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## The Personnel Relationships of High School Teachers in North Dakota

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THE PERSONNEL RELATIONSHIPS OF HIGH SCHOOL  
TEACHERS IN NORTH DAKOTA

A Thesis  
Submitted to the Graduate Faculty  
of the  
University of North Dakota

by

William Lorentz Jacobson

In Partial Fulfillment of the Requirements  
for the  
Degree of  
Master of Science in Education  
August, 1938

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This thesis, offered by William L. Jacobson, as a partial fulfillment of the requirements for the Degree of Master of Science in Education in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.

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### ACKNOWLEDGMENTS

The writer wishes to acknowledge his indebtedness to Dr. Erich Selke, Professor of Education in the University of North Dakota, for his cheerful guidance and assistance in completing this study.

Thanks is also due to Dr. A. V. Overn, Professor of Education, University of North Dakota, for his aid in the planning of this study.

The splendid cooperation given by the superintendents of the many city and village schools, and the teachers of these schools who furnished the data, deserve a large measure of thanks.

The assistance and encouragement of the writer's beloved wife, Inga, is gratefully acknowledged.

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CHAPTER 1

INTRODUCTION

The powers, duties, privileges and responsibilities of high school teachers in North Dakota are set forth in The General School Laws of the State. One of the first requirements is that "All teachers before contracting to teach in any public school in North Dakota up to and including the eight grades and high schools, including all such schools receiving public funds shall be citizens of the United States."<sup>1</sup>

Teachers are also required to hold a "lawful certificate of qualification or a permit to teach."<sup>2</sup> It is also necessary that this certificate be recorded in the office of the county superintendent in the county in which the holder is engaged to teach before the teacher is entitled to take charge of teaching duties.

In applying for a certificate to teach in the public schools of this state the applicant must prescribe to the following oath or affirmation.

"I solemnly swear (or affirm) that I will support the Constitution of the United States of America, the Constitution of the State of North Dakota, and the laws of the United States and the State of North Dakota, and will by precept and example, promote respect for the flag and the Institutions of the United States and of the State of North Dakota, respect for law and order and undivided allegiance to the Government of the United States of America."<sup>3</sup>

<sup>1</sup>The General School Laws of the State of North Dakota, Department of Public Instruction, Edition of 1935, p. 226.

<sup>2</sup>Ibid. p. 227

<sup>3</sup>Ibid. p. 230

High school teachers in all classified schools must possess First Grade Professional Certificates.

"Graduates of standard accredited colleges and universities within or without the state receiving the bachelor's degree will be granted first grade professional certificates valid for three years after presenting to the State Superintendent of Public Instruction proof of such graduation and other data, provided the diploma implies at least two year courses, or sixteen semester hours of professional preparation for teaching, and when the holder has had eighteen months of successful experience in teaching in North Dakota after receiving such first grade professional certificate, satisfactory evidence of such experience having been filed with the Superintendent of Public Instruction on blanks printed for this purpose, the holder shall be entitled to a first grade professional certificate which shall be valid for life."<sup>4</sup>

Although directly responsible to the superintendent in high schools of this state the teacher is subject to the final authority of the school board.

"It shall employ the teachers of the school district and may dismiss a teacher at any time for plain violation of contract, gross immorality, or flagrant neglect of duty. No person shall be permitted to teach in any public school who is not the holder of a teachers certificate or a permit to teach, valid in the county or district in which such school is situated, and every contract for the employment of a teacher must be in writing and such contract must be executed before such teacher begins to teach in such school; provided, that no teacher holding a valid certificate shall receive less than forty-five dollars per month. Nothing in this section shall be construed to mean that teachers holding the same grade of certificate must necessarily receive the same salary."<sup>5</sup>

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<sup>4</sup> Ibid., p. 226.

<sup>5</sup> Ibid., p. 52.

### Purpose of the Study

The purpose of the study was to ascertain the personnel relationships of high school teachers in the state and to make comparisons in salary, qualifications, experience and other items that should be of general interest to teachers now in the service as well as to prospective teachers in teacher training institutions of the state. Many of the teachers, who filled out questionnaires, expressed their interest in the study by asking for a summary of the findings.

### Method of Treatment

The study was divided into six major divisions. The information lends itself readily to this grouping. An attempt was made to get a picture of the high school teacher in North Dakota from all angles. Following are the major divisions of the study:

1. The personal status of the high school teacher.
2. The extent, source and nature of the education of the high school teacher.
3. The subjects taught by the high school teacher.
4. The extra curricular and vacation activities of the high school teacher.
5. The community relationships of the high school teacher.
6. The living expenses of the high school teacher.

### Limitations

In making use of the questionnaire as a source of data for the study, the limitations of the device were taken into consideration. However, the material called for was factual and required no research on the part of the person filling out the blank. It was impossible to obtain this material from any other source and by any other method.

