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An Inventory Survey of the One-Room Rural Schools of Polk County Minnesota

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AN INVENTORY SURVEY OF THE ONE-ROOM RURAL SCHOOLS OF POLK COUNTY MINNESOTA

A Thesis

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of the

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by

George Alexander Eddie

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This thesis, presented by Mr. George A. Eddie in partial fulfillment of the requirements for the degree of Master of Science in Education, is hereby approved by the Committee of Instruction in charge of his work.

Chairman

Director of the Graduate Department

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George A. Eddie

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

INTRODUCTION

This survey is made not for the purpose of comparison with the town school or schools having more than one teacher, but rather to show the differences that exist in the rural schools of Polk County, Minnesota, with respect to the equipment and materials with which the rural teachers work. This survey was made possible by the interest and cooperation of Mr. H.E.Sorvig, County Superintendent of Schools in Polk County. He gave freely of his time, and after the records have been made for this survey, the forms will be used in his offices.

The rural teachers of Polk County are to be complimented in the fine manner in which they responded to this questionnaire, and the completeness with which, in most instances, it was filled out. It is our hope that their work in answering this form sheet will be of benefit to their schools. The findings of the questionnaire will be available to the schools through the county superintendent. This study is based on returns from 154 of the 163 rural schools that operated during the school year of 1938-1939 in the county.

The problem of the rural teacher and the equipment they have to use was brought to my attention through acquaintances with teachers in this community. Some of them have come to our school for help and materials. Additional information and ideas were acquired from reading of theses written by

people who made surveys in North Dakota. Dr. Overn of the University wanted data from Minnesota for a basis of comparison with the North Dakota schools.

The questionnaires furnish most of the material that serves as a basis for this study. Parts of other theses will be used for comparison. This form is divided into ten parts, each of which will give some specific information about the type of work and the procedures used. Charts and graphs are used to put the material in concrete form so that comparisons can more easily be made.

The steps in getting the information after the problem was selected consisted in (1) making the questionnaire. A preliminary draft was drawn up and corrected from time to time. When it contained what I considered most of the essential information for an inventory survey, it was presented to the teachers of the Fisher school for criticism. They suggested several alterations, which, in brief, simplified the questionnaire. This was again worked over and presented for their suggestions. Only minor changes were made. (2) Then the form was shown to Dr. Overn for approval before being sent to Supt. Sorvig, who had the stencils made in his office. (3) The copies were then sent out with a letter from Supt. Sorvig, giving their purpose, and asking that they be filled out. The forms were collected at his offices in Crookston.

The questionnaire has certain limitations, which were found mainly in the teacher's interpretation of the questions. Some teachers filled it out with minute care. Others were careless,

and as a result have affected the validity of the whole questionnaire. In certain parts of the form, we had to use our judgment in tabulating and interpreting what the teacher really meant. Some teachers said that they were not certain as to just how they should fill in some of the blanks. As a whole, they did very well, however, in answering the detailed questions, and were very frank in not trying to make their schools appear better than the neighboring ones. Some of the remarks will be quoted, although the individual quoted will not be mentioned by name or district number. Some of the quotations are humorous, others pathetic, while others show fine intelligence and judgment. This is apparent in the manner in which many of them have answered the questions.

CHAPTER 2

TEACHER PREPARATION

Many interesting facts about teacher preparation are revealed by the questionnaire. Of the 154 teachers who answered it, only 1 had had 4 years of training, 3 had had 3 years, 27 had had 2 years, 122 had had 1 year, and 1 had had no college training at all when she began teaching. This teacher with no college training had since attended 3 summer sessions, however, and had taught for 17 years. These figures indicate that our rural pupils are given their training by people who have had, in most cases, little preparation.

It is interesting to note how many teachers pursue their studies after they have obtained their first certificates. It was found that 86 teachers have not attended any summer sessions, 21 only 1 session, 29 have had 2 sessions, 7 have had 3 sessions, 2 have had 4 sessions, 4 have had 5 sessions, 2 have had 6 sessions, 1 has had 8 sessions, 1 has had 9 sessions, and 1 has had 11 sessions. Not counting for summer school work those who had taught only one year, and who had had only 1 year of training, we find that 59 had not taken any training in the second year or beyond. The average teaching experience for these people was 4.2 years. The highest term of experience was 21 years, without any extra preparation during that time. This person had had only 1 year of training to begin with. With respect to teaching experience, 14 had completed their first year, 2 had had 25 years, 1 had had 26, and 1 had had 27 years.

Following is a table showing years of experience of Polk County rural teachers:

Table 1

Years of exp.	1	2	3	4	5	6	7	8	9	10	11plus
No. teachers	14	11	30	22	12	12	10	10	5	5	23

Average experience in Polk County----------6.26 years

Average experience in Roseau County (1938)---------6.00 years[1]

Average experience in Traill County (1938)---------4.7 years[2]

Though the average experience of these teachers is 6.26 years, the average in the districts in which they were teaching at the time they answered this questionnaire was 1.8 years. This fact is borne out by the following table:

Table 2

Years exp. in dist.	1	2	3	4	5	6	7	8	9
Number of teachers	74	54	18	4	1	1	1	0	1

Average experience in district-------1.8 years

48% of the teachers were teaching for the first time in their respective districts, as compared to 45.8% for Minnesota as a whole.[3]

1---Swenson, An Educational Survey of the Programs of Work in the Schools of Roseau County, Minnesota. (Master's Thesis, University of North Dakota, 1938. p. 18)

2---Nestoss, A Program of Work Survey of the Schools in Traill County, North Dakota. (Master's Thesis, University of North Dakota, 1938. p. 45)

3---Minnesota Public School Teacher Turnover, Experience and

With a teacher turnover on the average of about every 2 years in the rural schools, we can surmise that the instruction is below standard, as the teacher no sooner gets the pupils' home and community background, and has adjusted herself to her work, her pupils, and her patrons, than she moves to a new locality, where she has to spend precious time doing the same thing over again.

The enrollments by schools are presented in graph 1. The smallest enrollment is 3 in one school, 4 in one, and 5 in six schools. These low enrollments make education per pupil an expensive process. From these low figures, it goes up to forty. It is obvious that no teacher can do adequate work with 40 pupils when they are spread over 7 grades, as is the case with one school listed in this study.

Refdrring again to Graph 1, we find that the average enrollment per school is 14.3 pupils. From the following table, we learn that the average number of grades per school is 6.18:

Table 3

Number of Grades	2	3	4	5	6	7	8
Number of Schools	1	5	15	23	39	42	29

Average number of grades in each school------6.18

Knowing that the average enrollment is 14, and the average number of grades 6, we chose one program from the group of

3---(continued from bottom of page 5) Supply, State Department of Education, 1936.

schools with 6 grades and from 10 to 20 pupils, which we felt best represented a typical schedule for this kind of school. The program follows:

