and rural schools used standard tests as an

instrument of instruction.

The classified schools tended to have a much more complete system of keeping office records than the other schools.

Health agencies in the county were extremely limited. Those in charge of teaching health were, as a rule, inadequately prepared for these duties.

Only two of the schools had definite guidance programs. These were both classified schools. Guidance activity in the remainder of the county schools was limited to occasional conferences and what was done in connection with class work.

The term town graded as used thus far applies to the two graded schools in the two smallest villages in the county. This term is used in the county superintendent's records. In the remainder of this thesis the term village will be used.

CHAPTER 4

PROGRAM OF STUDIES

The tables on the following pages will show the comparative amount of class time given to subjects from the first through the eighth grades. Data regarding high school subjects will also be included. These data were taken from programs presented by the teachers and administrators. It will be noticed that in such subjects as health, music, and art the smaller schools, in many cases, did not offer actual classes. This type of work was done to some extent, however, in opening exercises. The size of the classes in the smaller schools was, of course, much smaller than in the larger schools. In many cases in the rural schools there was only one in a class. It is difficult to say whether or not a child in a fifteen-pupil reading class, conducted for thirty minutes, would get more or less instruction then one in a one-pupil class conducted for five minutes. It is evident that although the child in the larger class may not be required to read as a rule as long one in the smaller class, he could be exposed to a greater variety of subject matter and to various ways of presenting it to hold his interest. The competitive element in the larger class can be used to advantage by the teacher.

The average number of pupils to a grade in each of the three types of schools is given at the end of each table. This enables the reader to make comparisons. The average number of minutes devoted to each class was found to the closest number divisible by five. The two village schools which had graded schools were included with the rural schools. The number of schools in

this group was different in each grade, since all rural schools did not have pupils in all eight grades. In tables six, seven, eight, and nine reading includes phonics, word drill, and language. In table nine, ten, eleven, twelve, and thirteen social science includes geography, history, and nature study. In tables twelve and thirteen English includes reading, literature, grammar, and spelling; and science includes general science, agriculture, and health.

Table 6

Minutes per Week Devoted to First Grade Classes in Three Types of Schools of LaMoure County

Subject	Number of Schools and Minutes per Week Spent by Each School in the Following Classifications: Classified (Four Schools)		Consolidated (Seven Schools)		Rural (Fifty-Five Schools)	
	Schools	Minutes	Schools	Minutes	Schools	Minutes
Reading	all	340	all	230	all	185
Numbers	all	100	all	80	all	55
Writing	all	95	all	65	all	50
Health	3	40	2	25	2	25
Music	3	70	3	45	5	25
Art	1	30	4	50	11	25

Average number of first grade pupils in classified schools-----17
Average number of first grade pupils in consolidated schools--- 7
Average number of first grade pupils in rural schools---------- 2

Reading, writing, and arithmetic were still the popular fundamental subjects in the primary grades in these schools. Work in art in the primary department was seemingly considered more important in the consolidated schools than in the classified ones.

Classes in music and health were more popular in the classified than in the other two types of schools.

Table 7

Minutes per Week Devoted to Second Grade Classes in Three Types of Schools in LaMoure County

Subject	Number of Schools and Minutes per Week Spent by Each School in the Following Classifications: Classified (Four Schools)		Consolidated (Seven Schools)		Rural (Sixty-Seven Schools)	
	Schools	Minutes	Schools	Minutes	Schools	Minutes
Reading	all	385	all	255	all	150
Numbers	all	125	all	75	all	55
Writing	all	65	5	60	8	25
Health	3	55	4	50	9	25
Art	2	30	4	40	6	25
Music	3	70	3	30	8	25

Average number of second grade pupils in classified schools----16
Average number of second grade pupils in consolidated schools-- 6
Average number of second grade pupils in rural schools--------- 2

The small schools did not usually teach writing as a regular subject. In the eight schools in which penmanship was given, several grades were combined into one class. Thus the freshmen in high school who came from rural schools had less training in writing than those who came from village schools. This lack of training in penmanship was particularly noticeable when graduates of rural schools entered high school.

Table 8

Minutes per Week Devoted to Third Grade Classes in Three Types of Schools in LaMoure County

Subject	Number of Schools and Minutes per Week Spent by Each School in the Following Classifications: Classified (Four Schools)		Consolidated (Seven Schools)		Rural (Sixty-Seven Schools)	
	Schools	Minutes	Schools	Minutes	Schools	Minutes
Reading	all	335	all	255	all	145
Numbers	all	120	all	105	all	55
Writing	all	50	all	50	12	25
Health	all	55	5	45	51	35
Art	3	55	2	20	16	20
Music	3	75	3	50	20	15
Social Science	3	100	5	95	39	50

Average number of third grade pupils in classified schools-----16
Average number of third grade pupils in consolidated schools--- 7
Average number of third grade pupils in rural schools---------- 2

The classified schools stressed work in art more than the smaller schools. The failure on the part of one of the classified schools to offer social science in the third grade was due to the fact that the high teacher-pupil ratio in this school necessitated the elimination of the subjects offered in one or two grades.

Table 9

Minutes per Week Devoted to Fourth Grade Classes in Three Types of Schools in LaMoure County

Subject	Number of Schools and Minutes per Week Spent by Each School in the Following Classifications: Classified (Four Schools) Schools	Minutes	Consolidated (Seven Schools) Schools	Minutes	Rural (Sixty-Two Schools) Schools	Minutes
Reading	all	310	all	205	all	115
Arithmetic	all	175	all	80	all	45
Social science	all	170	all	140	all	90
Penmanship	3	65	3	40	6	20
Art	3	60	4	40	7	25
Physiology	all	60	all	50	50	30
Music	3	100	3	50	2	25

Average number of fourth grade pupils in classified schools----16
Average number of fourth grade pupils in consolidated schools-- 5
Average number of fourth grade pupils in rural schools--------- 2

Physiology is required by the state course of study but twelve rural schools do not teach it. The lack of penmanship classes is noted here. Only two of the rural schools offered music as a regular class.

Table 10

Minutes per Week Devoted to Fifth Grade Classes in Three Types of Schools in LaMoure County

Subject	Number of Schools and Minutes per Week Spent by Each School in the Following Classifications: Classified (Four Schools)		Consolidated (Seven Schools)		Rural (Sixty-two Schools)	
	Schools	Minutes	Schools	Minutes	Schools	Minutes
Reading	all	310	all	100	all	55
Language	all	105	all	80	42	45
Social Science	all	205	all	145	all	75
Arithmetic	all	125	all	105	all	55
Penmanship	all	35	2	35	31	20
Art	3	55	6	45	7	20
Health	all	125	all	105	all	60
Music	3	95	4	50	2	20
Spelling	all	65	all	50	all	35

Average number of fifth grade pupils in classified schools----23
Average number of fifth grade pupils in consolidated schools--- 7
Average number of fifth grade pupils in rural schools--------- 2

A greater variety of subject matter was offered in the fifth grade than in the lower grades. The rural schools offered penmanship in the upper grades more frequently than in the lower ones. In the fifth grade exactly one-half of the rural schools offered this course.

Table 11

Minutes per Week Devoted to Sixth Grade Classes in Three Types of Schools in LaMoure County

Subject	Number of Schools and Minutes per Week Spent by Each School in the Following Classifications: Classified (Four Schools)		Consolidated (Seven Schools)		Rural (Fifty-Three Schools)	
	Schools	Minutes	Schools	Minutes	Schools	Minutes
Reading	all	155	all	120	53	65
Language	all	145	all	95	all	40
Social science	all	275	all	190	all	95
Arithmetic	all	140	all	105	all	60
Penmanship	3	75	4	55	6	25
Art	3	60	6	45	2	15
Health	all	150	7	120	all	65
Music	3	95	4	45	3	15
Spelling	all	100	all	55	all	25

Average number of sixth grade pupils in classified schools-----18
Average number of sixth grade pupils in consolidated schools--- 7
Average number of sixth grade pupils in rural schools---------- 2

The failure on the part of one of the classified schools to offer penmanship, art, and music was probably due to the excessive teaching load in that school. This is an example of what can happen even in a large system if care is not taken to provide an adequate number of teachers for the number of pupils enrolled.

Table 12

Minutes per Week Devoted to Seventh Grade Classes in Three Types of Schools in LaMoure County

Subject	Number of Schools and Minutes per Week Spent by Each School in the Following Classifications: Classified (Four Schools)		Consolidated (Seven Schools)		Rural (Fifty-Four Schools)	
	Schools	Minutes	Schools	Minutes	Schools	Minutes
Reading	all	155	all	120	53	65
Language	all	145	all	95	all	40
Social science	all	230	all	185	all	105
Mathematics	all	175	all	140	all	80
Science	all	225	all	160	all	85
Art	2	60	4	45	5	20
Penmanship	2	50	2	25	none	none
Music	2	80	1	55	none	none

Average number of seventh grade pupils in classified schools--18
Average number of seventh grade pupils in consolidated school- 6
Average number of seventh grade pupils in rural schools------- 2

Two of the classified school systems had junior high schools in which four basic subjects, English, social science, mathematics and science were taught. Most of the smaller schools used the older conventional subjects, such as grammar, arithmetic, nature study, and writing. Fifteen or twenty minute classes in these subjects were conducted in the consolidated schools. In the rural schools some of the classes were only five minutes in length.

Table 13

Minutes per Week Devoted to Eighth Grade Classes in Three Types of Schools in LaMoure County

Subject	Number of Schools and Minutes per Week Spent by Each School in the Following Classifications: Classified (Four Schools) Schools	Minutes	Consolidated (Seven Schools) Schools	Minutes	Rural (Fifty-Five Schools) Schools	Minutes
Reading or English	all	155	all	120	53	65
Social science	all	230	all	185	all	105
Mathematics	all	175	all	140	all	80
Science	all	225	all	160	all	85
Art	2	60	4	45	5	20
Penmanship	2	50	2	25	none	none
Music	2	80	1	30	none	none

Average number of eighth grade pupils in classified schools----15
Average number of eighth grade pupils in consolidated schools-- 6
Average number of eighth grade pupils in rural schools--------- 2

In the two classified school systems using the junior high school organization, the pupils in the seventh and eighth grades participated in the high school glee club and band. However, no other music courses were taught in these grades. Inequalities between village and country were brought out by the fact that none of the rural pupils in the seventh and eighth grades were given penmanship or music as referred to before. This shows that the rural schools especially neglect the upper grade pupils.

Table 14

Comparative Subject Offering in LaMoure County High Schools
Second Semester, 1939

Subject	Classified Schools				Consolidated Schools						
	Edgeley	LaMoure	Kulm	Marion	Verona	Dickey	Jud	Berlin	Grand Rapids	Nortonville	Adrian
English 1	X	X	X	X	X	X	X	X	X	X	X
English 2	X	X	X	X	X	X	X	X	X	X	
English 3	X		X	X	X	X	X		X	X	X
English 4	X	X			X			X			
Journalism		X									
Public speaking		X	X								
American history	X	X	X	X	X	X	X	X	X		
World history	X	X	X	X		X				X	X
Early world history					X						
International relations								X			
Problems of democracy		X	X		X					X	
Sociology	X										
Biology	X	X	X	X	X	X					
Chemistry	X	X									
General science	X		X	X	X			X	X	X	
Physics			X								
Physiology					X			X			X
Health problems	X										
Animal husbandry		X									
Crops		X									
Agriculture 1					X		X				
Agriculture 4		X									
German		X									
French		X									
Latin 1	X		X								
Latin 2	X										
High school music		X									
Bookkeeping	X	X	X		X		X		X	X	
Typing 1	X	X	X	X	X	X	X			X	
Typing 2	X	X	X							X	
Shorthand	X			X							
Business Training	X	X		X		X	X	X	X		X
Geometry	X	X	X	X		X	X			X	
Algebra	X	X	X		X	X	X	X	X		
Foods	X	X		X							
Boys' Home Economics		X									
Clothing 1	X	X		X							
Related art	X										

Table 14 (Continued)

Subject	Classified Schools				Consolidated Schools						
	Edgeley	LaMoure	Kulm	Marion	Verona	Dickey	Jud	Berlin	Grand Rapids	Nortonville	Adrian
Psychology		X							X		
Economic geography			X			X					X
Vocations					X					X	
General shop	X										
Woodwork 1	X										
Woodwork 2	X										
Mechanical drawing		X									
Total subjects offered	26	26	17	13	14	11	10	9	9	11	6

There was a total of forty-four different subjects offered in LaMoure County high schools during the second semester of 1938-1939. Many of these were half-year subjects. For instance, commercial arithmetic was taught in the first semester instead of economic geography, civics in many cases in place of vocations, physical geography in place of physiology, and other similar combinations.

The high school enrollment in the largest consolidated school was about ten more than in the smallest classified school. That accounts for the larger number of courses offered in the Verona school.

The subject matter offered in the classified schools was, as a whole, much more extensive than in the consolidated schools. The consequent difference in opportunities for the pupils is evident. When one considers that all high school pupils of the county might be given equal opportunities with even less cost,

the failure to change to larger attendance areas appears to be the height of folly.

From the eight preceding tables it may be generally concluded that the opportunities offered in the classified schools in LaMoure County are far superior to those offered in the consolidated and rural schools. The number of preparations required of rural school teachers in the county ranges from sixteen to forty-four, the median being thirty-four. For elementary school teachers in the consolidated schools the median number of preparations was twenty-one, while in the classified school it was only eleven. One could hardly expect a teacher making as many as forty-four preparations in one average day and spending only about seven minutes for each class to do justice to the subject matter she teaches. One county superintendent stated that all his rural teachers had time to do was to "Cram" state examination facts into the pupils' heads and then pray that they might get through so that the teachers could get their positions back again. Although this statement may be somewhat exaggerated, it becomes evident from the above figures that the average rural school teacher has little time to be thorough in teaching. The limitations placed on the average teacher because of the necessity of getting her pupils through the state examinations provides little opportunity for studying her pupils and adapting her instruction to the different needs found.

The final elimination of the rural school appears to be the only solution to the above problem.

Extra-Curricular Activities

The extra-curricular activities participated in by county schools and the number of students in each school taking part were tabulated for greater convenience of the reader in making comparisons.

Table 15

Number of Pupils Who Participated in the Extra-Curricular Activities in the Schools of LaMoure County, 1939

Activity	Classified Schools				Consolidated Schools						
	Edgeley	LaMoure	Kulm	Marion	Verona	Dickey	Jud	Berlin	Grand Rapids	Nortonville	Adrian
Football	28	44	no	no	no	no	no	no	no	no	no
Boys' Basketball	30	40	25	25	25	15	13	10	12	15	11
Girls' Basketball	60	36	35	35	30	no	27	15	13	10	12
Boys' Track	12	10	10	10	8	6	3	10	7	8	7
Girls' Track	no	5	no	no	no	no	no	no	no	no	no
Girls' Kittenball	20	50	74	15	25	26	15	15	13	10	12
Boys' Kittenball	32	48	72	15	25	24	13	10	12	10	11
Dramatics	60	35	15	30	25	17	40	20	8	23	no
Debate	20	no	no	no	no	no	no	no	8	no	no
Declamation	30	15	15	10	no	no	no	17	no	no	no
Band	30	30	30	35	20	no	no	14	no	no	no
Glee Clubs	60	82	55	20	17	22	23	23	11	23	no

In the four classified schools girls' basketball was not an inter-school competitive activity.

About one fifth of the high school boys of the county were given an opportunity to play football. The advant of the ever popular six-man game has so far been of no effect in LaMoure County. The expense involved in football equipment is still too great for most of the schools to stand.

Boys' basketball was the most popular athletic activity in

the county. The number of participants in this activity in Table 15 included grade boys who played on junior basketball teams. The percentage of boys in consolidated schools participating was greater than that of the boys in the classified schools. This was due largely to the fact that there was no other activity for the boys in the smaller schools. In many cases, as has been mentioned before, lads who should not participate competitively because of poor health, were doing so because their absence would have seriously crippled the team. In two cases the school could not have had a team without those boys. This evil could be eliminated in a larger school in which the variety of activities was extensive enough to allow each child to participated in that activity which suited him the best.

Although all the classified schools offered girls' basketball (Table 15), inter-school competition for them has been eliminated. The elaborate organization for girls' basketball in the consolidated school league of North Dakota, on the other hand, has encouraged the exact reverse of this situation in the consolidated schools.

In LaMoure County a good track at one of the smaller towns makes it possible to have a county track meet in which all the consolidated schools and the smallest classified schools may participate. The other classified schools compete with other schools of their approximate size in invitational meets.

Only one school provides track activities for girls. These are not competitive activities but are used as corrective

measures in the physical education program. Such a plan is approved by well-trained physical education directors.

The same eight schools that participated in the county track meet competed in county boys' and girls' kittenball tournaments. This is another example of over-emphasis upon an athletic activity. The kittenball tourney is usually held within a week or two of the track meet and the same boys who are in one are as a rule in the other. Because of the limited number of good spring days in North Dakota it becomes impossible for a coach to give the participants sufficient training. Kittenball activity in the three largest schools is confined to intramural competition.

All but one of the county high schools presented class plays and other dramatic productions.

Only two of the high schools did any work in debate. This was perhaps due to the lack of time and properly qualified instructors. Larger high schools, employing teachers specially trained in debate work, would make this very important activity available for the students. In many cases there have been students who have unusual abilities in this line but who are not able to develop these abilities because debate work was not offered.

Declamation work was offered in all of the classified schools, but in only one of the consolidated schools. The lack of time and properly trained teachers is likely the reason for the failure of consolidated schools to participate in declamation work. The competition is usually between students within each school.

All the classified and two of the consolidated schools

had bands. All these were under the direction of well-qualified instructors. Although such organizations had been started in many of the smaller schools, they failed to function possibly because of poor instruction and lack of time. This is an activity that should be made available to all high school students. Many students with considerable talent have not been given the opportunity to develop their ability.

Glee clubs proved to be the most popular musical activity in the county schools. This is likely due to the fact that such organizations are comparatively inexpensive. Only five of the schools, however, had directors with advanced training in this type of work.

Summary

Such subjects as health, music, art, and penmanship were neglected in the elementary departments of the rural and consolidated schools.

The time devoted to actual class work in each subject in the elementary departments of the classified schools was on the average from two to six times as great as in the consolidated and rural schools.

Reading, writing, and arithmetic were still the most popular subjects taught in the primary departments.

The smaller schools tended to offer courses in art in the lower grades more than the larger schools. This situation became reversed, however, in the upper grades.

Only two of the eleven county high schools offered the ex-

ploratory courses typical of a junior high school system. The subjects taught in the seventh and eighth grades of the smaller schools were distinctly of the older conventional type.

The two largest high schools of the county offered twenty-six different courses. The smallest high school offered only six.

The pupils of the large schools were given much more opportunity to study a variety of subjects than those of the small schools.

The classified schools had a much greater variety of extra-curricular activities. It was found that the instructors in the classified schools were much better trained to direct these activities than those in the other schools.

CHAPTER 5

INSTRUCTORS IN LAMOURE COUNTY

The tables on the following pages will show comparisons among classified, consolidated, and rural schools in LaMoure County with respect to teaching duties, extra-curricular duties, participation in community activities, college training, years of experience, and salary. Further data regarding the high schools from which the LaMoure County teachers graduated, time spent for leisure reading, and professional magazines subscribed to will be given. These data are given to show the inequalities that exist among the three types of schools with respect to the type of instruction offered.

In order to make the comparisons more work while the teachers have been divided into five different groups: heads of schools, coaches, high school music teachers, other high school teachers, and grade teachers. In the first four groups the comparisons are made between the classified and consolidated schools; in the last group the comparisons are made among classified, consolidated, rural, and village graded schools.

The inadequacy of the questionnaire method of investigation was indicated by the data received of this personal type. Carelessness was observed in answering questions of a personal nature. For instance, the rural school teachers indicated janitor work as an extra duty in only twelve cases. It is known in the county that almost all of them are required to do this work. In cases such as this, when it was impossible to check with the county superintendent's records, the data were tabulated exactly as they were reported on the questionnaire.

Table 16

Comparative Data Concerning Heads of Schools in LaMoure County

Subjects Taught	Other Duties	Community Activities	College Training	Exper-ience	Annual Salary
		Classified Schools			
2 in high school	Administrative	city club	MA degree	25	$2200
5 in high school	administrative	city club lodge	BA degree	34	2400
5 in high school	administrative	city club lodge	BS degree 2 summers	9	1510
5 in high school	administrative glee club assistant coach	lodge choir leader PTA worker NYA director	BA degree 2 summers	9	1500
		Consolidated Schools			
4 in high school	administrative assistant coach	city club church volley ball	BA degree 1 summer	13	1500
6 in high school	administrative coach dramatics school paper	PTA NYA director church	BA degree	6	990
4 in high school 2 in grades	administrative dramatics declamation	PTA church	BA degree	3	1035
4 in high school	administrative dramatics	church lodge	BA degree 2 summers	7	1215
4 in high school	administrative coach	PTA church	BA degree	9	1080
6 in high school	administrative coach dramatics	PTA	BA degree	4	1125
5 in high school	administrative coach	none	BA degree	12	1012

Average salary for heads of classified schools---------- $1910
Average salary for heads of consolidated schools---------- 1137

In only one of the LaMoure County city schools is the superintendent's teaching load light enough to offer him sufficient time for administrative duties. The detailed office records which seem necessary in this school require more time than is now allowed for them in most of the schools. However, in the three

larger schools of the county the superintendent has no other tasks than the administrative functions of the school, while in the smallest classified school and in all the consolidated schools the superintendent is required to perform numerous other duties that are assigned to teachers in larger schools. The load of the second consolidated school administrator is undoubtedly the heaviest (Table 16). This person could not have any time for observation of classes and the only time he could do his office work would be befor and after school hours.

Most of the county school heads keep participation in community activities within reasonable bounds. One or two cases will show the extent of the demand for such things in some communities. It seems that in some cases the school head could take a less active part in community activities and use his time to improve the services which he renders the school.

Only one of the county school administrators has a Master's degree, although seven of the others are working toward it. The advantages of the Saturday class organization offered by the University of North Dakota re clearly evident in LaMoure County. Five of the seven would never be able to do graduate work if it were not for this accommodation.

Table 17 will show the comparative data on activities, training, experience, and salary of the LaMoure County athletic coaches.

Table 17

Comparative Data on School Coaches in LaMoure County

Subjects Taught	Other Duties	Community Activities	College Training	Exper- ience	Annual Salary
		Classified Schools			
4 in high school	coach, physi- cal education	basketball dramatics	BA degree	2	$ 900
4 in high school	coach, physi- cal education	city club men's chorus basketball	4½ years BA degree	2	900
4 in high school	coach, physi- cal education, principal	basketball city club	BA degree	4	1080
5 in high school	coach, physi- cal education	none	BA degree	7	900
		Consolidated Schools			
5 in high school	coach, physi- cal education	church city club	BA degree	2	810
4 in high school 2 in grades	coach	none	BA degree	3	990
14 in grades	coach, physi- cal education	volley ball	3½ years	3	675
Average salary for coaches of classified schools----------					$ 945
Average salary for coaches of consolidated schools----------					825

Only three consolidated school coaches are indicated here as four of the consolidated school coaches are school heads. There appears to be very little difference between the classified and consolidated school coaches with respect to their loads. There is a strong tendency in LaMoure County to demand young coaches. They are usually either dismissed or promoted to larger places after a period of two or three years.

Table 18 includes data on high school music teachers of LaMoure County. This will include only those music instructors who have charge of specific musical organizations such as band, orchestra, glee club, mixed chorus, or drum corps.

Table 18

Comparative Data on High School Music Teachers of LaMoure County

Subjects Taught	Other Duties	Community Activities	College Training	Experience	Annual Salary
		Classified Schools			
5 in high school	glee club mixed chorus declamation	church	BA degree	8	$ 900
4 in high school 2 in grades	glee club	community band	3½ years	3	900
5 in high school	band	community	BA degree	1	900
All music in school	glee club drum corps	band male chorus	BA degree music special	14	1215
8 in grades	glee clubs	none	2 years	5	630
10 in grades	band	community band, basketball	BA degree	2	855
14 in grades	band	community band, choir, basketball	2½ years	1	765
14 in grades	glee club grade music dramatics	PTA, Choir	2½ years	7	650
		Consolidated Schools			
6 in high school	glee club	choir	BA degree	5	855
6 in high school	band	none	2 years	2	720
17 in grades	glee clubs	PTA, church	2 years	5	720
17 in grades	band	PTA	2 years	2	702
18 in grades	glee club	choir	2 years	7	630
20 in grades	PTA, choir, glee club	PTA	2 years	18	675
20 in grades	glee clubs grade music	PTA, choir	1½ years	2	630

Average salary for music teachers of classified schools------$ 852
Average salary for music teachers of consolidated schools---- 705

Three of the seven classified school music teachers and five of the seven consolidated school music teachers were grade teachers with less than four years of college training. Only one of the county music instructors had a special certificate.

Very little work in music was done in five of the seven consolidated schools. Possibly the limited time available made it necessary to eliminate this activity in some of the schools.

There was a tendency for most of the music instructors to participate in some music activity in the community. In some cases, however, no such activity existed.

Table 19

Comparative Data on High School Teachers in LaMoure County

Subjects Taught	Other Duties	Community Activities	College Training	Exper-ience	Annual Salary
		Classified Schools			
5 in high school	physical education, club adviser	Adult home-making class	BS degree	1	$ 950
5 in high school	principal dramatics	choir, Sunday school	BA degree	4	990
4 in high school	librarian newspaper	social club church	BS degree	6	900
4 in high school	principal	social club	BA degree	1	855
4 in high school	dean	social club	BS degree	2	1000
6 in high school	principal dramatics	social club	BA degree	10	1125
3 in high school	Smith Hughes work	agriculture	BS degree	2	1800
5 in high school	dramatics 7-8 music	none	BA degree	3	855
6 in high school	librarian	none	BA degree	2	810
6 in high school	accompanist	none	BA degree	1	765
5 in high school	GAA adviser newspaper	PTA	BA degree	13	810
		Consolidated Schools			
6 in high school	girls' coach grade art dramatics newspaper	PTA church	BS degree 1 summer	5	720
6 in high school	girls' coach newspaper dramatics	PTA	BS degree	3	810
6 in high school 3 in grades	none	none	BA degree	3	675

Average salary for high school teachers of classified schools-$906
(Salary of Smith-Hughes man not included)
Average salary for high school teachers of consolidated schools---------- 735

There were only three consolidated school high school teachers who did not direct activities in music and athletics.

All three of these were required to teach six classes a day in high school work and one taught three grade classes in addition. The average number of classes taught by classified high school teachers was about five.

Three of the classified school teachers in this survey were junior or senior high school principals. The other two high school principals in the classified schools were coaches. In the consolidated schools, the school head took care of this work.

There was only one Smith-Hughes instructor in the county. The other schools seemed to regard this department as either too expensive or unnecessary.

Data on grade teachers of LaMoure County show similar comparisons so a lengthy table would not be necessary. Some conclusions on grade teacher comparisons may prove interesting, however.

The average salary for classified school grade teachers was $758, for consolidated school grade teachers, $662, and for rural and village graded teachers, $552.

The rural and town graded teachers had two and three times as many preparations to make as the consolidated or classified school teachers. The latter, however, had two and three times as many pupils.

None of the grade teachers had college degrees. All but one of the village school grade teachers had at least two years of college training. Twenty-four of the rural teachers had less than two years of college.

There seemed to be little difference in the demands of the

community on classified, consolidated, and rural teachers. The absence of activities in most of the rural communities was perhaps the reason for the failure on the part of many rural teachers to participate.

The matter of years of experience seemed to make very little difference in salaries of grade teachers. A rural teacher, starting out with a salary of $60 might look forward to a raise of only seven per cent in ten years of rural teaching. The men grade teachers in the classified and consolidated schools received about $43 a year more than the lady teachers. In the rural schools the lady teachers received on an average about $2 more a month than the men.

Miscellaneous Data

One hundred and thirty-six of LaMoure County school teachers graduated from North Dakota high schools, nine from Minnesota, four from South Dakota, three from Wisconsin, and two from Washington. Eleven of the seventy-three classified and consolidated school teachers graduated from LaMoure County high schools while fifty of the eighty-one rural and village-graded teachers finished their secondary school training within the county. Twenty-six of the remaining thirty-one rural teachers finished high school in nearby counties. Most of these teachers seek positions away from home, but many of them accepted the "home School" position as a last resort.

Only nine of the eighty-one rural teachers subscribed to any other magazine but the North Dakota Teacher. Seventeen rural school teachers did not take any magazine. Two of the forty-one

classified and six of the thirty-two consolidated school teachers did not subscribe to any professional periodicals. The great majority of the teachers of the county stated that they had little or no time for professional reading. Only five indicated that they did extensive reading and all of these were school administrators or high school teachers.

General Conclusions

From the facts presented it is evident that the students in the classified schools were given much greater opportunities than those in the consolidated and rural schools from the standpoint of instruction. Not only were the village school teachers better prepared, but they showed a superior professional attitude as evidenced by their professional reading. The tendency to allow the teachers in the village schools to teach only within their own fields of training gave an advantage to the pupils of the larger schools, if training for the work has the effect of improving teaching. A reorganization plan, providing for the elimination of the smaller schools, would eliminate many of the serious obstacles that hinder the progress of over sixty-five per cent of the students of LaMoure County. Such a detailed plan is suggested in the following chapter.

CHAPTER 6

A PLAN FOR REORGANIZATION

One of the chief objections to a very large high school system is that there is insufficient individualized instruction. The main objection to a very small high school system is that not enough subjects can be offered. It would seem, then, that a high school department (grades 9, 10, 11, and 12) with an enrollment of between 100 and 200 would be almost ideal. Similarly a school with a grade enrollment of between 200 and 300 would perhaps be the most satisfactory in this county. Such a school system would be large enough to provide a sufficiently extensive variety of subject matter and small enough to make possible the advantages of a small school system.

The reorganized program suggested in this thesis includes five classified schools, eight village graded schools, and twelve rural schools. With continued building of better roads the plan is to eliminate gradually the graded and rural schools and have finally six or seven classified schools, each with enrollments designated above as ideal for this county. The 6-3-3 plan of organization is suggested for the classified schools.

Detailed maps of each of the present districts of the county as well as maps showing the plan of reorganization will be found on the following pages. In the lower right hand corner of each page will be found a county map showing the location of the present district. Following the district maps there are two county maps showing the reorganization plan. The 1938-1939 enrollment, 1938 census, all weather roads, railroads, and total 1938-1939 cost of schools are given after each district map.

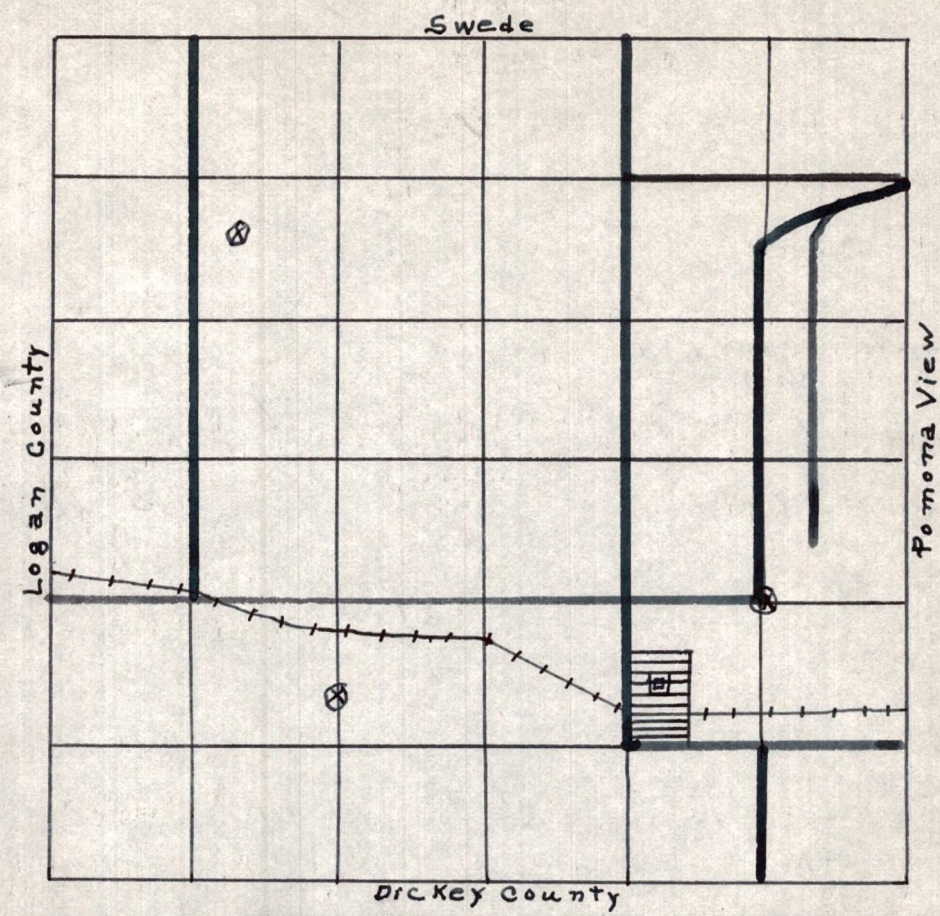
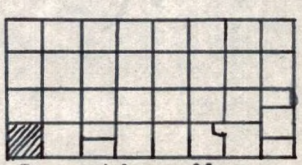


Figure 3.--Norden School District and Kulm Special School District

Kulm Special School District
x Present location of rural schools. Circle around it indicates that school is retained in reorganization plan.
All-weather roads
Railroads

Norden School District
Grade enrollment--46
1938 School Census--72
Total cost of schools for year 1938-1939--$3142.25

Kulm Special School District
Grade enrollment--128
High school enrollment--146
1938 School Census--242
Total cost of schools for year 1938-1939--$12,437.60



Location Map

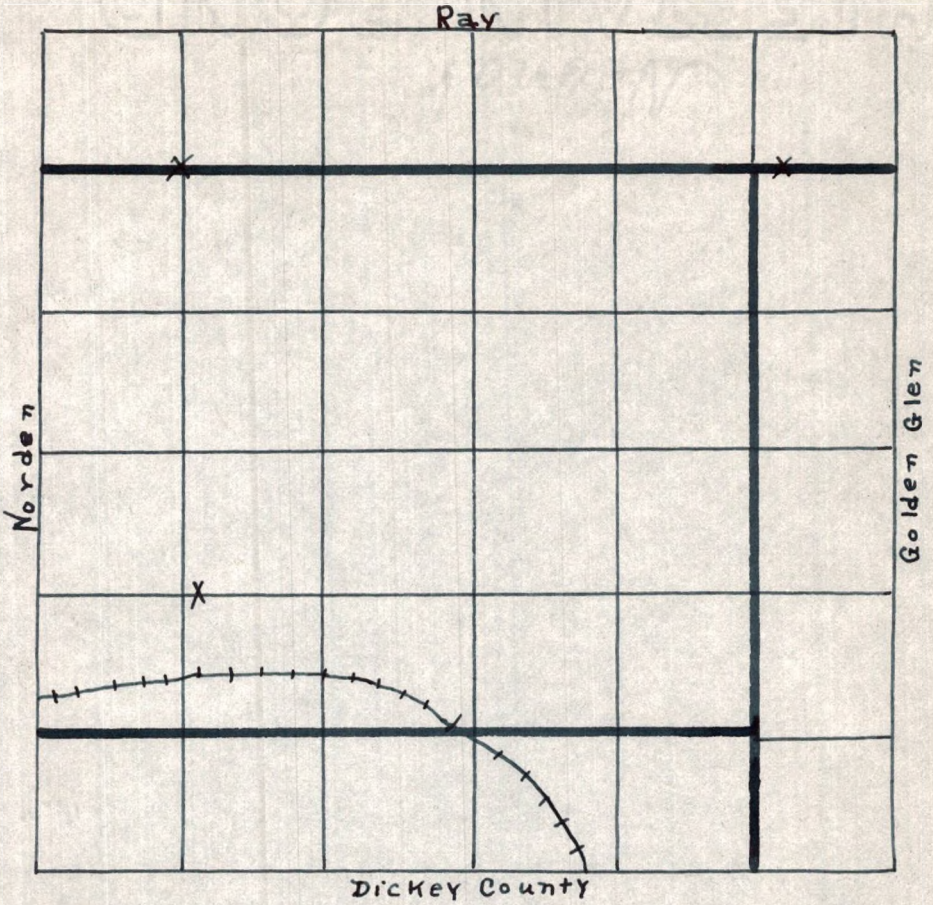


Figure 4.--Pomona View School District

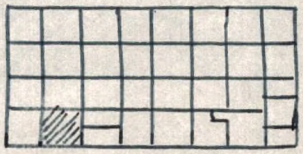
X Rural Schools. All three of these would be eliminated in the reorganization plan.

All-weather roads

Railroads

Pomona View School District
Grade enrollment--30
School census, 1938--68
Total cost of schools for year 1938-1939--$2186.36

The students from this district would attend school at Kulm, Edgeley, or a rural school about two miles north of the school in the northeast corner of the district.