Table 4

TEACHER'S DAILY PROGRAM

Period Begins	No. of Minutes	Recitation	Gr. or Div.	Study or Seatwork	Gr. or Div.
9:00	15	Opening Exercises			
9:15	5	Word Drill	1-2-3	Language	4-8
9:20	10	Reading	1	Language	4-8
9:30	10	Reading	2	Read. 1-3 Lang.	4-8
9:40	2	Relief Drill			
9:42	10	Reading	3	Read. 1-2 Lang.	4-8
9:52	10	Soc. Studies	8	Read. 1-3 Lang.	4-5
10:02	10	Hist. (Geog)	4	Read. 1-3 Lang.	5
10:12	10	Hist. (Geog)	5	Read. 1-3 Hist.	4-5-8
10:22	3	Check Period			
10:25	15	Recess and Phys.Ed.			
10:40	10	Soc. Studies	7	Read. 1-3 Hist.	4-5-8
10:50	10	Gen. Period	1	Numb. 2-3 Hist.	4-5-8
11:00	10	Numbers	2	Numb. 1-3 Hist.	4-5-8
11:10	2	Relief Drill			
11:12	10	Arithmetic	3	Numb. 1-2 Hist.	4-5-8
11:22	10	Arithmetic	4	Numb. 1-3 Hist.	4-5-8
11:32	10	Arithmetic	5	Numb. 1-3 Arith.	4-8
11:42	15	Mathematics	8	Numb. 1-3 Arith.	4-5
11:57	3	Check Period			
12:00		Dismissal			
		Afternoon			
1:00	15	Opening Exercises			
1:15	10	Reading	1	Read. 2-3 Arith.	4-5-8
1:25	10	Reading	2	Read. 1-3 Arith.	4-5-8
1:35	10	Reading	3	Read. 1-2 Arith.	4-5-8
1:45	3	Relief Drill			
1:47	10	Reading	4	Read. 1-2-3 Arith.	5-8
1:57	10	Reading	5	Read. 1-2-3-4 Arith.	8
2:07	15	Science	8	Read. 1-2-3-4-5	
2:22	3	Check Period			
2:25	15	Recess and Phys.Ed.			
2:40	10	Language	1-2	Read. 3-4-5 Science	8
2:50	10	Language	3	Lang. 1-2 Read. 4-5	Sc.8
3:00	10	Language	4	Lang. 1-3 Read. 5	Sc.8
3:10	3	Relief Drill			
3:12	10	Language	5	Lang. 1-4 Science	8
3:22	15	English	8	Lang. 1-5	
3:37	20	Spelling	1-8	Spelling 1-8	
3:57	3	Check Period			
4:00		Dismissal			

Table 5

TIME ALLOTMENTS IN MINUTES PER WEEK

Subject	Grade or Div.	Recitation or Work Under Teacher's Direction	Indep. Study or Seatwork	Total Time per Week	Recomm. in Curric.
READING	Prim.	125 min.	550 min.	675 min.	650 min.
	Inter.	50 "	200 "	250 "	250 "
LANGUAGE	Prim.	50 "	225 "	275 "	200 "
	Gram.	75 "	150 "	225 "	250 "
SPELLING	Prim.	75 "	75 "	150 "	75 "
	Upper	75 "	75 "	150 "	75 "
HANDWRITING	Prim.	40 "		40 "	50 "
	Upper	40 "		40 "	60 "
ARITHMETIC	Prim.	50 "	200 "	250 "	200 "
	Upper	75 "	250 "	325 "	250 "
HISTORY	4-5	50 "	200 "	250 "	200 "
	8	75 "	250 "	325 "	350 "
CITIZENSHIP					
GEOGRAPHY	4	50 "	200 "	250 "	200 "
	5	50 "	200 "	250 "	250 "
NATURE STUDY OR ENVIRONMENT					
GEN. SC. OR AGRICULTURE	8	75 "	200 "	275 "	
ART AND IND. ARTS	all	60 "		60 "	115 "
MUSIC	Lower	75 "		75 "	75 "
	Upper	75 "		75 "	75 "
HEALTH ED.	(Lang.)				
PHYS. ED.	All	190 "		190 "	200 "

TOTAL 1165 minutes

The length of terms for these schools are as follows: 1 has 7 months, 101 have 8 months, and 52 have 9 months. It is gratifying to note that the terms, with one exception, are 8 months long or longer. Mr. Sorvig informed me that some of the 8-month schools are given a month of parochial instruction, so that in reality, most of the pupils are in school for a period of approximately 9 months.

The equipment used in these schools has been tabulated, and the essential needs of a school are listed below briefly:

Table 6

EQUIPMENT	NUMBER OF SCHOOLS
Radio	0
Ditto machine	2
Mimeograph	6
Organ	13
Piano	19
Telephone	33
Phonograph	79
Hectograph	117
Printing set	144
Globe	147

It is rather odd that none of the rural schools have a radio, as many "School of the Air" programs can supplement much of the classroom instruction, as well as create a desire to know more about a subject and applications to everyday life.

Ditto machines are found in almost all classified schools, therefore it seems strange to find only two rural schools using them. This may be because there are few schools furnishing typewriters for the teacher's use, and also because tests and seatwork materials, if not made in quantities of ten or more, become more expensive than purchased material.

Only 6 mimeographs were listed as being in use. If the school puts out a newspaper, school programs, etc., it makes it possible to create a fine showing . Yet few places with 1 to 10 pupils in a grade could save by the use of a mimeograph for regular school work. The question of cost makes it an extravagance.

Thirteen schools have an organ, and 19 have a piano. Although the proportion is not large, it is encouraging, as it indicates that music is being presented in some form to the rural pupils as a part of their school work. I know of one instance in the past year where the proceeds from a school carnival paid for a paino. The teacher in charge is very musical, and the pupils are enjoying their first experience with part-singing, operettas, and the like. However, not only those teachers with pianos or organs teach music, as will be noted in a later chapter.

Seven schools lacked suspended globes, which are a requirement of the State Department of Education. These may have been destroyed, and the school boards might not have cared to replace them.

Under the division on general equipment, the questionnaire should have asked for maps, both for geography and history, but

these were omitted. However, the State Department is now recommending a change for the new physical-political maps for these two subjects, and few schools have been able to comply with the requirements during the past year.

CHAPTER 3

READING

Reading is our primary tool subject. It should be given proper care and attention by all teachers. When pupils are deficient in reading, the other subjects are affected accordingly, as the content can hardly be mastered if the pupil cannot read comprehensively. Therefore we should be careful to see that the students intrusted to our care are given adequate instruction in reading to the best of our ability and the materials with which we have to work.

Primarily, reading has been defined as "A process of recognizing printed and written symbols." This is the interpretation given by Dr. William Gray of the University of Chicago, Reading is a process of comprehension, including a clear grasp of important elements in their essential relations.

"It may be said that in the present curriculum the Yearbook Committee sees increased obligations and opportunities for reading to contribute to the student's development; that in order to serve its purposes, specific reading guidance is necessary in all school levels and practically all phases of the curriculum, including literature, and that in these reading periods, sequence of training in habits, attitudes, and skills must be provided on successively higher levels. [1]

The time element is important to the extent that sufficient time for practice be available to all pupils. Some schools have

1---Goodykoontz, Bess. "The Place of Reading," School Life XXII April, 1937. p.236

as little as forty minutes of recitation and directed work under the teacher per week for pupils in grades one, two, and three. This is a deplorable situation. The rural schools of Polk County in general use from one-third to one-half the time recommended for reading in the Minnesota Course of Study.

Rural teachers must budget their time as effectively as possible, as is evident by the great amount of work to be covered in a day's time in all the grades. The teacher's care in apportioning her time is reflected in the program of studies that accompanied the questionnaire. The program given previously and selected as typical shows good use of time.

Reading Texts

There was no way of showing how the reading texts for the schools were selected, but some pointed facts concerning them were brought out. Complete sets of texts were considered on the basis of having all of one series for grades one, two, and three, or having a complete series for grades four, five, and six. The basic texts used had copyrights from 1910 to the present year. The oldest used basic text in grades one to three was a Baldwin and Bender reader, having a copyright of 1911. The oldest used in grades four to six was Elson's, of 1910.

There were 22 different makes of readers in use for grades one to three, and 12 for grades four to six. The significance of this variation may be a lessening of reading attention in grades four, five, and six. This is contrary to most studies made in reading.

In the supplementary field, a greater variety of texts was found. Some of these were the same as were used in the basic group. Grades one to three had 32 different makes listed, while in grades four to six there were 27. The oldest copyright on a complete set was 1900. The oldest reader listed for a single grade was a Harper's Reader for the year 1888.