Location Map

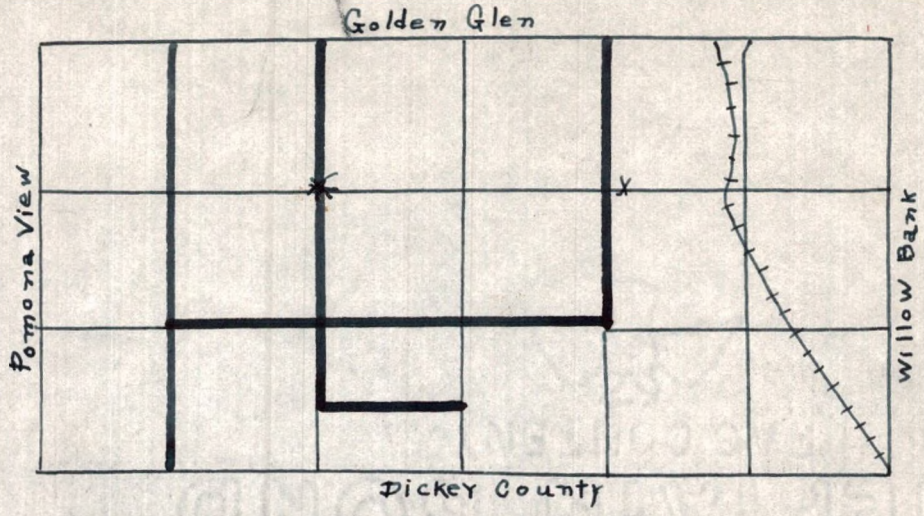


Figure 5.--Potts School District

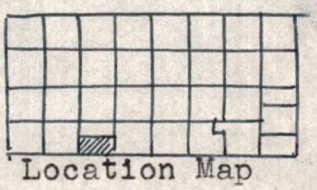
X Rural Schools. These would be eliminated in the reorganization plan.

▬ All-weather roads

++++ Railroads

Potts School District
Grade enrollment--20
1938 School Census--42
Total cost of schools for year 1938-1939--$1851.95

The students from these two schools would be transported to Edgeley under the new plan.



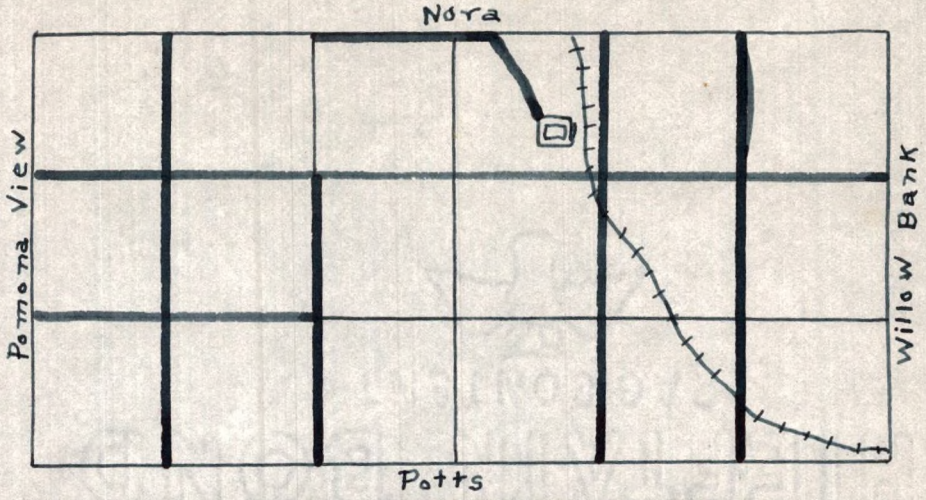


Figure 6.--Golden Glen School District

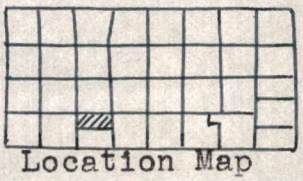
▣ Classified School At Edgeley. Square around it indicated that school is retained in reorganization plan.

▬ All-weather roads

+++ Railroads

Golden Glen School District
Grade enrollment--173
High School enrollment--138
1938 School census--269
Total cost of schools for year 1938-1939--$16,482.88

The Edgeley school has the largest enrollment in the county. A new building, built in 1938, includes a splendid gymnasium, a library, and several classrooms. This school would be able to accommodate between 100 and 150 more students. This means that the reorganization plan would not require additional buildings. The fine facilities in the Edgeley school, together with its centralized location in the county, make it a fine center for county tournaments.


Location Map

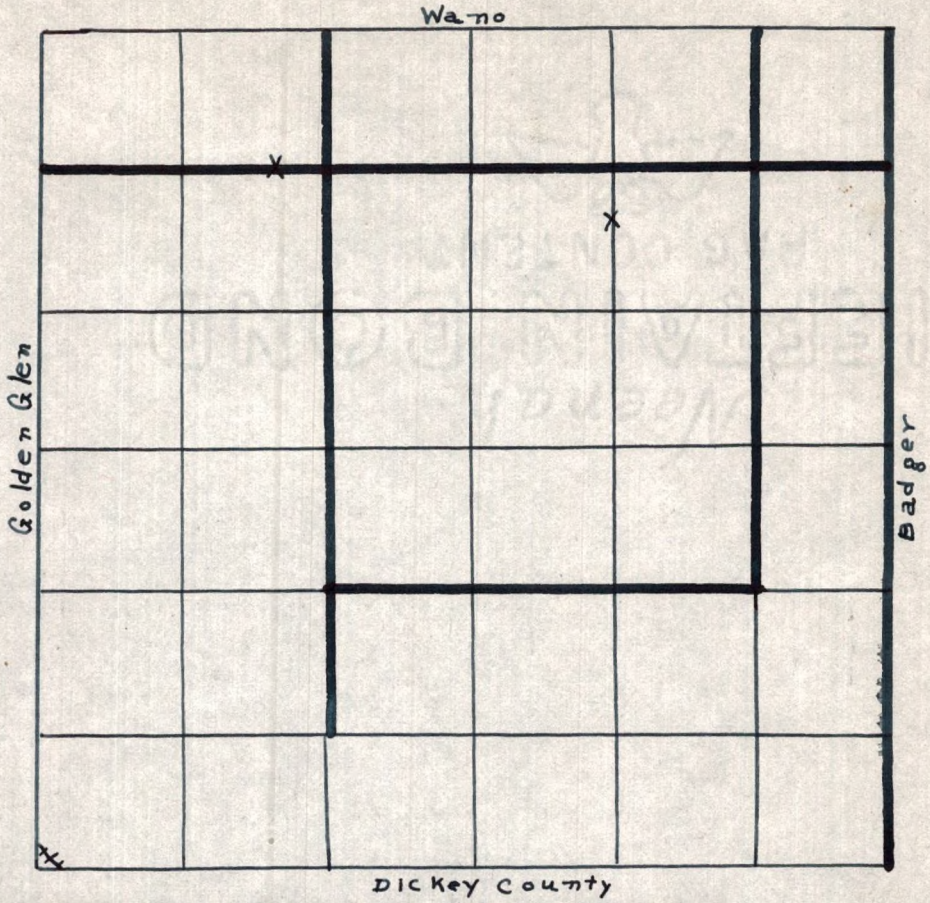


Figure 7.--Willowbank School District

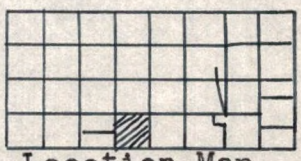
X Rural Schools. These three schools would be eliminated in the reorganization plan.

▬ All-weather roads

+++++ Railroads

Willowbank School District
Grade enrollment--35
1938 School Census--68
Total cost of schools for year 1938-1939--$2629.94

The pupils of this district would attend the school at Edgeley or a rural school about two miles east of the southeast school of the present district.



Location Map

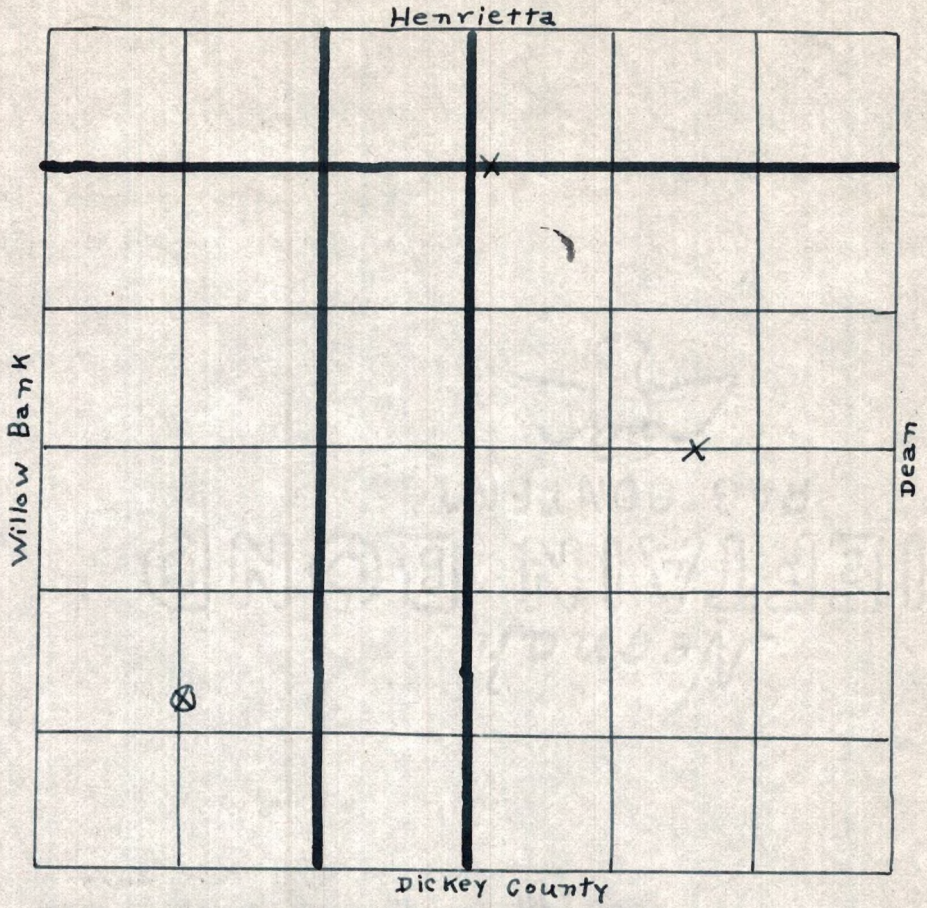


Figure 8.--Badger School District

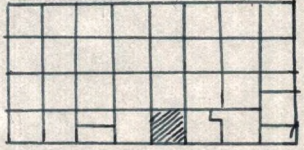
X Rural Schools. The school encircled would be retained in the reorganization plan.

All-weather roads

Railroads (None in this district)

Badger School District
Grade enrollment--40
1938 School census--72
Total cost of schools for year 1938-1939--$2915.33

The students from this district would attend the rural school encircled, a town graded school about three miles northwest of the northernmost school of the present district, and another rural school about three miles east of the easternmost school.



Location Map

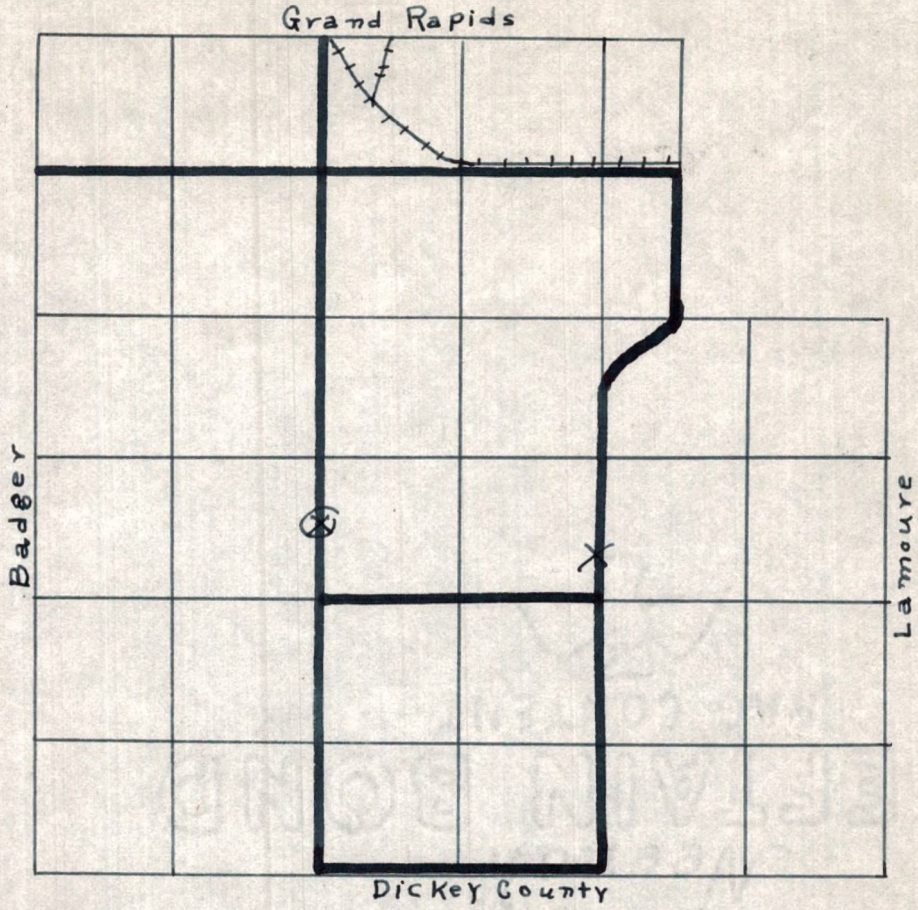


Figure 9.--Dean School District

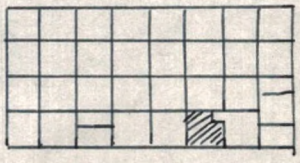
X Rural Schools. Circle around school indicates that it will be retained in reorganization plan.

All-weather roads

Railroads

Dean School District
Grade enrollment--18
1938 School Census--42
Total cost of schools for year 1938-1939--$1850.12

The pupils in this district would attend the LaMoure school or the rural school retained.



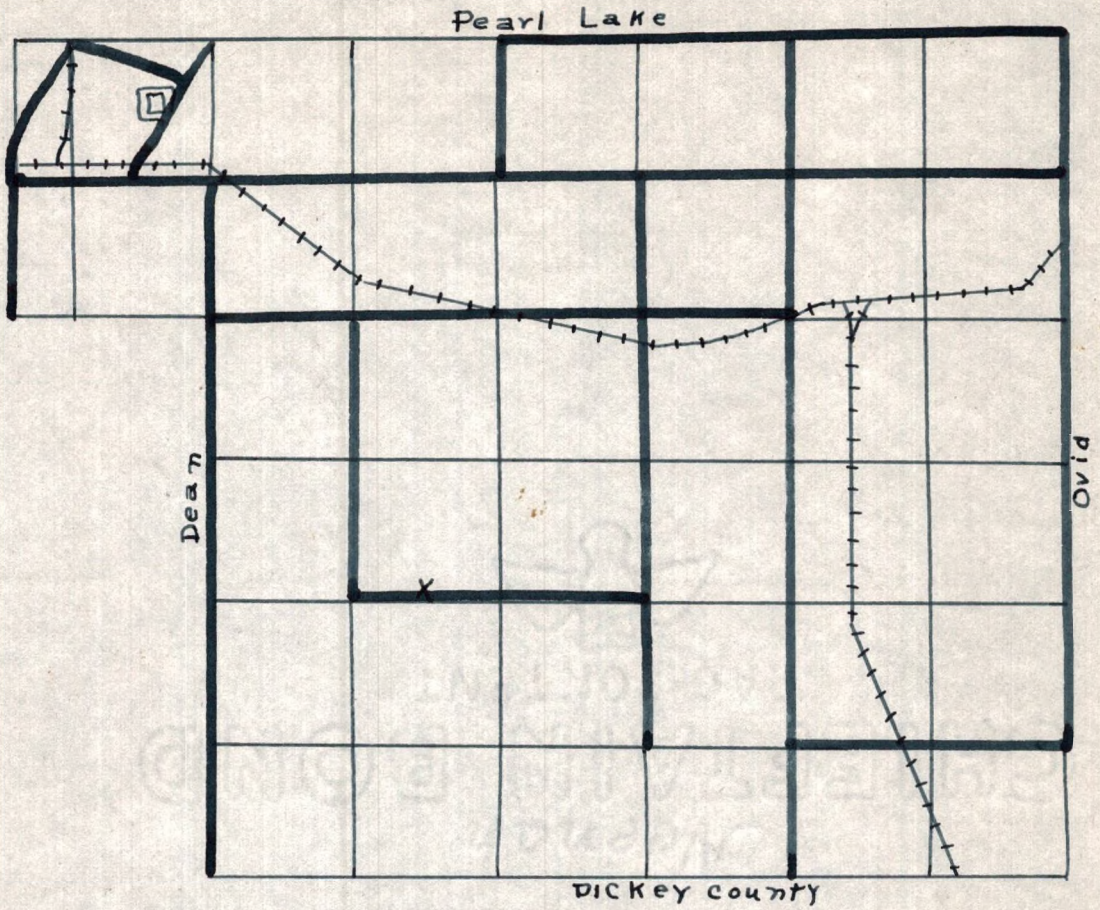


Figure 10.--LaMoure School District

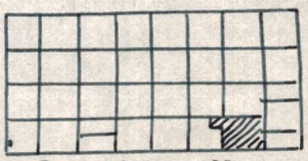
Classified School at LaMoure. Square around it indicates that school is retained in new plan.

X Rural School. This would be eliminated.

All-weather roads
Railroads

LaMoure School District
Grade enrollment in classified school--158
Grade enrollment in rural school--5
High School enrollment in classified school--148
Total cost of schools for year 1938-1939--$22,331.21
1938 School Census--337

The condition of the present LaMoure school building is such that a new one will have to be built in the very near future. Such a plan is being considered at present.



Location Map

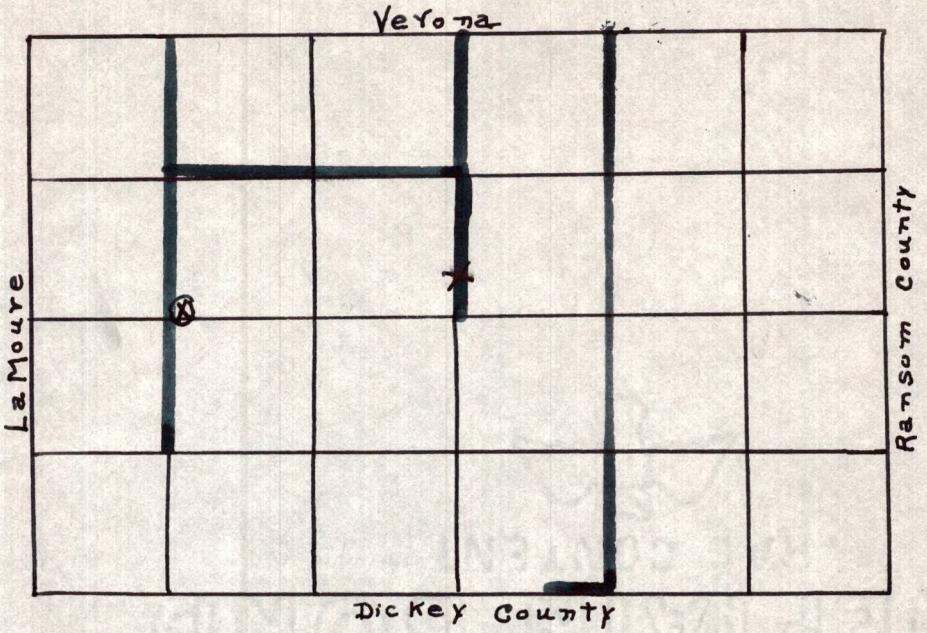


Figure 11.--Ovid School District

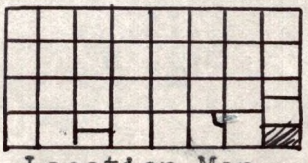
x Rural Schools. The one encircled would be retained in the reorganization plan.