More than one-half of the schools used the Elson or the Elson-Gray series as basic for grades one to three. Eighty schools used this series starting with the copyright date of 1914, although 73 had copyright dates from 1930 or later. This set was the most used also in grades four to six, with 47 schools using it.

Workbooks

Workbooks in reading were used by 134 schools. These in general correlated with the text in use. All but 22 were listed as being the same as the reading series. There are several things favoring the use of the workbook, in my estimation, in the rural schools, the most important being that the workbooks are prepared by specialists and thereby make up for what lack of ability the teacher might have. Yet we must not lose sight of the fact that pupils must be given proper direction to make even the workbook as effective as possible.

Reading Charts--Flash Cards

There is a decided lack of chart material in the rural schools. Of the 66 using charts, only 26 were regularly purchased sets that

followed the reading series. The other 40 were listed as being home-made. We can speculate as to how usable many of these really are, but must admit that they are better than none at all. That leaves 88 schools without any type of reading chart.

The flash-card situation was much better, however. They were used in 141 schools. Of these 61 were purchased sets, and 80 were home-made.

Vocabulary--Speed--Comprehension--Battery Tests

Vocabulary tests were used by 140 schools. Many of these must have been very rudimentary and perhaps very poorly constructed, as only 23 were classed as purchased sets. That means that 117 were teacher-made. These would have to be made in a short time as the teacher necessarily had many class preparations. Fourteen schools indicated that they gave no vocabulary tests.

Speed tests were given in 38 instances. There were no other questions asked about these, but we assumed that most of the tests were teacher-made.

Comprehension tests were reported by 112 teachdrs. The division here is 27 purchased tests against 85 home-made. Forty-two schools did nothing about giving comprehension tests.

Three teachers answered yes to the question on battery tests, but did not name any particular ones. This was either carelessness or a misunderstanding of what was asked, since no explanation followed the answer.

8 Combining Reading classes

We have in general some old-fashioned notions about grade divisions in reading. This was very clearly brought out in the combining of grades in this subject. Remarks such as "We do not believe in combining classes," or "We combine classes only when absolutely necessary," show that our rural teachers have much the same idea about reading. Only 48 schools combine classes, as shown in the following table:

Table 7

GRADE COMBINATION	NUMBER OF CASES
1 and 2	3
3 and 4	13
5 and 6	18
7 and 8	7
1, 2, 3	1
2 and 3	2
4 and 5	10
4, 5, 6	1

In some instances, more than one class is combined in reading in the school. Where there are differences in I.Q.'s such as would exist for instance in the case of a poor second grader and a good first grader, it may be that a combinatinn would be desirable. The same applies to other grades. The question arises, however, as to whether the teacher does the combining for the good of the pupils or to facilitate her own work. The

three-grade combination may be workable if handled by an expert, but few teachers should attempt it.

Recreational Reading

The replies on recreational reading brought many various results. All except ten teachers answered yes to the question. The following remarks were given, and the writer wants you to draw your own conclusions. Each reaction will be either for or against the teacher, according to your philosophy of education:

"I purchased books from dime stores."

"I find the Grade Teacher especially helpful."

"I take the Grade Teacher, which gives much help in reading."

"Insufficient reading material in this school."

"Wee Wisdom is the best magazine I have found for children."

"I also place any chance magazines I may get on the reading table."

"Contests to see who reads most library books. Required book reports which are easy enough not to make reading a chore."

"Send for much free material."

"Use blackboard in place of charts."

"I find practical seatwork material for reading."

"I follow suggestions and outline in the Minnesota Course of Study."

"They have rather good habits of reading for pleasure."

"Pupils clip topics of interest from papers at home and bring to school."

"Old reading books are used a great deal for recreational reading. Magazines are left out to be read freely."

"We use magazines and papers much as library is so poor."

"Since we have no many library books, I don't think we need papers and magazines."

The last one is the prize remark. This school has 200 library books, and spent only $2.00 last year for additional copies.

A list of magazines used should perhaps appear in the chapter entitled "Library", but since the information was collected under Reading, it will be listed at this point. No attempt has been made to classify the magazines, but merely to show the differant ones in use.

1. American Girl
2. Boy's Life
3. Catholic Digest
4. Children's Activities
5. Child Life
6. Collier's
7. Current Events
8. Everybody's Health
9. Grade Teacher
10. Health Journal
11. Health Magazine
12. Life
13. Normal Instructor
14. National Geographic

15. Newsweek
16. Our Health
17. Outdoor Life
18. Junior Red Cross
19. Pathfinder
20. Playmates
21. Red Cross Magazine
22. Rural Journal
23. Reader's Digest
24. Scientific Magazine
25. St. Nicholas
26. Sports Afield
27. Rural Teacher's Journal
28. Teacher's Journal
29. Weekly Reader
30. Wee Wisdom
31. Young America

Papers listed from outside the state of Minnesota were the following:

1. Chicago Herald and Examiner
2. New York News
3. New York Mirror

It is rather odd to find papers such as these in some of the schools; however, that is one of the things that a survey of this kind will bring to light.

CHAPTER 4

LANGUAGE, SPELLING, HANDWRITING

LANGUAGE

Effective language expression depends on proper sentence structure, good choice of words, correct usage, and punctuation. The demands in written expression are nearly identical with those in oral expression. Any sentence, oral or written, should be well-constructed, grammatically correct, and made up of words that say plainly and precisely what is meant. If this is done, the pupils will have greater power to speak and write correctly. The test of any piece of writing is, "Does it read aloud smoothly and clearly?" [1]

Methods and procedures taken from the Minnesota Course of study give these as the points to stress :

1. Good English must be elevated to the status of a moral conviction.

2. English teaching must be deeply motivated.

3. English teaching must be consistent with life activities.

4. Correct language habits are established through the use of correct language, and in no other way.

5. Provision should be made for individual differences.

The manner in which the rural schools are trying to carry out the methods and procedures will be shown by the information collected from the questionnaire.

1---Department of Superintendence, The Fifth Yearbook, p. 105

Textbooks

There were 20 different texts used in this course. No copyright dates were asked for, hence no information was obtained as to the age of the books. The one most used was "Oral and Written English," by Potter, Jeschke, and Gillette, with 36 schools reporting it. One school did not use a text, but rather only a workbook. Two other makes were used by 20 or more schools.

Workbooks were used by 116 teachers, and 25 different makes were listed. "Language Helps for Written English" was used by 20 schools. The variety of workbooks might bring up the question as to the advisability of selecting four or five different ones for the county and having the schools select one for their use from this list, making due allowances of methods of selection.

Language-Punctuation Tests

Language tests were used by 89 schools, but only 26 of them had commercially prepared ones. From this can be seen the apparent lack of checking of pupils' work. This check is important as weaknesses are discovered by this means and some form of remedial instruction can be given.

Punctuation tests were given by 84 schools with 24 using purchased forms. This information shows that a few of the rural schools are trying to prepare their pupils as well as they can, but that too great a number do not provide adequate teaching materials.

Activities for Language

In 73 schools provision was made for dramatization and plays, 31 had school papers, and 68 had other activities, such as the following: 4-H clubs, Citizens' clubs, book clubs, hobbies, exchange of letters, puppet shows, music, plays, holiday exercises, school notes to local paper, projects, original poetry, story clubs, choral reading, radio programs, debates, Friday clubs, essay contests, current events clubs, and operettas. The number and variety of activities listed shows that communities are interested in different types, and many maintain those to which they are accustomed, or in which they take special interest, from year to year.