All-weather roads

No railroads

Ovid School District
Grade enrollment--23
1938 School Census--41
Total cost of schools for year 1938-1939--$2791.09

Students of this district would attend the rural school retained or a classified school about four miles north of the north school.



Location Map

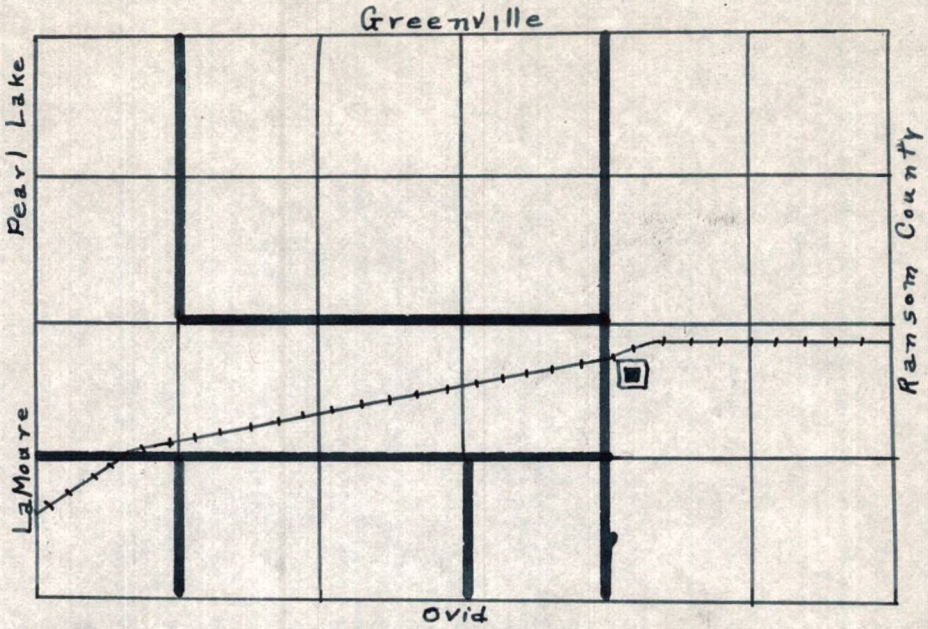
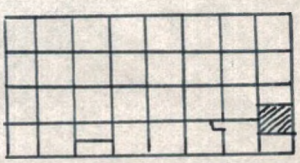


Figure 12.--Verona School District

■ Consolidated School at Verona. Square around it indicates that school would become a classified school in the new plan.
▬ All-weather roads
+++ Railroads

Verona School District
Grade enrollment--60
High School enrollment--65
1938 School Census--156
Total cost of school for year 1938-1939--$8332.23

Verona is in dire need of a building program. The school is very old and in poor condition. A gymnasium was built in 1937, but more would have to be added to provide for the increased enrollment of the reorganization plan. The closing of two small consolidated schools in Ransom County, east of Verona, would serve to increase the total enrollment of the Verona school to about 300.



Location Map

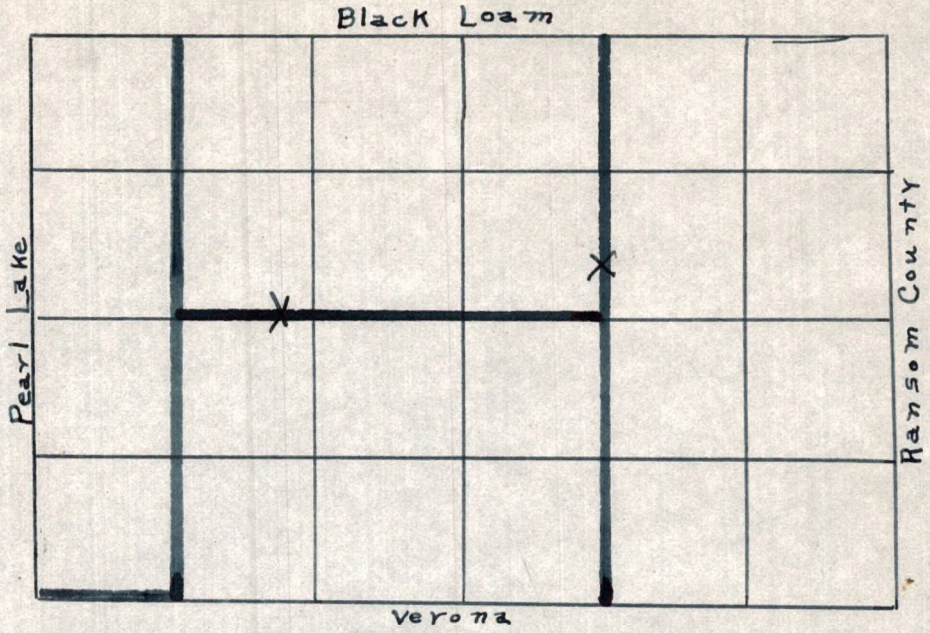


Figure 13.--Greenville School District

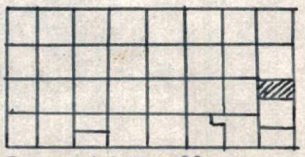
x Rural Schools. These schools would be eliminated in the reorganization plan.

All-weather roads

No railroads

Greenville School District
Grade enrollment--17
School Census for 1938--34
Total cost of schools for year 1938-1939--$1461.53

The students of this district would attend the rural school north of the northwest school or Verona. Students from other closed schools nearby would tend to increase the enrollment in this rural school to about twenty-five.



Location Map

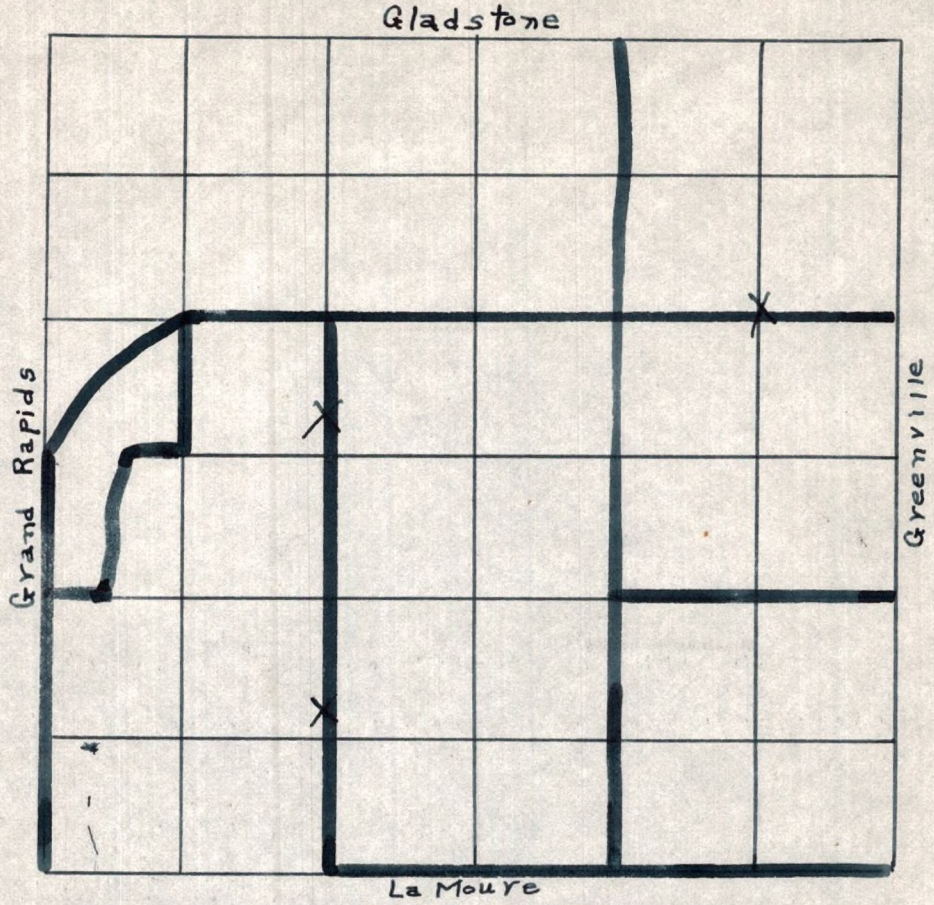


Figure 14.--Pearl Lake School District

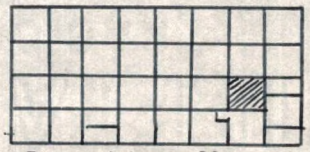
x Rural Schools. These schools would be eliminated in the reorganization plan.

—— All-weather roads

No railroads

Pearl Lake School District
Grade enrollment--28
1938 School Census--77
Total cost of schools for year 1938-1939--$2341.30

Most of the pupils of this district would attend the LaMoure school.



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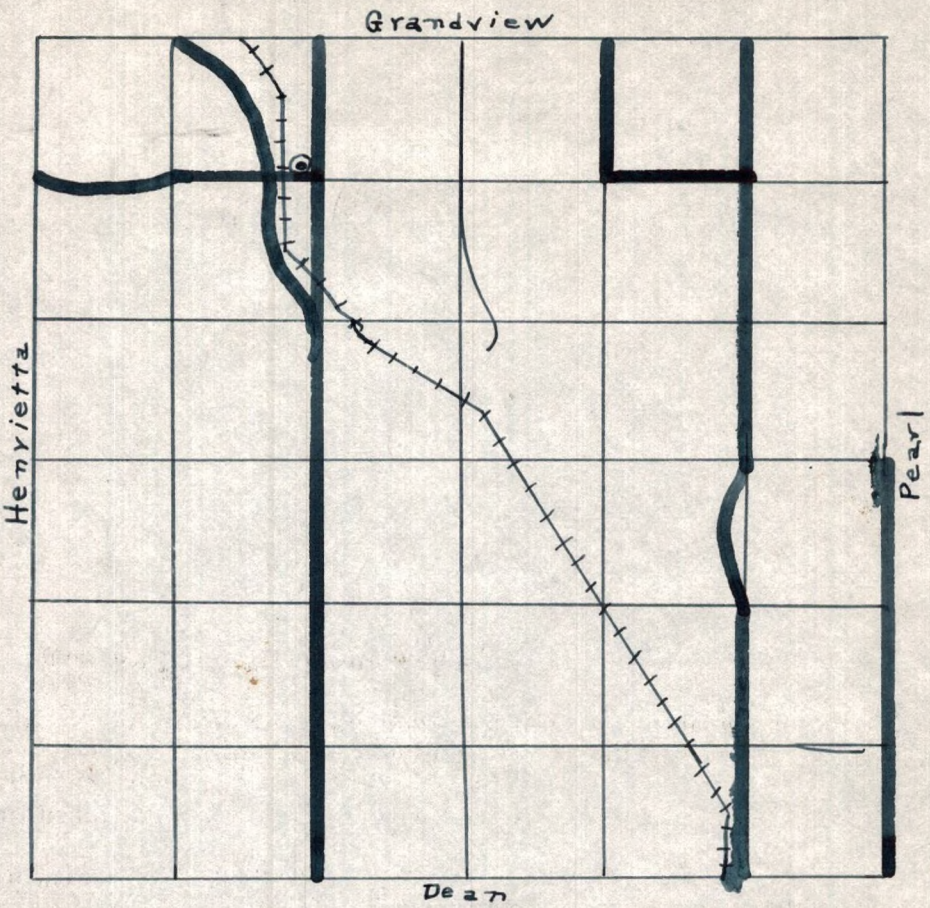


Figure 15.--Grand Rapids School District

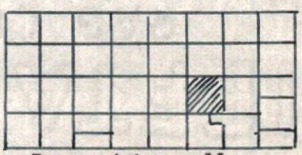
• Consolidated School. The circle around it indicates that school will become a town or village graded school.

▬ All-weather roads

+++++ Railroads

Grand Rapids School District
Grade enrollment--53
High School enrollment--29
1938 School Census--76
Total cost of school for year 1938-1939--$6862.11

Most of the students of four surrounding rural schools would attend the Grand Rapids school under the reorganization plan.



Location Map

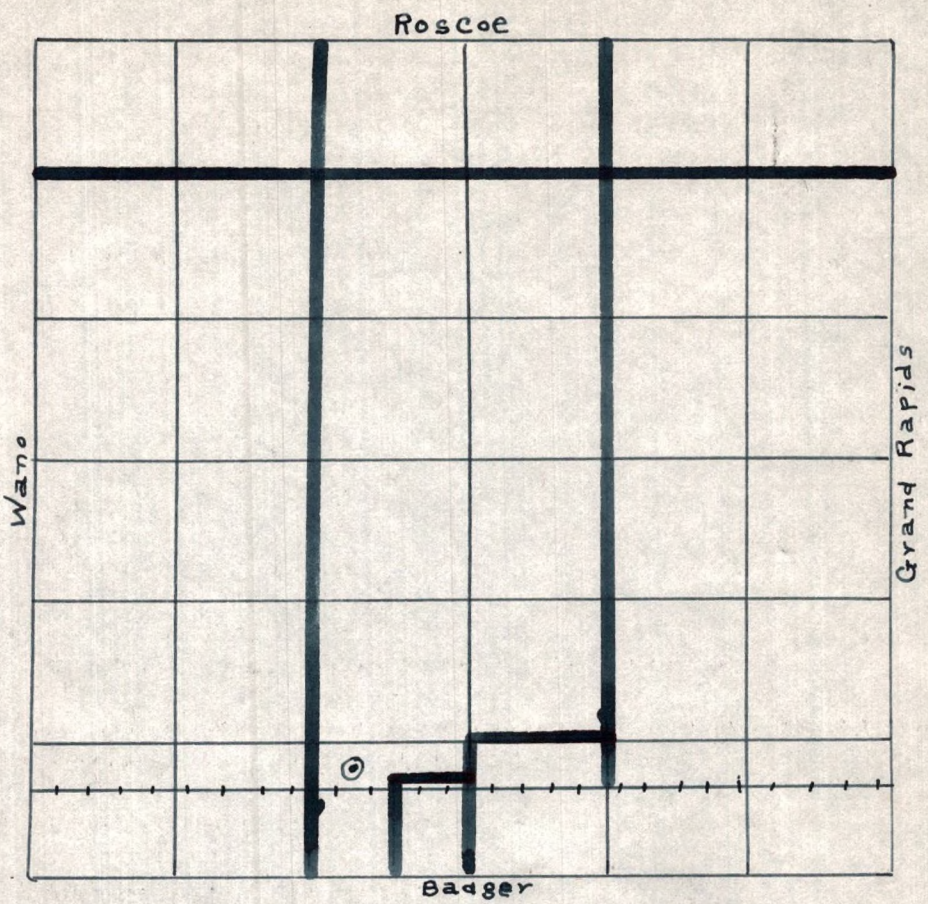


Figure 16.--Henrietta School District

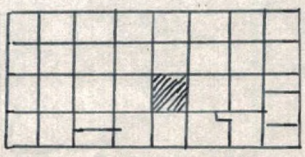
• Consolidated School at Berlin. Circle around it indicates that it would become a town or village graded school in the new plan.

▬ All-weather roads

+++++ Railroads

Henrietta School District
Grade enrollment--55
High School enrollment--35
1938 School Census--134
Total cost of schools for year 1938-1939--$8280.22

Students from two nearby rural schools would likely attend the Berlin school.



Location Map

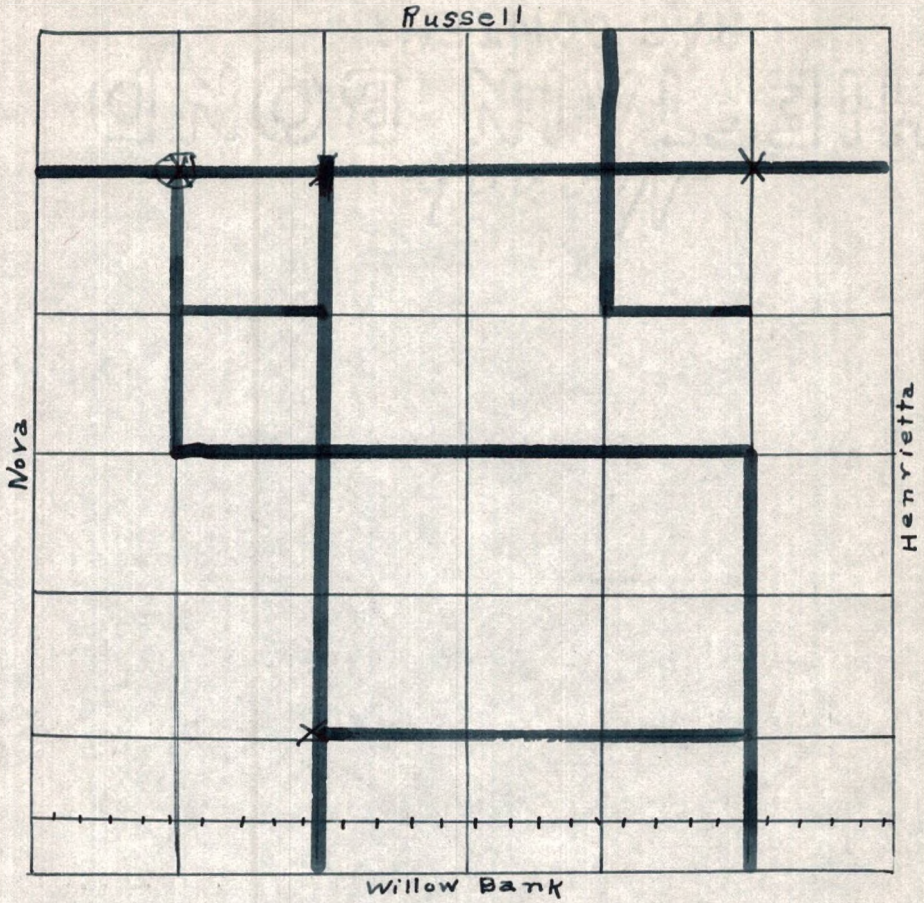


Figure 17.--Wano School District

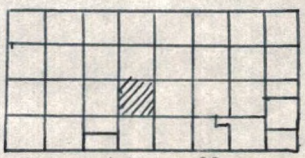
X Rural Schools. The one encircled would be retained in the reorganization plan.

— All-weather roads

+++ Railroads

Wano School District
Grade enrollment--37
1938 School Census--68
Total cost of schools in year 1938-1939--$2616.42

The rural school encircled would take care of most of the students of this district. Some would attend the Edgeley school.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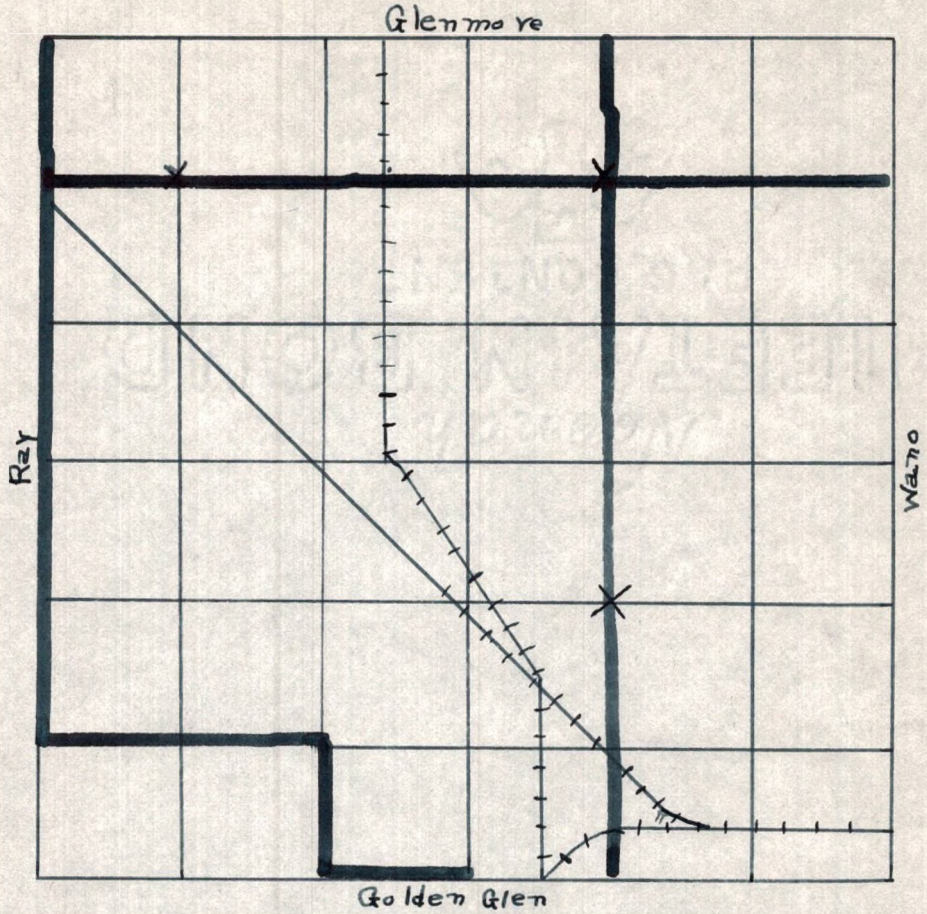


Figure 18.--Nora School District

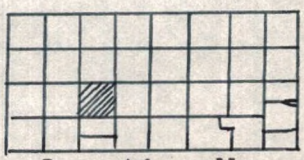
x Rural Schools. All these schools would be eliminated in the reorganization plan.

All-weather roads

++++ Railroads

Nora School District
Grade enrollment--57
1938 School Census--79
Total cost of schools for year 1938-1939--$3244.33

Pupils of this district would have a chance to attend a town graded school two miles north of the northeast school or the Edgeley classified school.



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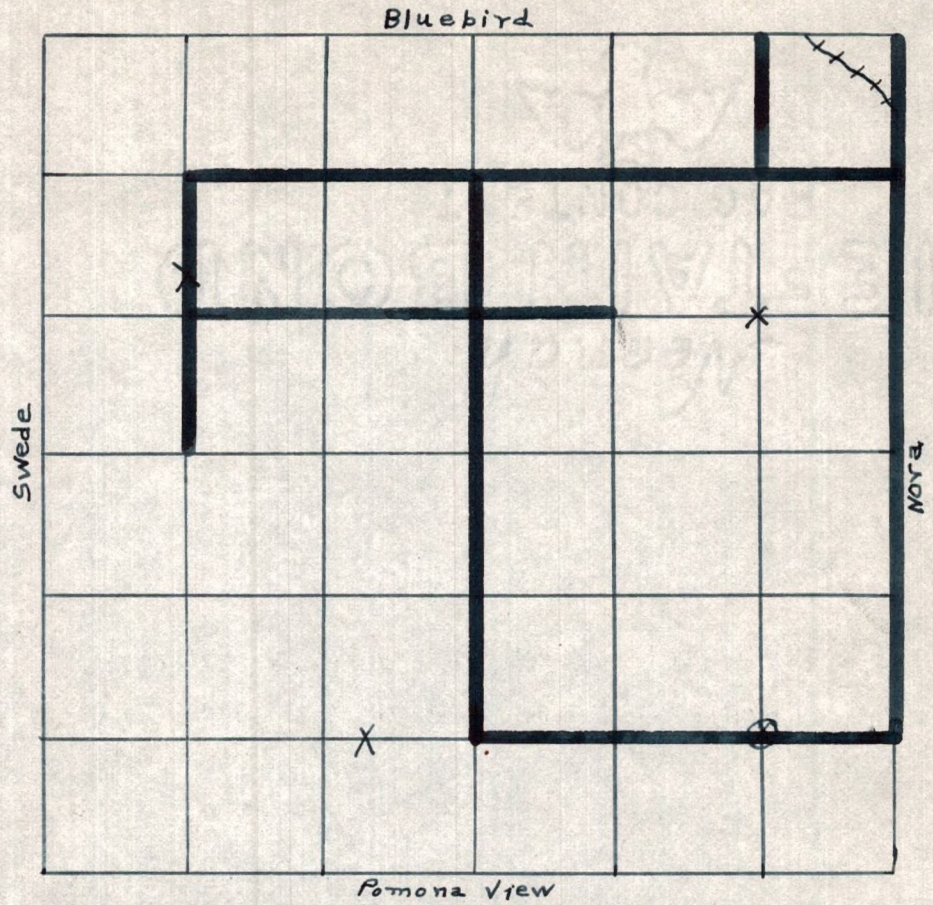


Figure 19.--Ray School District

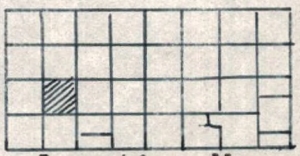
x Rural Schools. The one encircled would be retained in the reorganization plan.

▬ All-weather roads

+++++ Railroads

Ray School District
Grade enrollment--63
1938 School Census--116
Total cost of schools for year 1938-1939--$3462.52

Students from this district would attend the rural school encircled, one two miles west of the school in the northwest corner of the district, or the village graded school at Jud.



Location Map

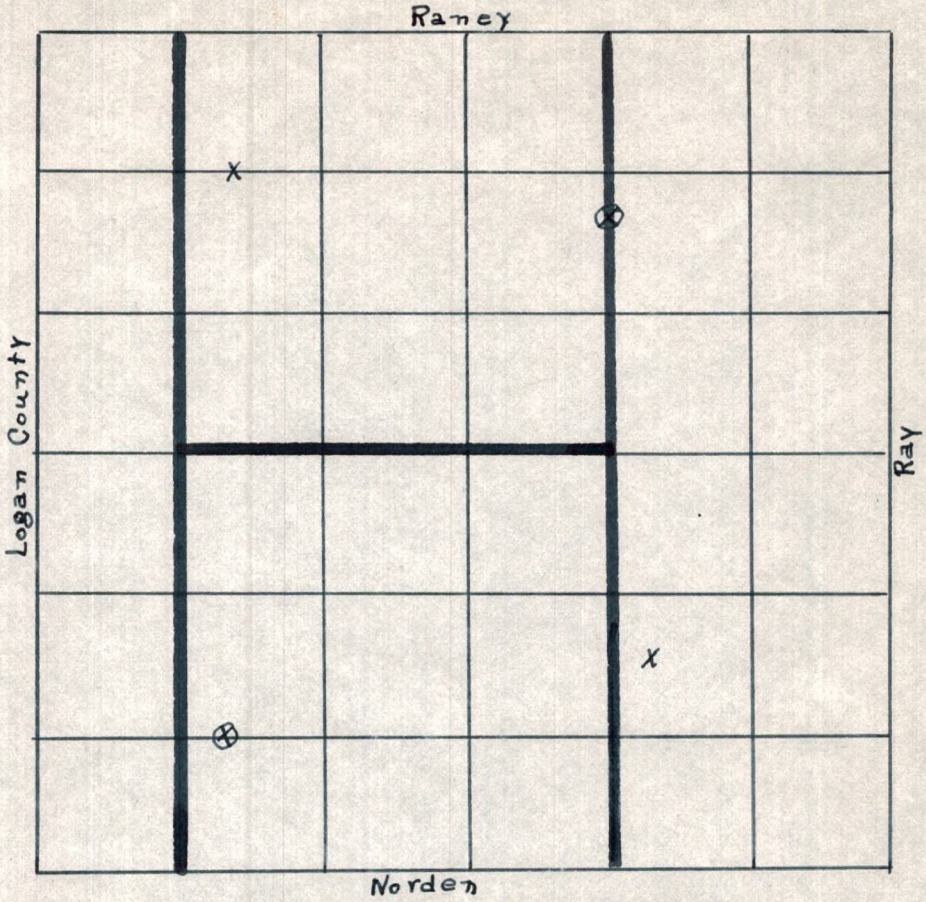


Figure 20.--Swede School District

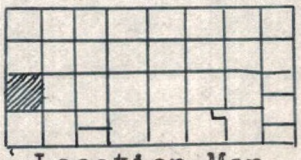
x Rural Schools. The ones encircled would be retained in the reorganization plan.

▬ All-weather roads

+++++ No railroads

Swede School District
Grade enrollment--53
1938 School Census--94
Total cost of schools for year 1938-1939--$2854.12

The students would attend the two schools encircled.



Location Map

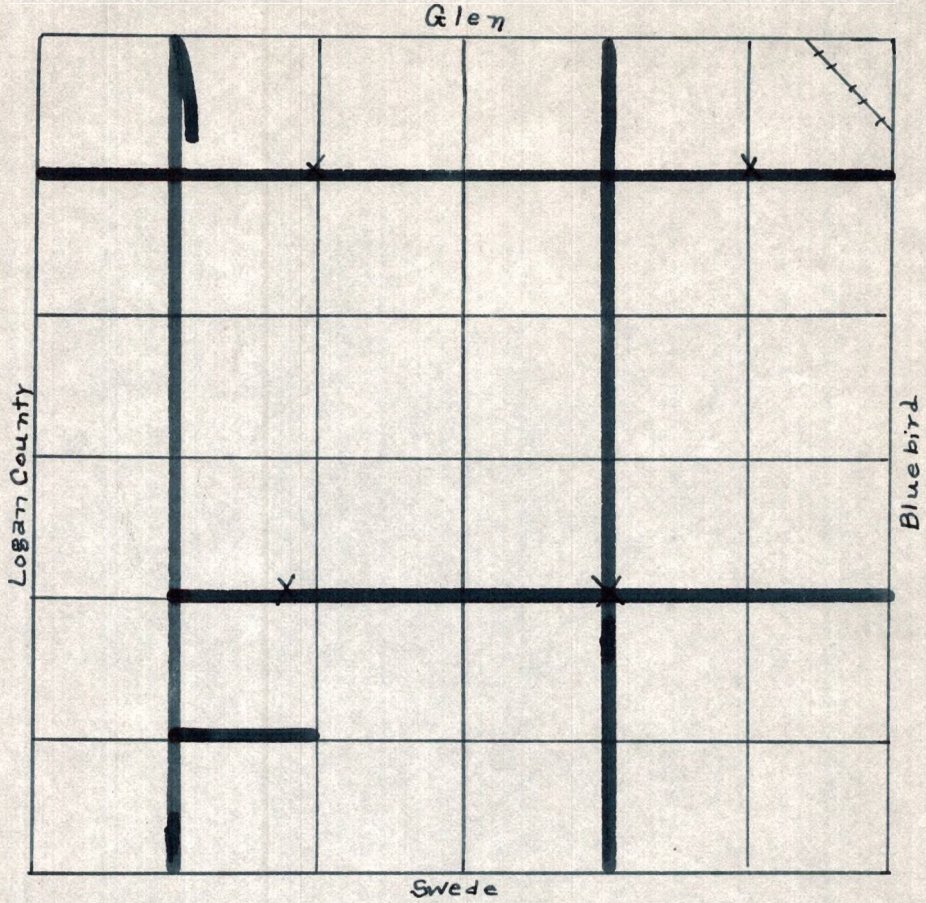


Figure 21.--Raney School District

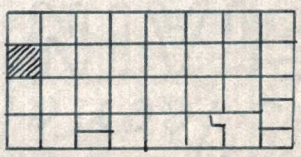
X Rural Schools. All these schools would be eliminated in the reorganization plan.

All-weather roads

Railroads

Raney School District
Grade enrollment--40
1938 School Census--81
Total cost of schools for year 1938-1939--$2945.23

The pupils from this district would attend a village-graded school at Jud and a rural school about a mile south of the southeast corner of the district.



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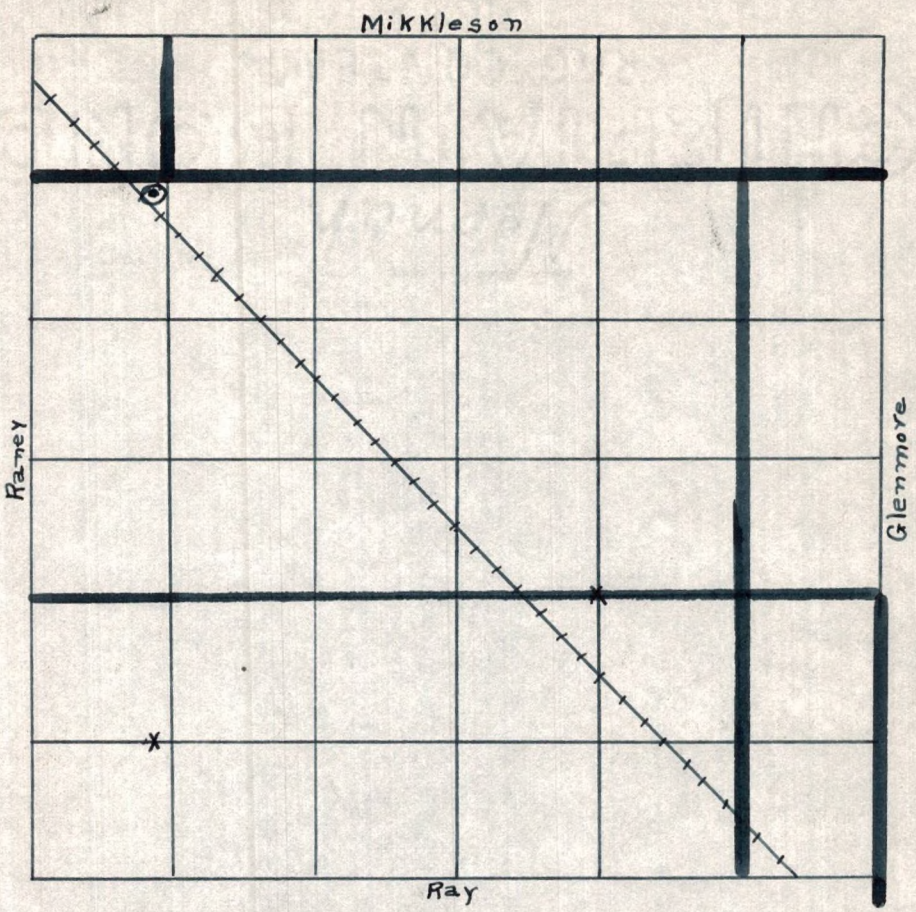


Figure 22.--Bluebird School District

• Consolidated School at Jud. The circle around it indicates that it would become a village-graded school.

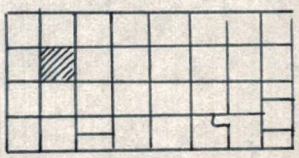
x Rural Schools. They would be eliminated.

▬ All-weather roads

++++ Railroads

Bluebird School District
Grade enrollment--66
High School enrollment--40
1938 School Census--126
Total cost of schools for year 1938-1939--$7710.53

The grade pupils of this district would attend the town or village graded school at Jud. This school would come to have a grade enrollment of between 100 and 125. The high school people would attend the Edgeley school.



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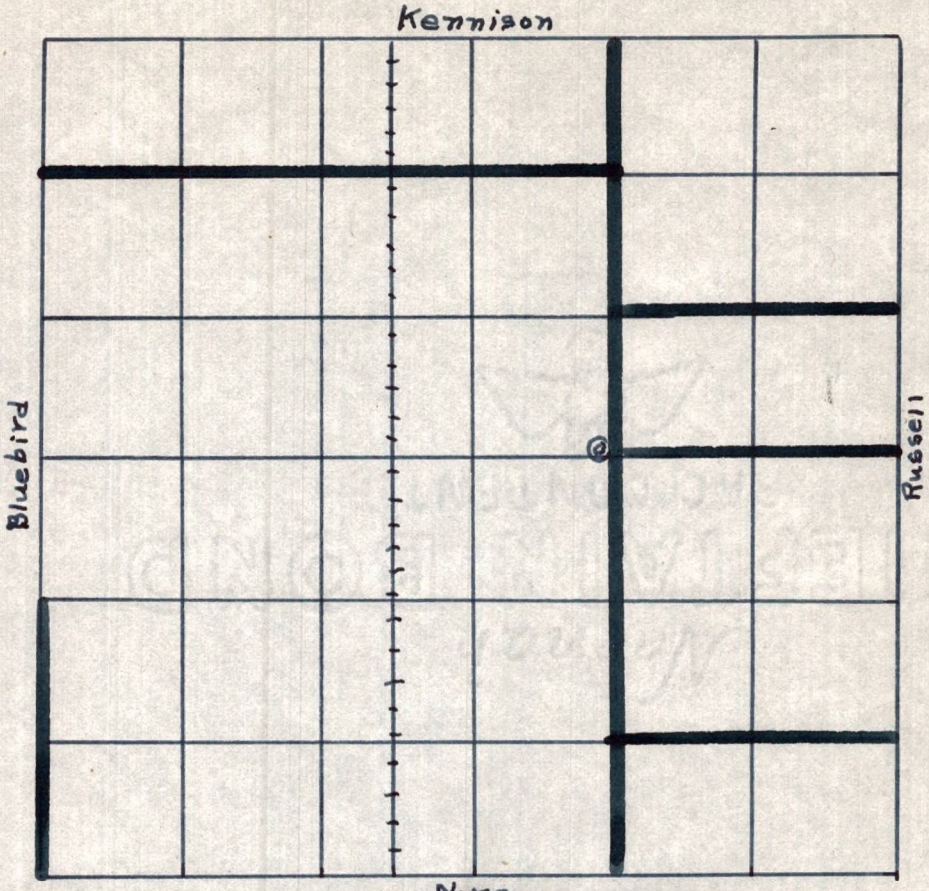


Figure 23.--Glenmore School District

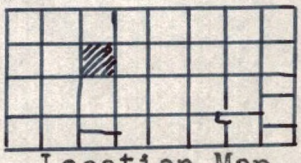
◎Town-grade school. Circle around it indicates that it would be retained as a village-graded school under the new plan.

▬ All-weather roads

+++++ Railroads

Glenmore School District
Grade enrollment--40
1938 School Census--53
Total cost of schools for year 1938-1939--$3355.17

The pupils of this district would continue to attend the village-graded school. With the pupils from other rural districts this school would come to have an enrollment of about seventy-five to one hundred.