Combining Classes

Language afforded some unique, if not unusual, combinations of classes. The type of work or activity was not specific enough to make clar-cut statements. The combinations occurred in 25 schools, some of which had more than one combination. The combining is as follows:

Table 8

COMBINATION	1-2	3-4	5-6	7-8	1-2-3	4-5-6	2-3	4-5	6-7
FREQUENCY	65	29	26	5	13	2	14	12	1

The following remarks give some indication of the teacher's efforts to combine effectively, and to furnish motivation for

for language. A better reaction to "Remarks" was obtained here than in the division on reading. The reader must draw his own conclusions about these quotations:

"I have much dramatization."

"The grades combined depend upon the subject matter."

"Combined for story-telling and dramatization."

"We have covered requirements in both grades."

"I like to combine; greater interest, more results."

"It seems necessary."

"Combine higher grades for newspaper work."

"Nature Study was combined with language."

"I find there is more competition."

"Combined for review."

"Language classes combined for games and phonics."

"Combinations vary with different work."

"Had to combine because of large enrollment."

The last statement referred to a teacher who had 39 pupils enrolled in her school.

SPELLING

Spelling has received a thorough scientific study for many years. The information about spelling might well be said to be most thorough of all subjects. Spelling should have the following objectives: [1]

1---Minnesota Course of Study, 1928 p. 247

1. To make automatic the spelling of words most commonly needed for the expression of thought in writing.

2. To develop the meaning and use of words to be spelled.

3. To develop the ability to recognize almost instantly the correct and incorrect spelling of words.

4. To develop a "Spelling conscience," one that is annoyed by incorrect spelling.

5. To develop a technique for the study of spelling.

This study does not ask for detailed information as to grade, but rather for the materials used in rural schools. Forty-two used spelling workbooks. Eighteen had competitive contests with other schools, with grades six, seven, and eight participating. However, 2 schools had a fifth-grader, and one a fourth-grader taking part. A total of 50 pupils had competed in these contests.

Textbooks

Fourteen different books were used in spelling. Eighty-seven used Lippincott's Horn-Ashbaugh speller, but only a few used a regular workbook speller.

Teaching Devices

Some of the technics used were contests within the school, graphs, spelling charts, spelldowns, stepladder contests, spelling games, and score cards.

HANDWRITING

The aim of handwriting is to write easily, rapidly, and legibly. The means of motivating handwriting are varied, and each pupil should be an individual case. If handwriting can be presented properly, pupils will take pride in being able to write well.

Apparently many teachers in the rural schools do not know the distinction between manuscript and cursive writing, as 108 said that they were using the manuscript form. Thirty-six answered no, and 10 said that they had no first grade. The questions asked on handwriting were the most poorly answered of the whole questionnaire.

Recent investigations have shown some things about manuscript writing that are important. In experiments made in the Winnetka public schools we find the following:

"Manuscript writing has been taught in the Winnetka public schools since 1924. At that time the school children entering first grade, and many of the children in second grade, were taught the manuscript form. Each year as these children moved upa grade, manuscript writing moved up with them, until it was the only kind of writing taught throughout the schools." [1]

In the tables that were worked out it was found that the pupils progressed more slowly with the manuscript writing in grades 1, 2, 3, and 4, but in grades 5, 6, and 7 they advanced

1---Washburne, Carleton, and Morphett, Mabel Vogel. "Manuscript Writing, Some Recent Investigations." Elementary School Journal, March 1937. p. 518.

Faster than under the cursive system. In grade 8 the cursive was slightly above the manuscript in speed of writing. The manuscript had several things in its favor, since it was more legible, perhaps more easily learned, and more uniform than the cursive.

Manuscript writing as commonly taught at the present time appears to make slower progress than the cursive, until the junior high school level is reached, where the reverse is true.[2]

One hundred and twenty schools used the Palmer method of writing, and only 4 other makes were recorded. The use of the Palmer method almost entirely throughout the county indicates that the cursive is taught in almost all schools.

2---Washburne, Carleton, and Morphett, Mabel Vogel. "Manuscript Writing, Some Recent Investigations." Elementary School Journal, March 1937. p. 528.

CHAPTER 5

HISTORY

History is the record of man's past activities and achievements. It gives the story of man's struggle for food, clothing, shelter, means of transportation, communication, government, social institutions, and ideals. Man is always trying to better his position. Therefore we must teach history to show how it relates to this struggle of manking.

Texts

Texts will be considered according to the grades in which they were used. In the 4th grade, 7 different texts were used. The most popular was "Gopher Tales," with 83 schools reporting it. In the 5th grade, 23 different books were listed, but "Pilots and Pathfinders" was in the majority, being used in 14 schools. In this grade we find some very old texts. Two schools used Mace's "Primary History" of 1909, 2 used Perry and Price's "American History" of 1913, 1 reported "Short Stories from American History" of 1905, and the oldest was "American Leaders and Heroes" by Gordy, of 1901. Ten schools used texts which were copyrighted before 1920. In the sixth grade, the teachers named 16 different makes, but "American Beginnings in Europe" appeared in the majority, being in 20 schools. The oldest was an "Ancient History" with no author given, and a copyright date of 1915.

The texts for the seventh and eighth grades were listed together as the same one was used by both grades in many schools.

"Social Studies" by Vannest, Smith, Lindquist, and Clark was used by 73 schools. The seventh and eighth grade history texts can boast of the most recent copyright dates, as the oldest is for one by Gordy in 1921. However, we have 16 different books listed for these two grades.

Workbooks

Sixteen makes of workbooks were used in grades 4 to 8. The one most used was "Gopher Tales," found in 27 schools. Workbooks were used more sparingly in history than in any other field. Whether we can say that history received less attention than other subjects is a question. The second workbook most commonly used was listed from only 5 schools.

Tests

Very little information was given about history tests. Only 5 schools report them, and these were:

1. Instructor History Tests.
2. Instructor Test Book.
3. Standard Drills in U.S.History
4. Social Science Testing Program
5. Minnesota State Board Classified.

Under the question concerning tests, many of the teachers replied that they made their own.

History becomes most important to the teacher and pupil as the pupil enters the 8th grade. The threat of the state board examinations, without a doubt, is responsible for the comparative recency of the copyright dates of textbooks in these grades.

It would be gratifying if some similar outside stimulus could be responsible for bringing the texts for the lower grades equally up to date.

CHAPTER 6

ARITHMETIC

There are two factors very necessary to the proper presentation of arithmetic. First, the needs of the child as a member of the social group must be known, and second, the demands of the industrial and commercial world where the arithmetical processes are employed must be considered.

The general objectives are:

1. To develop accuracy and speed in ordinary computation.

2. To give such mathematical knowledge as the ordinary intelligent citizen ought to have ready for instant use.

3. To develop habits of neatness, accuracy, logical procedure, perseverance, and self-reliance.

4. To develop the power to apply mathematical knowledge to real situations in life.

"Real diagnosis of the child's weaknesses has become essential. The experience of the Chicago principals, moreover, gives conclusive proof that diagnosis is an individual matter. Group testing shows that pupils are failing to secure correct results, but it does not disclose what specific skill or skillls are causing difficulty. Patient individual study of how a child moves through the complex maze of arithmetic processes discloses the deficiencies, the partly established habits, and the bad habits of the pupils. Just as the physician notes all the symptoms in his patient, and charts each evidence of improvement or failure, so must the teacher record all the symptoms of the child

who is 'sick' in his study of arithmetic."[1]

Our rural schools can carry out the general objectives to some extent, but we cannot expect them to take time to diagnose and correct or improve most of the operations used in arithmetic. The questionnaire did not suppose they would do this, but rather find out if anything was being done by the teacher to discover her pupils' weaknesses, and if so, what means she used.

Only 13 different texts were reported under arithmetic. Thirty-seven schools used the Standard Service Arithmetic. Perhaps the short tests in this set was one factor in making it the most popular book.