Location Map

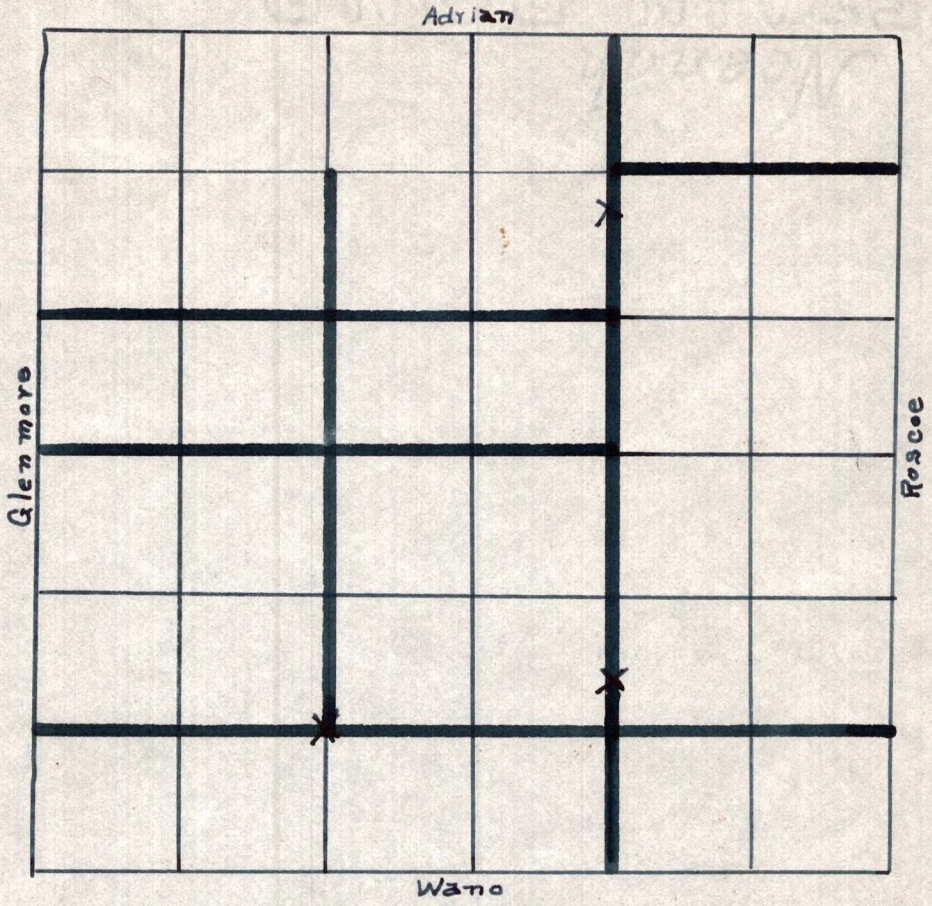


Figure 24.--Russell School District

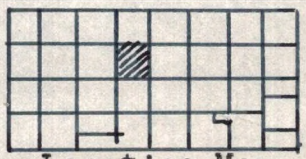
x Rural Schools. These schools would be eliminated in the new plan.

▬ All-weather roads

+++++ Railroads

Russell School District
Grade enrollment--28
1938 School Census--45
Total cost of schools for year 1938-1939--$2700.98

The students of this district would attend the rural school encircled or the village graded school in Glenmore district.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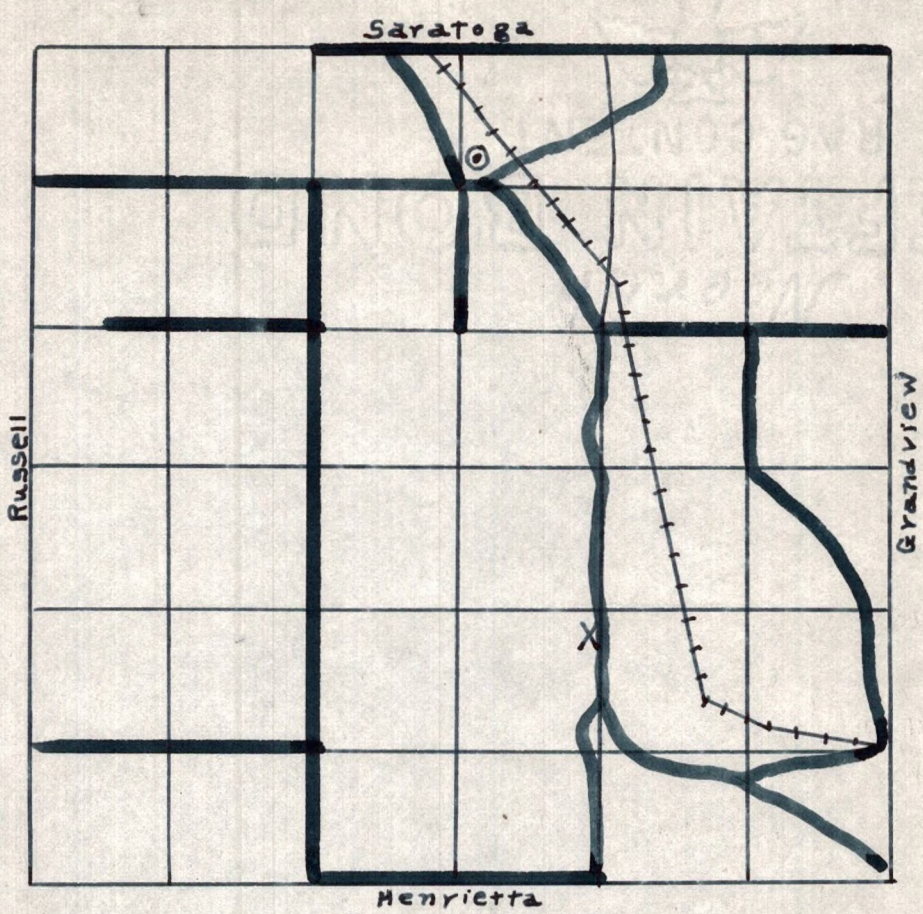


Figure 25.--Roscoe School District

• Consolidated school at Dickey. This school would become a village-graded school under the reorganization plan.

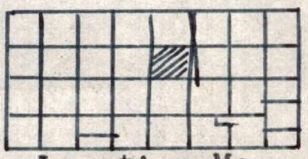
x Rural School. This would be eliminated under the new plan.

▬ All-weather roads

++++ Railroads

Roscoe School District
Grade enrollment--50
High School enrollment-92
1938 School Census--150
Total cost of schools for year 1938-1939--$8763.29

The enrollment at Dickey would come to be about 150. This would be the largest village-graded school of the county, but there are ample facilities there.



Location Map

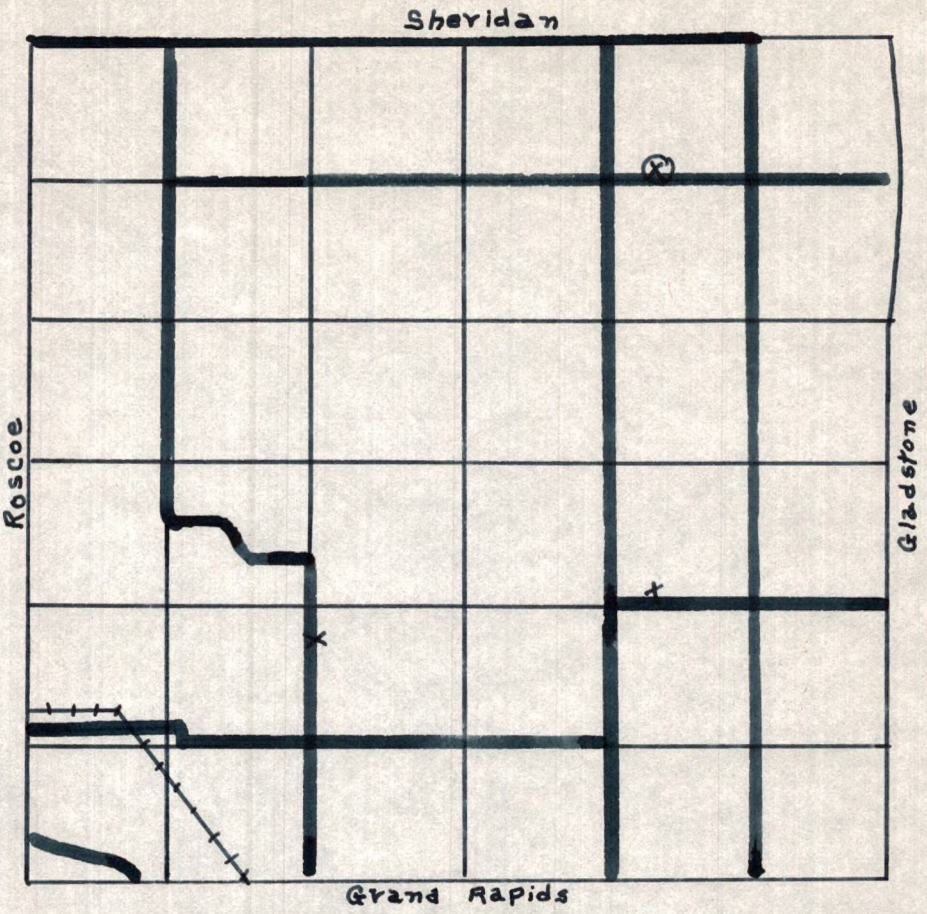


Figure 26.--Grandview School District

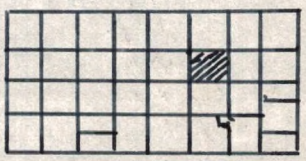
x Rural Schools. The northeast school would be retained.

All-weather roads

Railroads

Grandview School District
Grade enrollment--25
1938 School Census--43
Total cost of schools for year 1938-1939--$2280.53

The pupils of this district would attend the rural school encircled or the village-graded school at Grand Rapids.



Location Map

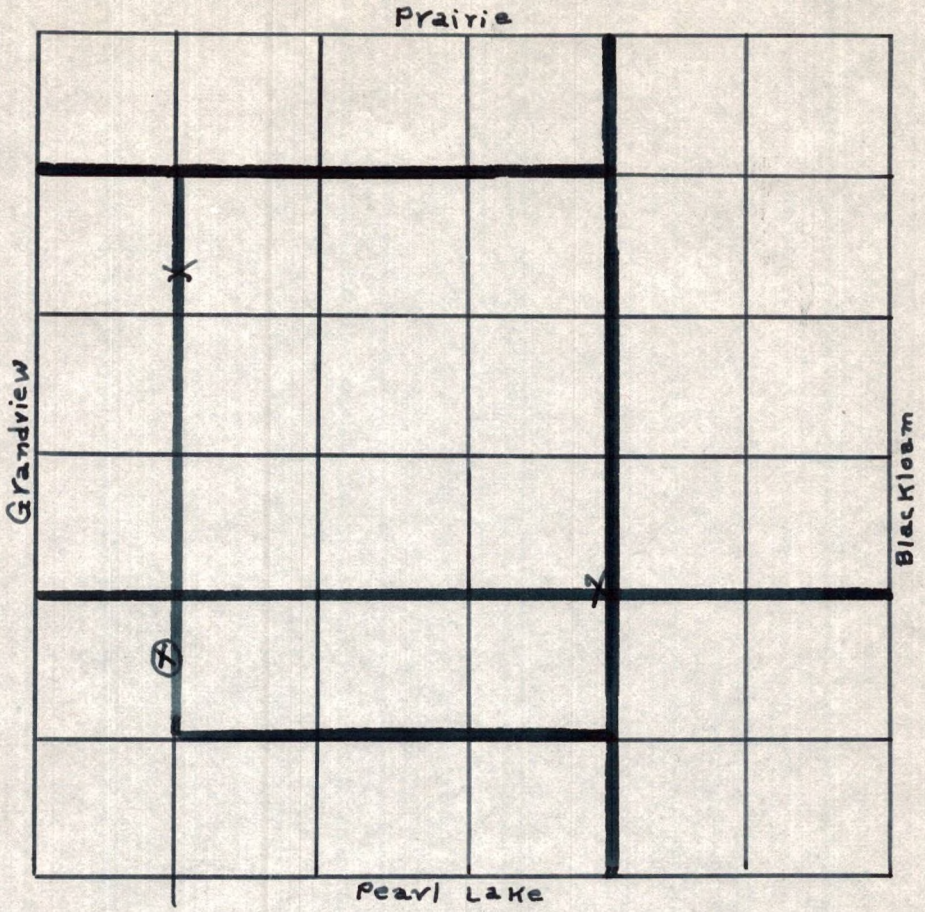


Figure 27.--Gladstone School District

x Rural Schools. The encircled school would be retained.

▬ All-weather roads

+++ Railroads

Gladstone School District
Grade school enrollment--61
1938 School Census--101
Total cost of schools for year 1938-1939--$2864.43

The pupils of this district would attend the encircled school, the village graded school at Grand Rapids, or other rural schools about a mile west of the northwest school and two miles east of the southeast school.

Location Map

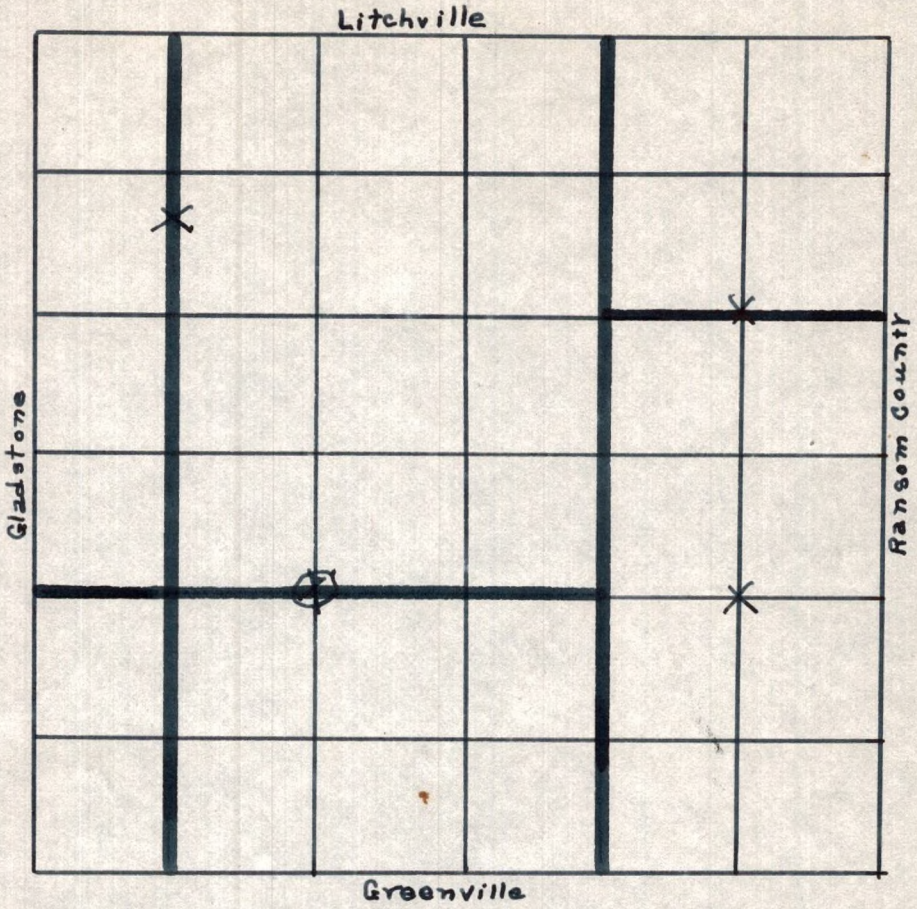


Figure 28.--Black Loam School District

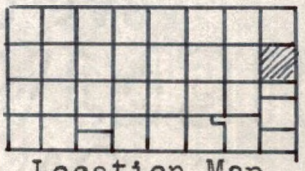
× Rural Schools. The school encircled would be retained.

All-weather roads

Railroads

Black Loam School District
Grade enrollment--33
School Census for 1938--91
Total cost of schools for year 1938-1939--$2776.35

Most of the pupils of this district would attend the encircled school. Some would attend the rural school about two miles northwest of the northwest school.



Location Map

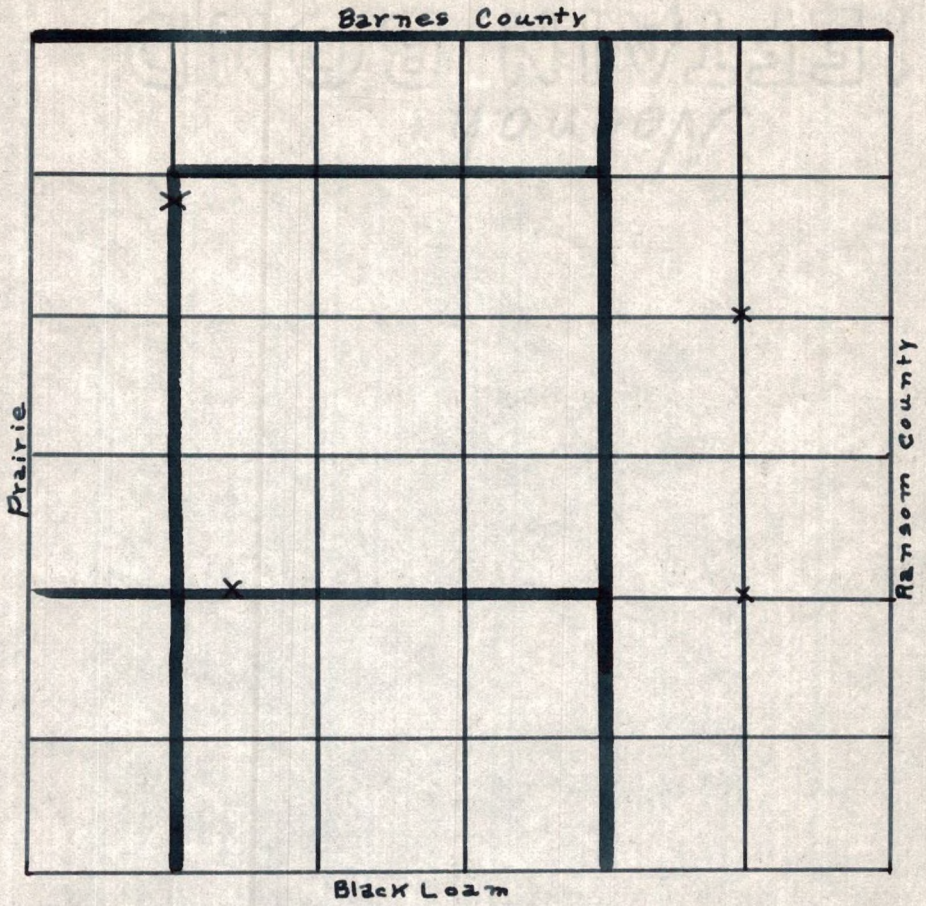


Figure 29.--Litchville School District

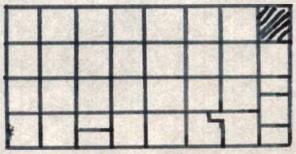
× Rural Schools. These would be eliminated under the new plan.

All-weather roads

Railroads

Litchville School District
Grade enrollment--55
1938 School Census--110
Total cost of schools for year 1938-1939--$2769.58

The pupils of this district would attend the classified school at Litchville in Barnes County or the rural school about two miles west of the southwest school.



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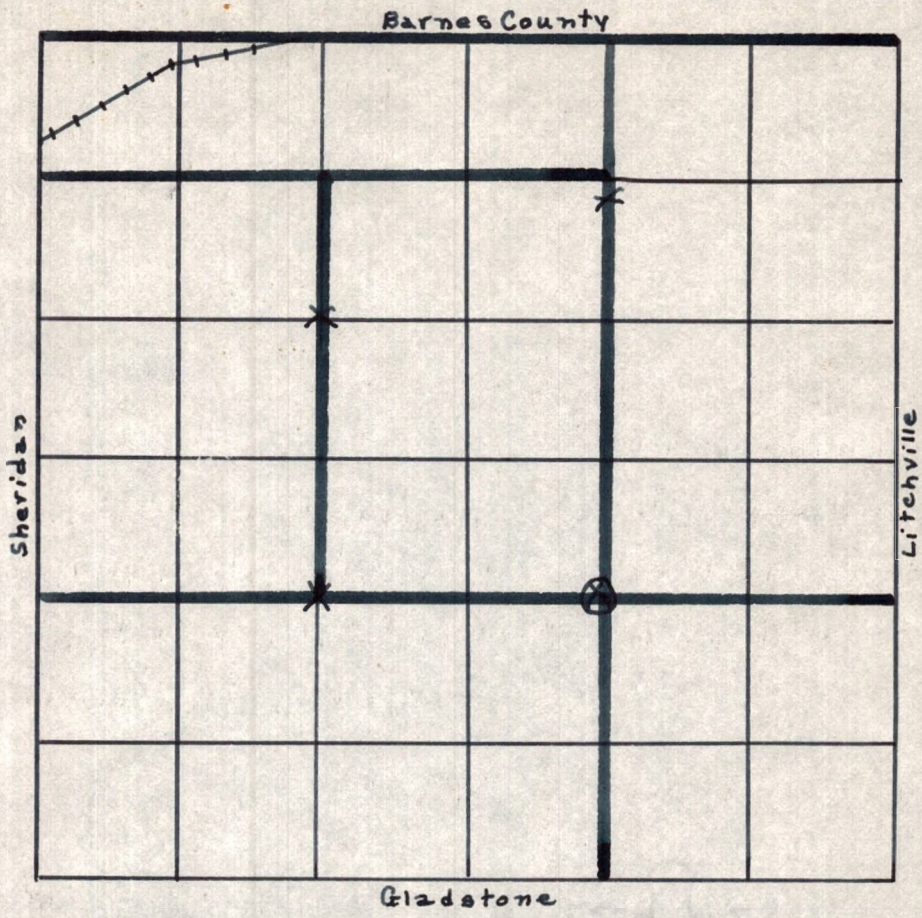


Figure 30.--Prairie School District

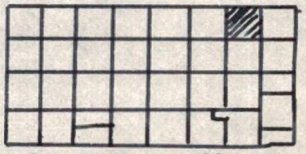
× Rural Schools. The one encircled would be retained.

All-weather roads

++++Railroads

Prairie School District
Grade enrollment--41
1938 School Census--98
Total cost of schools for year 1938-1939--$3872.32

The pupils of this district would attend the rural school encircled or the classified school at Marion.



Location Map

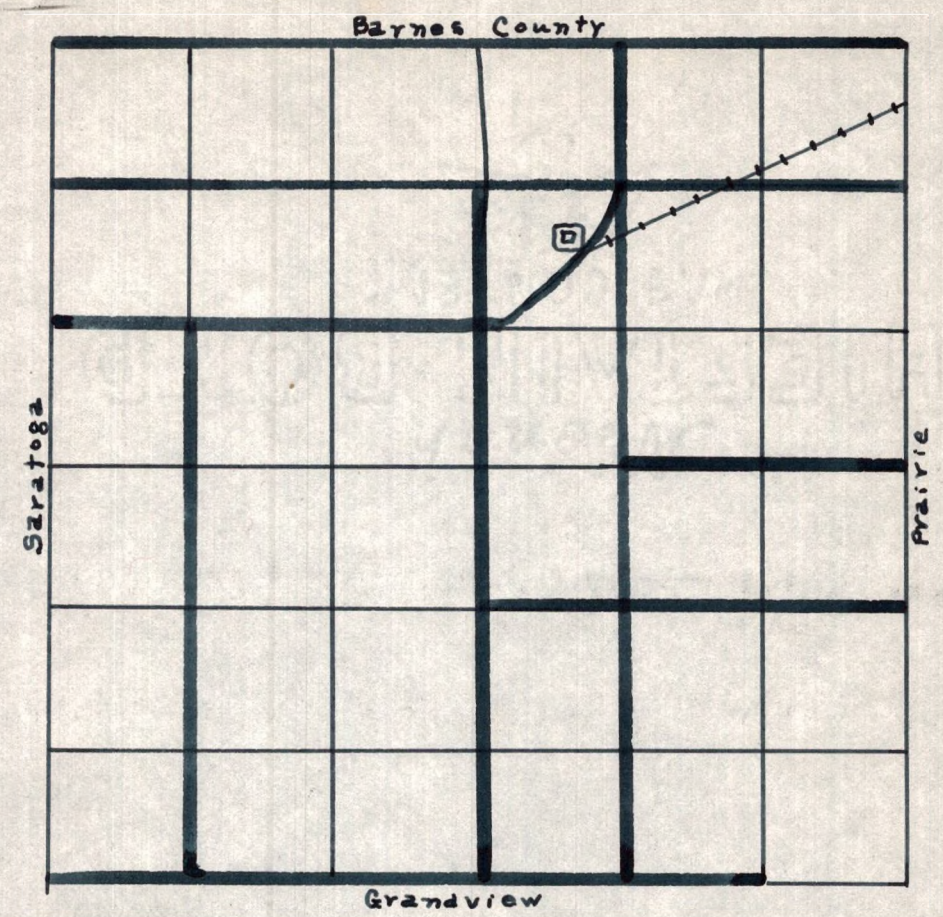


Figure 31.--Sheridan School District

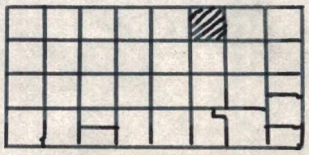
▣ Classified School at Marion. This would be retained under the new plan.

▬ All-weather roads

⋯⋯ Railroads

Sheridan School District
Grade enrollment--85
High School enrollment--54
Total cost of schools for year 1938-1939--$10,895.12
1938 School Census--161

This community has a large building with ample facilities to accommodate between 300 and 350 students. The reorganization plan would provide about this number.



Location Map

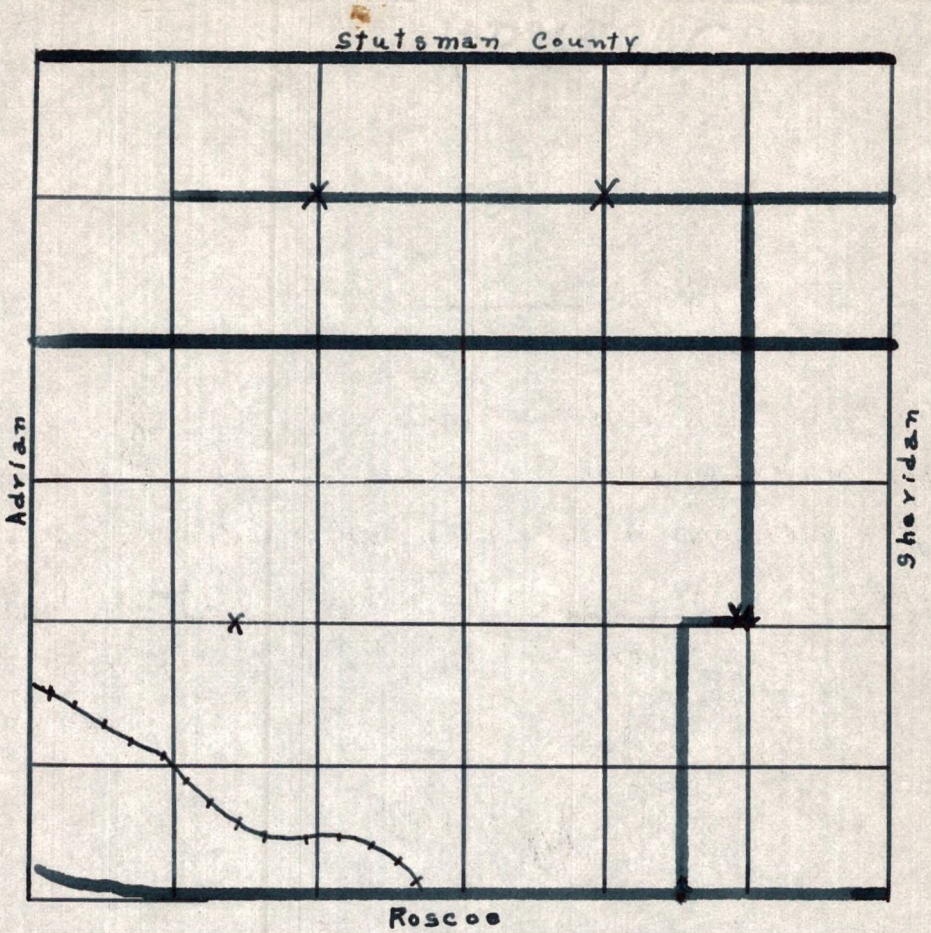


Figure 32.--Saratoga School District

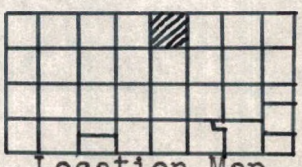
× Rural Schools. These would be eliminated under the new plan.

All-weather roads

Railroads

Saratoga School District
Grade enrollment--34
1938 School Census--66
Total cost of schools for year 1938-1939--$2935.54

The pupils of this district would attend the classified school at Marion or the village-graded school at Adrian.



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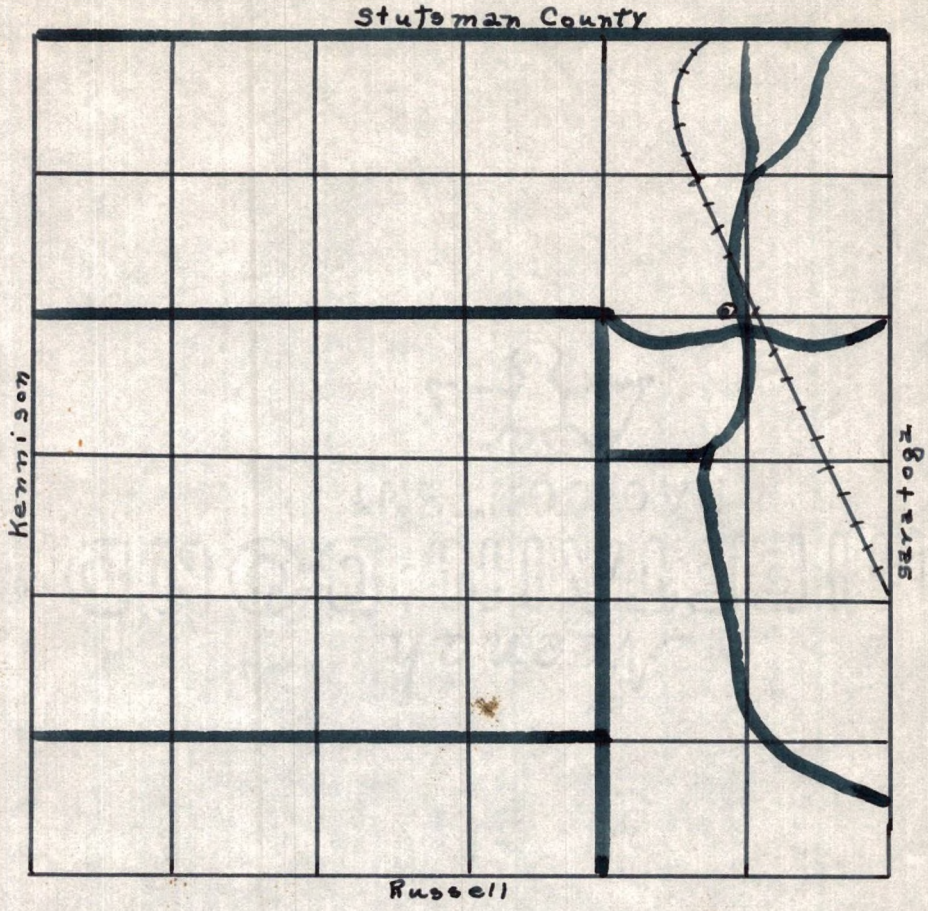


Figure 33.--Banner School District

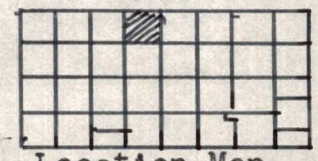
• Consolidated School at Adrian. This would become a village-graded school under the new plan.

▬ All-weather roads

+++++ Railroads

Banner School District
Grade enrollment--13
High School enrollment--36
1938 School Census--66
Total cost of schools for year 1938-1939--$5031.15

The grade enrollment in this school would come to be about sixty-five. This would be the smallest village-graded school in the county.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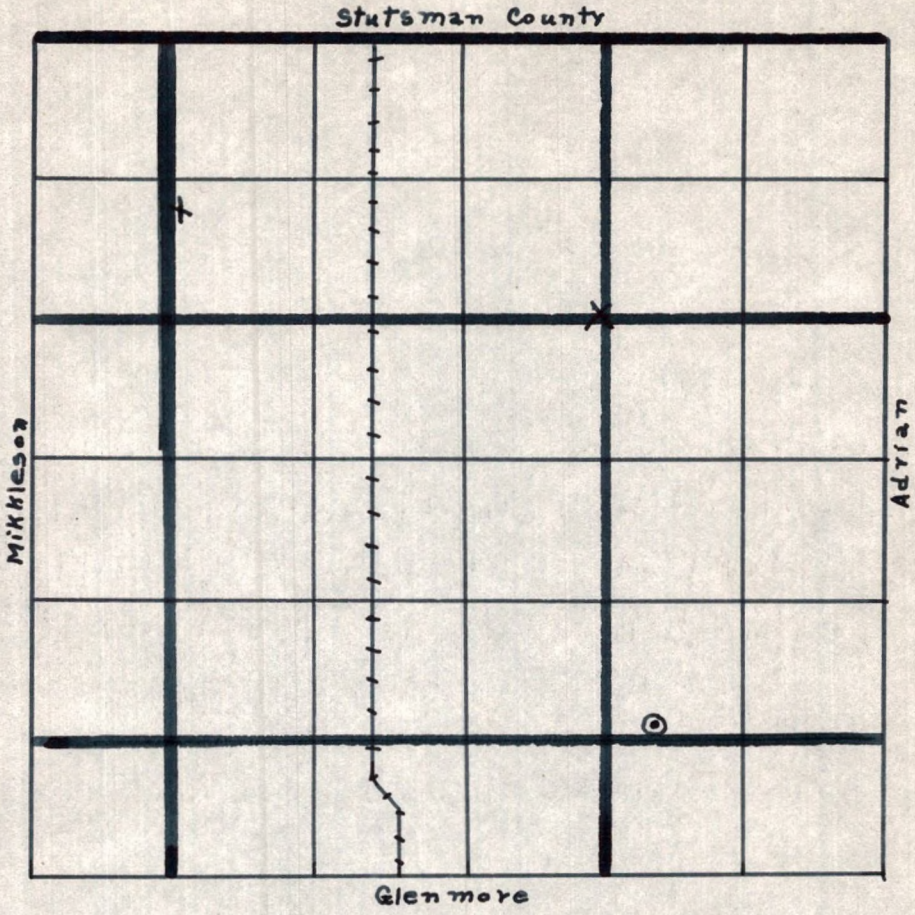


Figure 34.--Kennison School District

× Rural Schools. These would be eliminated under the new plan.

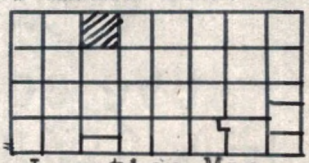
• Consolidated School at Nortonville. This would become a town or village-graded school.

▬ All-weather roads

++++ Railroads

Kennison School District
Grade enrollment--65
High School enrollment--23
1938 School Census--81
Total cost of schools for year 1938-1939--$6597.61

The grade pupils of this district would attend the school at Nortonville or a rural school about two miles west of the northwest school.


Location Map

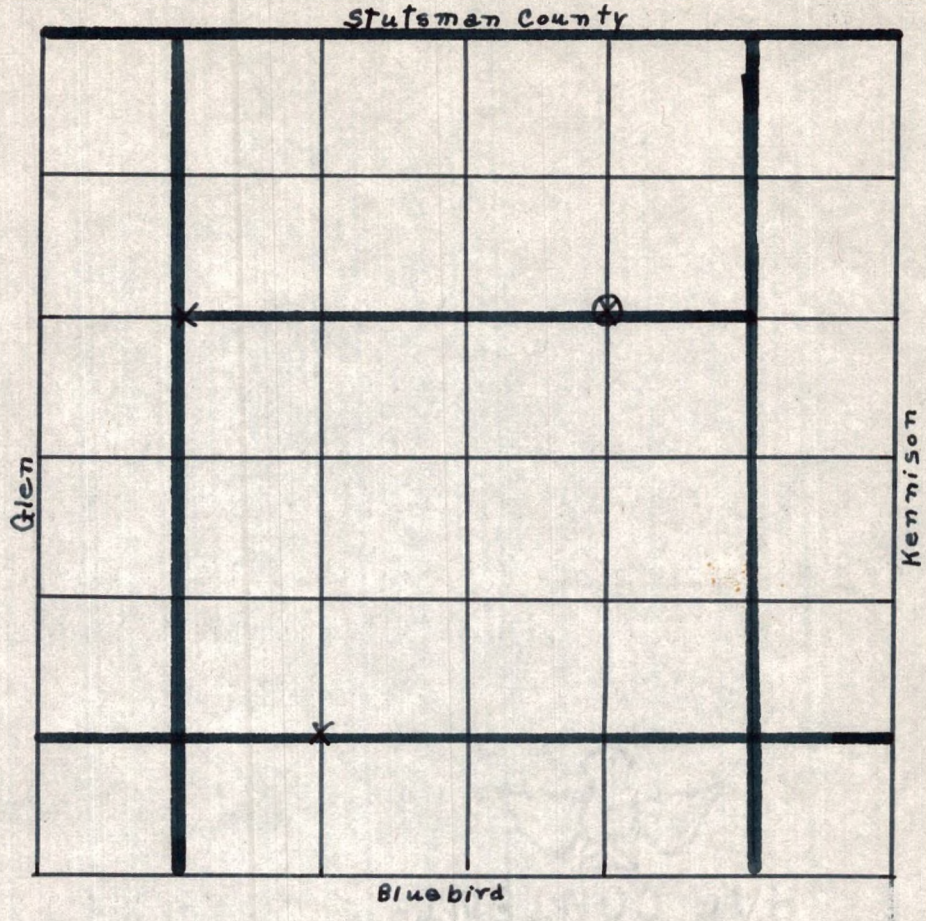


Figure 35.--Mikkelson School District

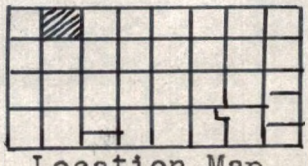
x Rural Schools. The one encircled would be retained.