Fundamental operations did not seem to be checked very closely in these schools, as 29 of them said they did not test for this. It seems that this very important part of arithmetic should be given more attention, and yet pupils who enter classified schools from the rural schools experience, in general, very little difficulty with the fundamental operations. Only 132 used some form of speed test, and 134 had flash cards. Of this last group, however, only 38 used a commercially prepared type. One hundred seven used diagnostic tests. This would indicate that the rural schools were very progressive, but out of this group of 107, only 26 had purchased tests; so after all, since most of them were home-made, the efficacy and reliability of

1---Williams, Claude and Whitaker, Ruth. "Diagnosis of Arithmetic Difficulties," Elementary School Journal. Apr. 1937, p. 600

the diagnosis would be questioned. Judging hastily from the answers on arithmetic, it seems that this subject is poorly taught. However, this has not been the case with the teachers who have sent pupils in to our school, as these pupils have acquitted themselves creditably.

CHAPTER 7

GEOGRAPHY

The chief function of geography is to describe and explain the relationships between man and his natural environment. Natural environment includes such physical factors as soil, climate, minerals, native plant and animal life, and land forms.

Environment is not studied as an isolated fact, but only as man relates his various activities to it. These activities deal with getting food, clothing, shelter, and forms of cultural development, and involve the industries of farming, lumbering, mining, hunting, fishing, transporting, manufacturing, commerce, and recreation.

Geography is placed somewhere between a social science and a natural science, but should not be classed definitely under either head. The teaching should be such that the economic view is brought out, so that land utilization becomes the substance of the subject.

The objectives of geography are:

1. To give ability to appreciate relationships between man and his natural environment.

2. To give knowledge of the distribution of the various environmental factors.

3. To show interdependence of peoples on other peoples and other regions for a part of our necessities and luxuries.

4. To give an understanding of the resources and the limitations of various parts of the earth.

5. To show the wise and unwise use of resources.

6. To give interpretation of geographical materials such as maps, globes, charts, etc.

7. To give ability to develop sound generalizations of geographic principles.

Texts

Though 11 different texts were in use, the Atwood-Thomas and Stull-Hatch books were used by 85% of the schools. It seems that these two fulfill the requirements of the Minnesota Course of Study better than any others. Workbooks were used by 104 schools, and all but 2 of them were the same as the textbook.

Tests-Activities

Seventy-four schools gave tests in geography, and of this group, 22 wwere purchased. The phases covered by the tests were not named, however. But with the large number of workbooks, tests, and the variety of associated activities, it would seem that geography was well taught. Many of the geography activities were correlated with art, language, history, science, and health. They are briefly enumerated below:

1. Weather charts.
2. Product maps.
3. Booklets.
4. Reports.
5. Projects.
6. Sandtable project.

7. Posters.
8. Art correlation.
9. Drawing
10. Problems.
11. Imaginary trips.
12. Letters.
13. Excursions of discovery.
14. Scenes.
15. Review books.
16. Curios.
17. Graphs.
18. Frieze.
19. Unit work.
20. Pictures.
21. Shelter study.
22. Fair exhibits.
23. Movies.
24. Peoples.
25. Holidays.
26. Museums.
27. Costume dolls.
28. Indian handicraft.

Judging from the above, it seems that considerable time and attention is given to geography. If, in actuality, the teaching is as thorough as the questionnaire would indicate, the objectives of the subject are reasonably well carried out.

CHAPTER 8

GENERAL SCIENCE, HEALTH

Many problems of health education and the study of environment in relation to human welfare are closely related, hence no attempt is made to separate general science and health except as to texts and materials used. In fact, many schools used their science texts for their study of health.

Since one of the outstanding objectives of education is the adjustment of the individual to the world in which he lives, these two subjects come perhaps more closely to this objective than any other subjects in the curriculum.

Children of this generation must be prepared to live in an environment which differes considerably from that of the past. An important function of the school, therefore, is to help them gain desirable experiences and make adjustments so that they will be able to live wholesome, happy lives in their respective environments.

The chief objectives of this course are as follows:

1. To lay a foundation for the scientific attitude.

2. To teach appreciation and interpretation of the environment in which they live.

3. To realize man's dependence on nature.

4. To develop desirable attitudes and ideals with respect to natural phenomena and health problems.

5. To create an interest in and companionship with nature.

6. To give ability to make use of nature and science for human welfare.

Texts

The textbooks in general science were all comparatively recent, dating from 1928 up to the present. One hundred eighteen schools used Wood and Carpenter's "Our Environment" and 21 used Weed and Rexford's "Useful Science." Only 2 other books were listed for this subject.

Workbooks

Workbooks were used by 51 schools, most of them accompanying the text in use, but several were listed as "notebooks," made by the joint efforts of teacher and pupil, and in which the experiments were recorded. Of the 62 who gave tests, only 32 bought those especially prepared for this subject, many of these being included in the workbook.

Experimentation

One of the interesting phases of this course is experimentation. Children, being of a naturally curious nature, especially enjoy being shown how things work, and what the results are. However, upon investigating the number of schools providing experimental work, only 82 of them replied that they performed simple scientific operations. Most of these were demonstrated by the teacher. The value of the equipment was very low---only $32.50 for all the schools combined. Most of the equipment was home-made, or brought from home, which of course obliged the teacher to fill in "zero" under value of equipment; so in actuality, the figure would be considerably higher. Below are several

quotations about the experimental equipment;

"No purchased equipment."

"No equipment other than that brought by pupils and teacher."

"Battery, wire, candles, all brought from home."

"Pupils bring equipment."

"One pupil has some equipment of his own."

"None, only what we supply from our homes."

"My own litmus paper, hydrochloric acid, streak stone, rocks."

"Test tubes, funnel, glass tubes, glasses."

"No commercial equipment."

"Battery, doorbell, microscope, push buttons."

"We sent for an experiment set, costing($5.00)five dollars."

"Microscope and simple chemicals."

"Chemicraft chemistry outfit."

"Pupils made an electromagnet."

HEALTH

As was mentioned earlier, many of the general science texts also sufficed for health education. Twenty-one different health books were in use, not counting those schools that taught health from the general science book. The most used one was "Healthy L^ving," by Winslow and Hahn, reported by 41 teachers. The oldest text was "Good Health," by Jewett, dated in 1906, and two schools used the Davison book, copyrighted in 1908, while two others used the one copyrighted in 1910. Workbooks were used by only 20 schools.

There were 85 teachers who found it expedient to combine

health classes, and below is a table showing these combinations:

Table 9

COMBINATION	NO. SCHOOLS
1-2	10
3-4	13
5-6	26
7-8	11
2-3	7
4-5	19
1-2-3	8
3-4-2	1
3-4-5	1
4-5-6	5
6-7-8	2
1-4	2

Since one of the important objectives of health education is the promotion of the child's health through careful attention to the hygiene of the school environment, most schools found it advisable to have hot lunches at noon. Very few rural children go home for their noon meal, and many bring merely cold food. It is obvious that the hot lunch is extremely beneficial to the growing child, particularly in winter. There were 116 schools providing some means of heating food, and of these, 100 had teacher supervision. In the others, pupils assisted, or had complete charge. All but 7 of the 116 used the pint-jar or showerway method. Four of the 7 brought something warm in

thermos bottles, and the remaining 3 prepared either a hot dish, soup, or cocoa at the school. In addition, most schools baked potatoes during the winter when the stoves or furnaces were in operation.

Below are a few remarks made by the teachers in connection with the hot-lunch system:

"Used carnival money for hot lunches."

"Hot soup every day for one cent."

"Children not interested in hot lunches."

"Lunch system not wanted by mothers."

"Made cocoa for a few days."

"Few responded."

"Pass cardboards for desks, then hot jars."