All-weather roads

Railroads

Mikkelson School District
Grade enrollment--30
1938 School Census--63
Total cost of schools for year 1938-1939--$2435.95

The pupils of this district would attend the rural schools nearby or the town-graded school at Jud.



Location Map

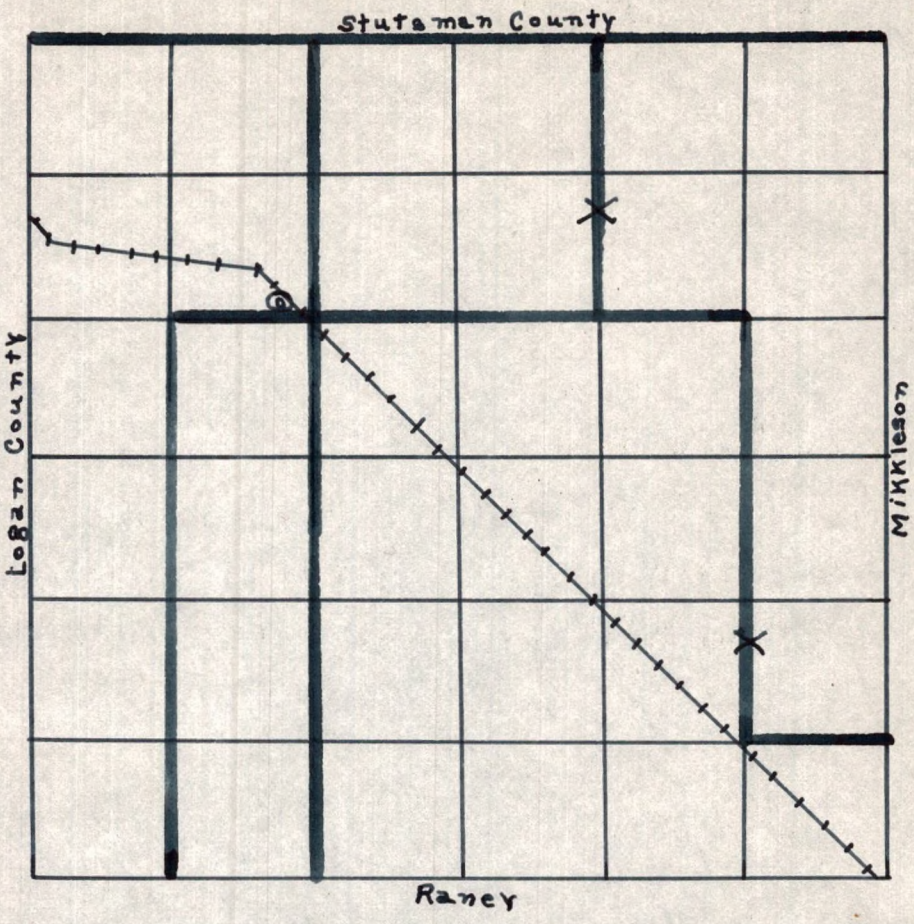


Figure 36.--Glen School District

× Rural Schools. These would be eliminated under the new plan.

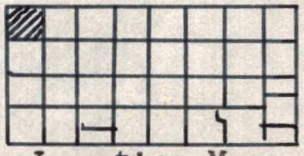
⊙ Village-Graded School. The circle around it indicates that it would be retained under the new plan.

▬ All-weather roads

+++++ Railroads

Glen School District
Grade enrollment--79
1938 School Census--112
Total cost of schools for year 1938-1939--$3934.96

The pupils of this district would attend the village-graded school encircled or the village-graded school at Jud. High school pupils from this corner would possibly attend the high school at Gackle.



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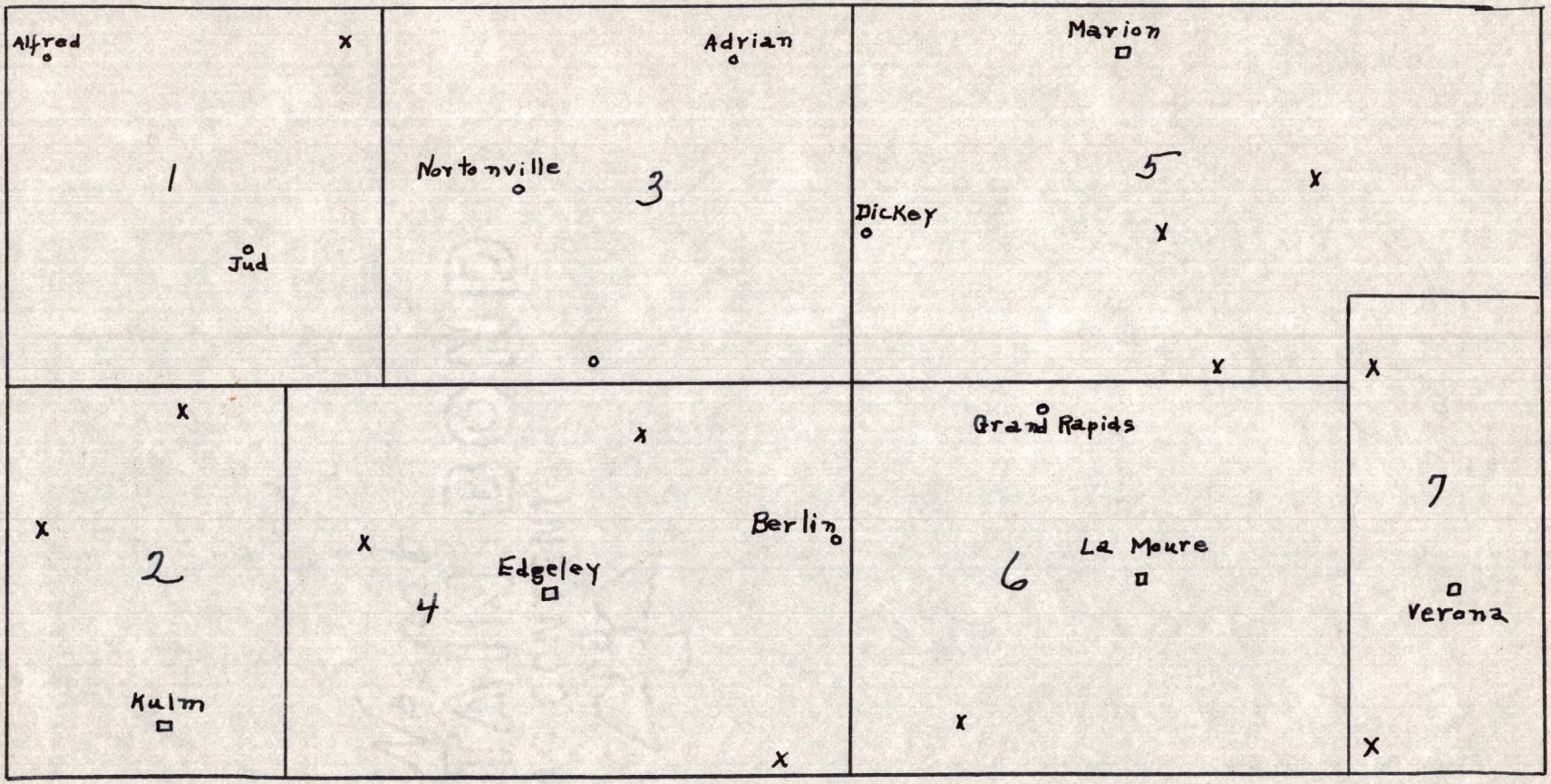

Figure 37.--Reorganization Setup in LaMoure County

□ Classified Schools
○ Village-Graded Schools
x Rural Schools

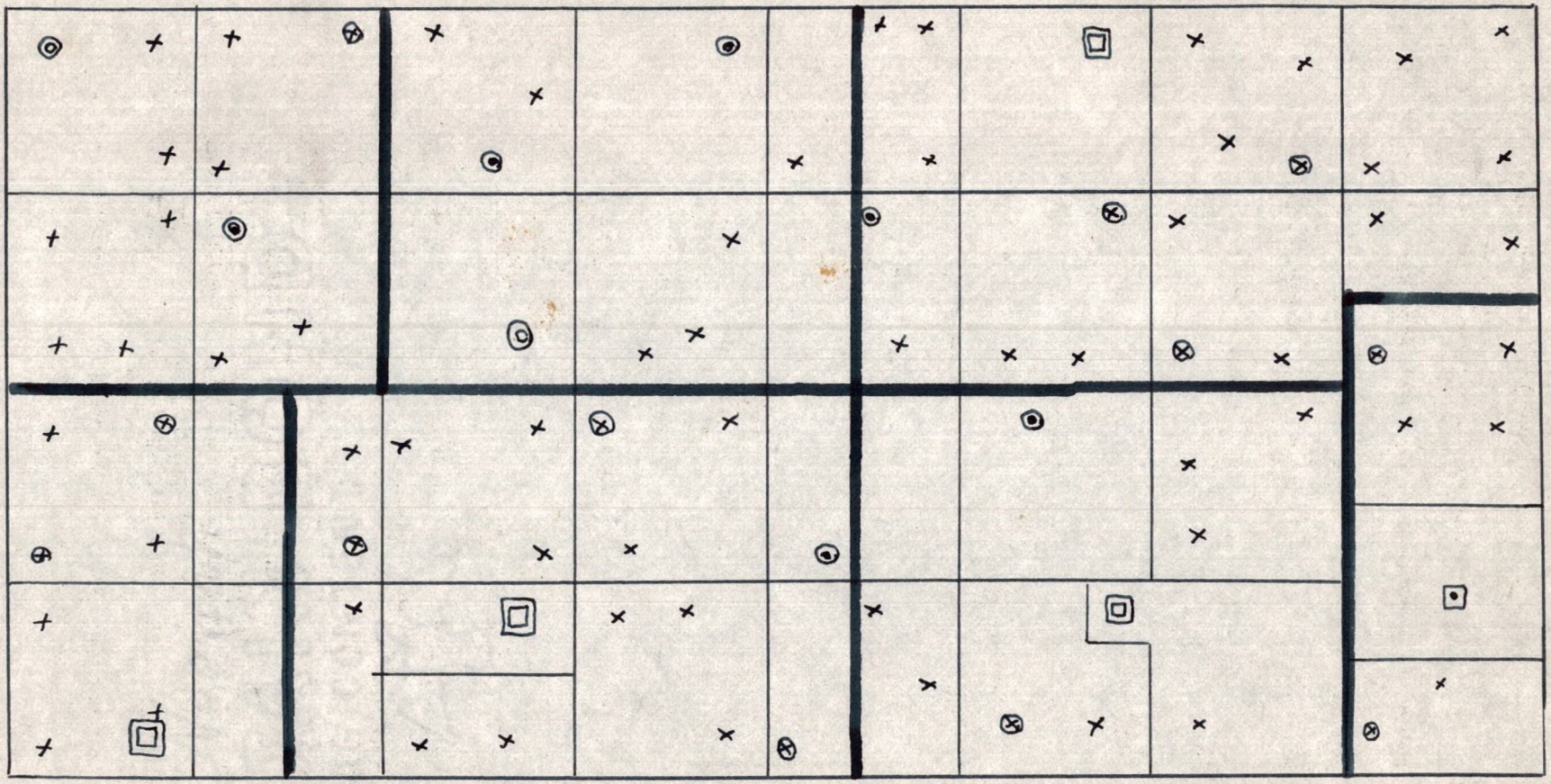

Figure 38.--Reorganization Setup in LaMoure County Showing Comparison with Former Setup

Light lines indicate boundaries of present school districts
Heavy lines indicate boundaries of recommended school districts

- Classified Schools
- Consolidated Schools
- Village Graded Schools
- Rural Schools
- Remain Classified Schools
- Become Village Graded Schools
- Remain Village Graded Schools
- Remain Rural Schools
- Become classified Schools

A classified school at Litchville, three miles north and six miles east of Marion, would draw many of the students from district five. The total enrollment at Marion would come to be between 275 and 325.

A reorganization movement would doubtless include two consolidated schools in Ransom County, both of which are about ten miles from Verona. The total enrollment at Verona would come to be about 250 or 300. A small building would likely have to be built to accommodate the added enrollment.

The enrollment in the LaMoure schools would likely be increased about 125 pupils. The total enrollment would be between 400 and 450. The already proposed building program in LaMoure would easily take care of this added enrollment.

The Edgeley enrollment would also be between 400 and 450. These could be taken care of in the present Edgeley structure.

The Kulm enrollment would be between 300 and 350. A building program, going on at the present time, would easily take care of this increase.

Added equipment would be necessary in all the classified schools. Much of this could be purchased for a reasonable price from the closed high schools.

The reorganization plan would include a slight change in the administration of the schools. The new plan would place the county superintendent in charge of all the schools of the county. This change would tend toward greater uniformity and increased efficienty.

The enrollment in the village graded schools would be between fifty and 150. The gradual elimination of other rural schools when proper roads were built would tend to increase the enrollment in these schools unless, of course, it was found feasiable to eliminate them. No buildings would be necessary to take care of the pupils in the village graded schools as the increase in the elementary school students in each case would be about the same as the decrease in high school students.

The enrollment in the rural schools would be between fifteen and thirty in each of the twelve schools. The present lack of good roads in these vicinities would require the retention of these schools. Necessary added equipment would be gotten from closed rural schools in the county.

A high school at Gackle, about eight miles west of Alfred, would take care of many of the high school students from the northwest section of the county.

Brief Financial Survey

As the school finances of LaMoure County will be discussed in detail in another report, only a brief mention will be made of this phase here. The total expense of the LaMoure County schools, exclusive of added buildings, in the school year 1938-1939 was $179,942.25. The estimated minimum and maximum expense for the new plan were tabulated (Table 20). The maximum expense presupposed the maximum enrollment indicated and a complete transportation system. From the figures given it would seem that the actual expense would come to be about $150,000.00, about $30,000 less than the 1938-1939 figure.

Table 20

Estimated Expenditures For Reorganization Plan

School	Minimum Enrollment	Maximum Enrollment	Minimum Expenditures	Maximum Expenditures
		Classified schools		
Edgeley	400	450	$ 23,000	$ 27,000
LaMoure	400	450	23,000	27,000
Kulm	275	350	16,000	20,000
Marion	275	325	15,000	19,000
Verona	250	300	14,000	18,000
		Village-graded schools		
Dickey	100	150	5,500	7,500
Jud	75	125	4,500	6,500
Berlin	75	125	4,500	6,500
Grand Rapids	75	125	4,500	6,500
Nortonville	75	125	4,500	6,500
Adrian	50	100	3,500	5,500
Glenmore	50	100	3,500	5,500
Alfred	50	100	3,500	5,500
		Rural Schools		
12 schools	180	360	9,600	14,400
Totals			$134,600	$171,400

The difference in expenditures in one year would more than make up for the increased building costs necessary. The maximum expenditures include free textbooks for all elementary and high school pupils.

The advantages of larger schools have been brought out in the first five chapters. The added fact that the new plan would cost about $30,000 a year less than the present organization should encourage the belief that the proposed changes should be made. With the gradual elimination of rural and village graded schools the total cost should eventually be reduced to about $110,000.

CONCLUSION

There were in the school year 1938-1939 ninety schools in LaMoure County, four of which were classified, seven consolidated, two village graded, and seventy-seven rural. Of the 2,637 pupils in school, seventy-two per cent were in the elementary school. Of the 742 high school pupils, sixty-five per cent were in the classified schools and the other thirty-five per cent in the consolidated schools. Of the elementary school students, fifty-four per cent were in the rural schools, twenty-nine per cent in the classified schools, and seventeen per cent in the consolidated schools.

The classified schools had more and better equipment to work with than did the consolidated and rural schools. The difference was particularly noticeable in laboratory and gymnasium equipment, although the larger schools had a much greater variety of library books and had much more miscellaneous equipment than did the smaller schools. The classified schools tended to stress such features as standard testing, guidance, and health activities. Most of the consolidated and rural schools did not participate in these important phases of school work.

The time devoted to elementary classes in the classified schools was found to be from two to six times as great as in the consolidated or rural schools. In the high school departments the classified schools offered an average of twenty-one different subjects while the consolidated schools offered an average of ten.

The smaller schools tended to offer older conventional subjects while the larger schools offered more up-to-date courses. The classified schools provided a much more extensive extra-curricular program than did the consolidated or rural schools.

From the standpoint of instruction it was found that the teachers in the classified schools were on the whole better prepared than those in the consolidated and rural schools. It was found that the teachers in the larger schools were teaching more in the fields of their preparation than were those in the smaller schools. Thirty-three per cent of the rural school teachers did not have the educational qualifications required by the state department of education for elementary school teachers. Thirty-one per cent of the high school teachers in the consolidated schools did not have bachelor's degrees. All the elementary and high school teachers in the classified schools met the educational requirements necessary for their respective departments.

Based on average expenditures of larger schools it was found that the county schools under the suggested reorganization plan would cost the county approximately $35,000 less than in 1938-1939. This would be a saving of about twenty per cent. Further eliminating of school districts as road conditions may come to permit would effect added reductions in expenditures.

The proposed reorganization plan was based on the theory that no elementary pupil should be forced to go more than six miles to school. Changes were proposed only when it was found that present road conditions were such that pupils could get to school

during the winter months. Further elimination of smaller schools would depend upon future road programs.

From the above general conclusions and more detailed data found throughout the thesis it would appear that a serious problem confronts LaMoure County. The situation as revealed in this county may be typical of that found in the state of North Dakota. In recent years our state has met with serious financial difficulties. The outlook for the school year 1939-1940 seems more serious than ever. In an attempt to curtail expenses those in authority are recommending the eliminating of teachers, eliminating of transportation of pupils, cutting ordinary maintenance expense to the bone, raising tax levies. In LaMoure County alone about fifteen teachers will be eliminated. In one of the districts of LaMoure County about one-fifth of the pupils will not be in school because the district can no longer finance transportation facilities. If this condition is indicative of that over the state, it warrants immediate action.

Dean J. V. Breitwieser of the University of North Dakota, in discussing conditions in the schools of our state, made this statement, "Democracy cannot survive unless positions of authority and responsibility are removed from incompetent individuals." If, after an intelligent and honest presentation of existing facts, members of boards of education still do not see fit to authorize the necessary changes, there must be made possible authority from some other better-informed source. The only solutions to the serious educational problems that confront us in the state of North Dakota today are a thorough knowledge of existing facts, an in-

telligent analysis of these facts, and a sincere determination to cooperate in doing something about it. By this means only can we hope to provide for our children an educational system which will adequately prepare them for the many problems of a very fast-moving world.

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