"Hot water from boiler used for washing."

"Is very successful."

Three schools reported having a milk-drinking project, and set aside a short time morning and afternoon for a glass of milk. Other projects included booklets on milk, teeth, foods, cleanliness, vegetables, charts on weight, and posters of all kinds.

Health education should definitely not be considered by the teacher as a "side-line," but rather a subject of prime importance, as the school is the place where correct health habit foundations can be laid, and where the child's awareness of their importance can be emphasized. Many children come from homes where sanitation and health habits are neglected, and here is where the school can be of service. The proximity of

children in school often brings contagion up to epidemic proportions, but with the cooperation of an alert and observing teacher, and a wise parent, the child can be prevented from knowingly spreading disease. Health education can teach the child this responsibility toward himself and his fellow-pupil, so that non-contamination of others will be of first concern.

CHAPTER 9

LIBRARY

In general, a library does not have much significance to the average person, and especially is this attitude true in the rural communities. The libraries had from 0 to 768 books, with the majority reporting only from 150 to 250. The distribution among the schools is shown in the following table:

Table 10

NO. OF BOOKS	0	1-99	100-199	200-299	300-399	768
NO. OF SCHOOLS	29*	7	46	60	11	1

*Two of the schools having no library books at all had arrangements with school libraries nearby for books.

The school with 768 books did not spend any money for additional copies this year. It would be interesting to know why this school had so many more than the others. Perhaps some person has donated a part or all of a private library for the children's use. The amounts spent for books as reported by the various teachers was very limited. It would easily by expected that not very much would be allowed for this expenditure, but the apathy towards the library was astounding. The table on the following page gives some idea of how little is spent for library books:

Table 11

AMOUNT SPENT	$ 0	1-5	6-10	11-15	20
NO. SCHOOLS	60	21	64	6	3

The total amount spent was $869.00, making an average of $5.65 per rural school. In Traill County, North Dakota, the average for 1936-7 was $9.01.[1] This perhaps makes an unfair comparison, however, as Traill County is one of the richest, if not the richest county in North Dakota, and would have the greatest power to maintain a high standard for their schools.

The question on selection of books brought some interesting results. In 46 districts the teacher did not select the ones to be bought or borrowed. Two of this number, however, had arrangements with a city library, where the librarian made the choice, and sent a certain number of books every month or so. Similar arrangements were made by other schools with other school libraries. It seems unfair that in about one-third of the schools, the teacher had no power of selection when she, in my estimation, would be the best judge of what her pupils enjoy reading, with, of course, the limitations imposed by the state library regulations. Fifty-one reported not selecting from the state required list, but this does not necessarily mean that they did not abide by the rules,

1---Nestoss, A Program Survey of the Schools in Traill County North Dakota. Master's Thesis, 1938.

as many teachers did not fill in that blank at all when no books had been purchased during the year. There would have been many in that group of 51 that would no doubt have answered yes had they been able to report the purchase of additional books.

Traveling libraries were used by some of the schools. The 20 different teachers who availed themselves of this accommodation borrowed from 10 to 180 books during the year. It seemed that the teacher was responsible for bringing the traveling libraries into the communities. They must have proved a boon to many schools where lack of funds or lack of sufficient interest in the improvement of the library made it necessary to get books elsewhere.

Some rural schools had tie-ups with eight different school libraries, giving them a much better selection than they would otherwise have. They paid on an average about $10.00 a year for this service. If they were close to the school library and were able to get books regularly, this was an ideal arrangement.

Fifteen schools kept no record of library books read during the year. Here is always an opportunity for the teacher to stimulate good reading, and all teachers should make use of it to the fullest extent. Here also is the chance to make the parents and other patrons conscious of the library, either of its availability for their use, or of its need for new books. The school paper, if there is one, is an excellent medium for

making the community library-conscious, but since only 31 reported having them, other means such as school programs could bring it about.

Twenty-four schools used no devices to stimulate reading of library books. These schools therefore did not carry out the work as outlined in the Minnesota Course of Study, which lists these as the objectives:

1. To arouse an interest in books and reading.

2. To stimulate that interest, once aroused, into a growing appreciation of real literature.

3. To bring about the intelligent and appreciative use of books and libraries.

Some teachers filled in a remark or two after the questions concerning library equipment, such as "No stimulus needed," "Books are in poor condition," and "Pupils can bring papers for information."

The means of motivating library reading was through such stimuli as the following:

1. Charts.
2. Reports.
3. Contests.
4. Library corner
5. Reading circle
6. Prizes.
7. Book clubs.
8. Favorite book-of-the-month.

The above indicates that many of the teachers are attempting to

do the best with the materials that they have at hand.

CHAPTER 10

ART, MUSIC, DRAMATICS, ATHLETICS

The teacher in the rural school is seriously handicapped by lack of time to do the countless extra things she would like to do. In the first place, the large number of grades and consequently of different class preparations means that almost all of her time is needed for the essentials of the curriculum. Then, too, the rural children ordinarily leave school at dismissal time, whereas in the city they can stay for such after-school and evening practices as are necessary for athletic, dramatic, and musical activities. These are important factors toward making the child like school, and give him an outlet which he otherwise might not have for his natural talents.

The limited number of children in many rural schools makes team competition impossible, makes play presentation difficult, and musical organizations too small for adequate performance. On the other hand, communities sometimes produce exceptional talents along one line or the other, and with an efficient and understanding teacher, much gratifying work can be accomplished. Most children like to perform, so the teacher should try to find some means of giving this desire expression.

ART

All but 6 of the 154 schools gave regular art classes, sometimes through the entire school, sometimes only in certain grades. These classes were often correlated with such subjects as lang-

uage, geography, and history, which lend themselves easily to art expression. It is not the purpose of the course to make artists of the pupils, but gives them an understanding of color, proportion, and perspective, an appreciation of beauty in all things, and a delight in his own modes of expression with materials, whether they be clay, cloth, paper, metal, or wood. Some children are naturally able to discriminate between colors and shades of colors well enough to make beautiful combinations of their own accord, and it is surprising how well children will do if left to their own devices.

State fairs make provision for school exhibits, and here is where the art class may have a definite practical objective. Twelve of the schools entered state contests of one sort or another, but none entered any national competition. It was gratifying to note that 123 provided handicraft work for the pupils, as that fulfills the one objective of art instruction which is to give the child control of certain techniques that relate to art, such as cutting, illustrating, modeling, or weaving.

MUSIC

One of the activities that brings more enjoyment to the participant and better advertising to the school than any other is music. As has been mentioned before, it is difficult to work up anything except unison singing in many schools because of the small enrollment. Then, too, there were only 19 pianos and 13 organs in the 154 schools. Whereas they are not

absolutely necessary to the instruction of music, they are an inestimable help, particularly where the teacher is not very adept. Ninety schools provided some sort of vocal music. This of course would be unison singing for the most part, perhaps for opening exercises and school programs. Some of the more ambitious teachers who were better qualified musically attempted part-singing. Only 15 reported any instruction in instrumental music. This was principally rhythm band work. Sixty-three teachers offered courses in music appreciation. This would be nearly impossible in schools with no piano, organ, or phonograph. There were 79 schools having phonographs, and these would be the best equipped to teach appreciation, as records could be used. Out of the entire group, only 4 had presented operettas during the year. This is understandable however, in that an operetta is a very ambitious undertaking for a rural school, necessitating more practice and more musical effort than many could provide.

DRAMATICS

Fifty-three indicated that they had produced plays during the year. No question was asked as to how many, what kind, or in what connection, but we assumed that the holiday exercises, school programs, club activities and the like, were the natural opportunities for play presentation. Language and history dramatizations listed by many teachers under these subjects may have been considered under this head. Only 3 of them, however, competed with other schools, so apparently not many

attempted play production as a major activity.

ATHLETICS (PLAY ACTIVITIES)

It is surprising to notice that 28 of the schools provided no playground equipment whatever for the pupils. The question on "playground apparatus" was interpreted two different ways by the teachers, some of them answering yes only if they had mechanical apparatus such as merry-go-round, etc., others including all play equipment in the school--bats and balls etc. Therefore in recording that 126 schools provided play materials, everything they have is included whether it is strictly "apparatus" or not. Perhaps some of the 28 schools listing "nothing" do have a little equipment, but thinking that the question called only for mechanical devices, put nothing after the question. It is incredible that a school would fail to provide some little thing for play, if only a bat and ball.

Following is a table showing the types of playground equipment and how many schools provide them:

Table 12

EQUIPMENT	NO. OF SCHOOLS
Balls (Kittenballs, baseballs, rubber balls, tennis and health balls)	96
Bats	90

EQUIPMENT	NO. OF SCHOOLS
Volleyballs	20
Nets	14
Chinning bars	11
Slides	9
Ocean waves	19
Whirler	1
Swings	37
Balance board	1
Footballs	8
Horseshoes	2
Teeters	23
Basketballs	11
Croquet sets	2
Trapeze rings	8
Soccerballs	2
Giant strides	8

One hundred eleven teachers supervised the playground themselves, while 62 reported pupil-supervision wholly or in part. Many teachers were assisted by responsible pupils, so many of those listed under the 62 pupil-supervised playgrounds also fall into the teacher group.

One hundred twenty-five teachers made provision for indoor play and in these schools 67 pupils were supervisors, either wholly or in part. The following table indicates how rural pupils spend their play time indoors during inclement weather or during regular play periods:

Table 13

Chinese checkers

Chinning bars

Running games

Folk dancing

Board games

Marbles

Checkers

Marches

Puzzles

Horseshoes

Dominoes

Circle games

Ring-throwing games

Ping-pong

Matching games

Jumping rope

Singing games

Ten pins

Bean bags

Blackboard games

Thought games

Sitting games

Relays

Tag

Jacks

Guessing games

Pick-up-stick games

Bingo

Language games

On the whole, the schools have made only fair provision for the pupils' recreation. In my estimation, planned recreation should be of prime importance to the school, as the rural playground usually is so inadequately equipped that the child has to create his own amusement.

Seventy-one schools sent representatives to the annual field day events.

SCHOOL CLUBS

School clubs were organized in 72 schools. These have been listed under preceding chapters in connection with other subjects, and are such organizations as book clubs, debate clubs, 4-H clubs, story clubs, and the like. These furnish excellent opportunity for learning how to conduct meetings, how to handle small funds, how to manage groups, how to appear in public, and especially, how to work together.

In general the extra-curricular activities of the rural school are many and varied, but few can find the time or afford the materials to provide enough for the pupils' fullest enjoyment.

CHAPTER 11

CONCLUSION

SUMMARY AND RECOMMENDATIONS

In the previous chapters of this thesis, the writer has presented data regarding the equipment with which the rural teachers of the one-room schools in Polk County, Minnesota, work. The facts are presented under the heads of the various subjects in the curriculum. It has been the purpose of this writing to point out the strength and weaknesses of the subject presentation with respect to the materials at hand, and ultimately to give this knowledge to people in authority, that the condition of the schools may become known, so that they benefit accordingly. This is, after all, merely a survey, so the suggestions and recommendations will be made only in general and in brief.

SUMMARY

1. Of 154 teachers, only 68 have taken any advanced work after they started teaching.

2. The average teaching experience for the rural teachers was 4.2 years.

3. Their average teaching experience in Polk County was 6.26 years.

4. Their average teaching experience in the district was 1.8 years.

5. The average enrollment was 14.3 pupils, and the average number of grades per school was 6.18.

6. General equipment such as pianos, globes, printing sets,

phonographs, etc. was unusually meager.

7. Some of the schools were using reading texts for supplementary work that were over 40 years old.

8. Most schools used workbooks in reading, with 134 out of 154 reporting them.

9. There was a decided lack of chart material and flash cards in reading presentation.

10. Many supplied good recreational reading, but at least one teacher felt no need for papers and magazines.

11. Lack of checking was evident in language study, as only 26 used commercially prepared tests. This subject needs frequent checking to see that the pupils are grasping the mechanics of the language.

13. There was good provision for motivating activities in connection with language.

14. Spelling seemed to be well-motivated, and well-taught.

14. The cursive system of writing overbalanced the manuscript with 120 schools teaching it exclusively.

15. History texts for the 7th and 8th grades were of recent date, much more recent than for the other grades.

16. Workbooks were found more sparingly in history than in any other subject.

17. Only 5 report the use of history tests.

18. Twenty-nine schools did not test at all for fundamental processes in arithmetic.

19. One hundred thirty-four had flash cards; 132 had speed tests.

20. Geography workbooks were used by 104 schools, all but two of which accompanied the text.

21. Two makes of geography texts were in the majority, with 85% of the teachers using one or the other.

22. Many outside activities were associated with geography.

23. There was very little experimentation in general science. 82 of the schools reported some, but usually very simple attempts.

24. One hundred sixteen schools provided hot lunches.

25. The libraries were very poorly equipped. Some spent as little as two dollars.for new material. Others spent nothing. However, many of those that spent nothing borrowed regularly from other school and city libraries, or used the traveling library system.

26. There were only 19 pianos, 13 organs, and 79 phonographs in use.

27. Ninety-six reported balls for play actifity, but only 23 teeters, 37 swings, 9 slides, and correspondingly few other devices were named.

MOST CONSPICUOUS WEAKNESSES

1. The teachers, in general, did not go back to school often enough for advanced and up-to-date study.

2. Financial conditions, perhaps, were responsible for the meager general equipment such as pianos, phonographs, etc.

3. Many readers and supplementary books were far too old to be in use.

4. Many grade combinations were too loosely made for efficient class presentation.

5. General science equipment was very meager.

6. Libraries were greatly in need of new books and magazines.

7. Many schools provided no material at all for the children's recreation, and others, very little.

RECOMMENDATIONS

As was mentioned earlier, this writing is a survey and as such will make only the briefest general recommendations.

The writer would suggest that the county superintendent investigate those schools which apparently have not furnished adequate, even the minimum, materials with which the teacher can work. Most rural schools in this county have the financial ability to give the teachers what they need, and it resolves itself into a plain case of neglect in most instances, if they do not have them.

Some system of exchange of materials could be worked out for schools that are close together. The exchange first of all would mean that more schools could enlarge their facilities, and second, the resultant meetings would bring teachers together to talk over their pboblems for their mutual benefit. Of course such supplies as workbooks, tests, etc. can be used only once, but copies may be made from them, since the usual rural grade enrollment is very small. Library books, some text books, supplementary readers, charts flash cards, play equipment, books and costumes for plays,

general science equipment, and the like, are easily exchangeable, and mean no expense to the district.

It is hoped that when the figures of this survey are made available the problem of the rural teacher in this county will be brought to the attention of the authorities, so that the general condition of the schools will be improved.

QUESTIONNAIRE

Name of Teacher_____ Number of District _____

Teacher's Address_____Enrollment _____

Length of school term_____Years of training beyond high school_____ Summer sessions_____

Where and when_____

Years of experience _____ In this district _____

Other districts _____

Enrollment by grades:

Grades	Boys	Girls
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
Total	_____	

Do you have the following in your school? Piano_____

Radio_____ Telephone_____Phonograph _____

Suspended Globe _____Ditto Machine _____

Mimeograph_____Printing set_____Hectograph_____

R E A D I N G

(Fill in all spaces; a space is left for remarks.)

Name of Basic Readers	Date of copyright	Grades
_____	_____	_____
_____	_____	_____
_____	_____	_____

Supplementary Readers	Date of copyright	Grades
_____	_____	_____
_____	_____	_____
_____	_____	_____

Do you use a workbook in reading?_____ Name _____

Reading chart?_____ Kind _____Flash cards____

Kind _____Do you combine grades in reading?___

If so, which grades?_____Do you give vocabulary

tests in reading?_____Do you make these tests yourself?

_____If not, name test used _____

Do you give speed tests?_____Tests for comprehension?____

Any form of battery test?_____Name_____

Provision for recreational reading?_____ What?_____

List papers and magazines which you use as aids to reading:

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

LANGUAGE

Name of texts used_____

Grades_____Name of workbooks_____

Grades using workbooks_____

Do you give tests for language usage?_____Name_____

Tests for punctuatiom?_____Name_____

Any original plays and dramatizations by pupils?_____

School paper?_____Other activities_____

Any combining of language classes?_____What grades?_____

Remarks:_____

_____

SPELLING

Text used_____Workbook?_____

Competitive contest with other schools?_____

Grades that take part_____No. pupils competing____

Other teaching devices_____

HANDWRITING

Is manuscript writing used in first grade?_____

Name of handwriting books_____

Grades given classes in handwriting_____

ARITHMETIC

Texts used_____

Copyright date _____Grades for each text_____

Are diagnostic tests given?_____ Name_____

Tests of fundamental skills?_____Speed tests?_____

Do you have a set of arithmetic flash cards?_____

Name_____Other tests_____

Remarks_____

HISTORY

Texts and grades for which each is used	Copyright date

Workbooks?_____Name_____

Any specially prepared tests?_____Name_____

GEOGRAPHY

Texts_____

Date of copyright_____ Workbooks?_____Name_____

Tests ?_____ Name and type_____

Projects?_____Kind_____

Associated activities_____

Remarks_____

GENERAL SCIENCE

Text_____Copyright date_____

Workbook?_____Name_____

Tests?_____Name_____

Equipment for experiments_____

Value of equipment_____Teacher demonstrations?_____

Pupils performed experiments?_____Others_____

HEALTH (3-8)

(Health in 7-8 grades in General Science)

Texts_____

Copyright date_____ Workbooks?_____Name_____

Grades in which used_____Combining of classes?_____

If so, which_____Definite health project?_____

Explain_____

Provision for hot lunches?_____How supervised?_____

Remarks_____

LIBRARY

Number of books in your school library_____Amount spent for library books each year (approximately)_____

Who selects the books that are purchased?_____

Are titles taken from the state library list?_____

Do you use any of the traveling libraries in your school?___

If so, how many books did you receive during the past year?_

Have you provisions for getting books from some library?____

If so, what arrangements have you made?_____

Do you make a record of the books the pupils read?_____

Any means of stimulating outside reading?_____

Remarks_____

GENERAL

(Art, Music, Dramatics, Athletics, Extra-Curricular Work)

Do you have classes in art?_____What kind of work do you do during art period?_____

Do you work out projects in art?_____Explain_____

Do you enter art work in state contests?_____National?_____

Do you have handicraft work?_____Type_____

For which grades?_____

Do you have music classes?_____Vocal_____Instrumental_____

Music appreciation_____Give operetta?_____

If so, name_____

Number of pupils taking part_____

Do you give plays?_____Type_____When given _____

Number of pupils taking part_____Competition with other schools?_____

Do you have playground apparatus?_____

List_____

Any supervision on playground?_____Teacher?_____Pupil?_____

Provisions for indoor play?_____Types_____

Who directs?_____

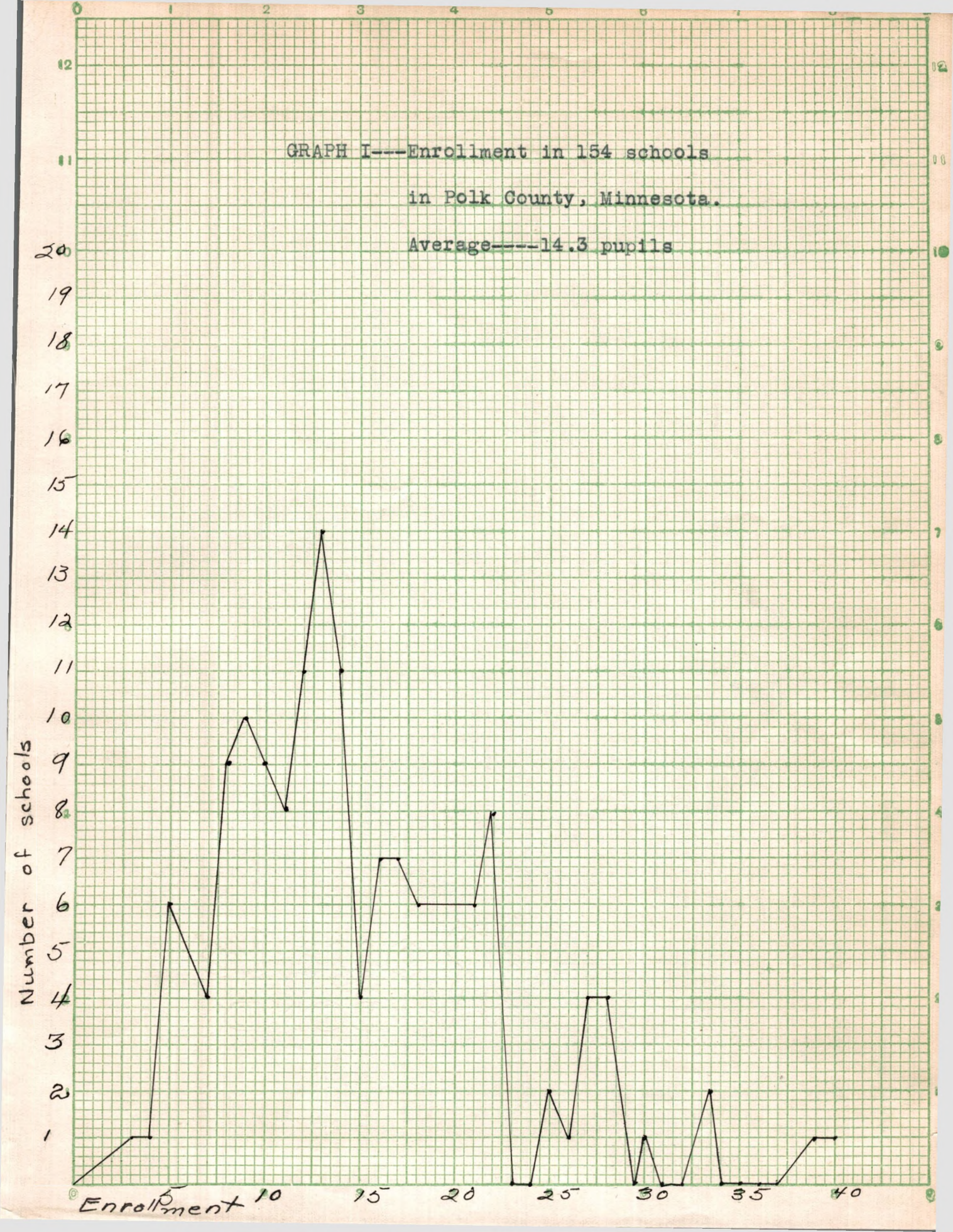
School clubs?_____Name_____

Does your school take part in the annual field day?_____

Do you engage in any activities not listed here?_____

Name_____

Remarks_____


GRAPH I---Enrollment in 154 schools
in Polk County, Minnesota.
Average----14.3 pupils
Number of schools
Enrollment
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
5
10
15
20
25
30
35
40