High schools of all sizes, some doing only one or two years of high school work, were included in the study. In some high schools offering only one or two years of work, the superintendent being the only high school teacher, was included. High school principals were also included. The Model high schools of the various teachers colleges, the Agricultural high school and parochial schools in the state, were not included in the study.

### Source of Data

The material used in the study was taken from questionnaires sent to the superintendents of one hundred seventy-seven classified, graded and consolidated, and unclassified high schools in the state. These superintendents were asked to have their high school teachers and high school principal fill out the questionnaire. Additional data was derived from the North Dakota Educational Directory, The School Laws of the State of North Dakota, National Survey of the Education of Teachers-Department of Interior, and various texts relating to secondary education.

In the preparation of the questionnaire a preliminary copy was prepared and submitted to Professor A. V. Overn and Professor Erich Selke for advice and correction. Then a try-out was made during a summer session at the University of North Dakota on teachers in attendance. After this the questionnaire was then corrected, revised and sent out for replies.

In organizing the material it was found convenient to make six major divisions. The first included position, title, salary, marital status, number of dependents, size of high school, experience and grade of certificate. The second dealt with the academic preparation of the teacher and the third with the teaching program. The fourth division took up the extra curricular and vacation activities and the fifth concerned the community relationships of the teacher. The final division attempted to determine the living expenses of the teacher.

A random sampling was made of all the high schools in the state irrespective of the number of years of high school work offered. The size of the school was represented on the basis of the number of teachers employed. Of the 556 questionnaires sent out, 348 were returned. This represents a return of 62.5 per cent. Only 295 questionnaires of the number returned were used. These came from 136 different schools.



## CHAPTER 2

## THE PERSONAL STATUS OF THE HIGH SCHOOL TEACHER

In attempting to obtain a cross-section of the teachers in all types of high schools in the state and to survey the personnel relationships of these teachers it was necessary to obtain data from the high school teachers in every type of high school. High schools listed merely as high school departments, where the teacher was also called the principal, and only one year of high school work was offered, to the largest system employing many teachers with a full time high school principal in charge, were included.

According to The General School Laws of the State of North Dakota,

"Any public graded school in any city or incorporated village or township, organized into a district, under the township or district system, which shall give instruction according to the terms and provisions of this act, and shall admit pupils of either sex from any part of the state without charge for tuition in the secondary school or high school department, shall be entitled to be classified as a state high school, and to receive pecuniary aid as hereinafter specified;"<sup>1</sup>

Further provision is made that,

"All four year high schools shall consist of grades nine to twelve inclusive and shall employ three full time high school teachers. All other schools with high school departments shall be considered as graded schools doing high school work and the minimum number of teachers required shall be determined by the Superintendent of Public Instruction."<sup>2</sup>

<sup>1</sup>The School Laws of the State of North Dakota, Department of Public Instruction, Edition of 1935, p. 103.

<sup>2</sup>Ibid., p. 104.

The idea of classification as further set forth in the School Laws of the State of North Dakota is closely tied in with the plan of state aid to schools. Although no money has been appropriated by the state legislature in recent years for state aid to schools on the basis of classification, the plan is still in existence. Requirements for each class were laid down by the State Superintendent of Public Instruction and The General School Laws. High Schools were listed in two groups, Classified High Schools, Graded and Consolidated High Schools. The Classified group was subdivided into two groups, first class schools, second and third class schools combined. The Graded and Consolidated were divided into Town Consolidated, Town Graded and Open Country Consolidated. This group is also subdivided into first, second and third class schools under the above headings, but no attention was paid to this sub-division in this study.

Table 1

Number of Teachers Reporting from Classified High Schools  
and Title of Position

Title of Position	First Class	Second Class	Third Class	Total
Academic High School Teacher	80	4	12	96
Principal	26	5	7	38
Coach	14	1		15
Vocational Teacher	21	1	5	27
Number of Teachers Reporting	141	11	24	176

The data in Table 1 shows 176 teachers reporting from classified high schools and 119 from consolidated and graded schools. The data coming from high school teachers, who were also administrative officers, and other teachers of special vocational work such as Home Economics and Vocational Agriculture, it was deemed necessary to divide them into four groups. The first group under the heading of Regular High School Teacher, included all teachers except those teaching Vocational Agriculture or Home Economics and those classed as principals or coaches. The second group consisted of vocational teachers of Home Economics and Agriculture and the third group principals in charge of high school departments and four year high schools were included. In the graded and consolidated group no teachers were listed as Vocational teachers or Coaches.

In the classified group there were 96 teachers listed as regular high school teachers, 38 as principals, 15 as coaches and 27 as vocational teachers.

Table 2

Number of Teachers Reporting from Consolidated and Graded High Schools and Title of Position

Title of Position	Town Consolidated	Town Graded	Open Country Consolidated	Total
Academic High School Teacher	31	7	4	42
Principal	38	17	28	85
Number of teachers Reporting	69	24	26	119

In the consolidated and graded group we had 42 regular high school teachers and 85 principals, a total of 119. The

reason for the large number of principals listed in this group can be found in the fact that in the small one and two teacher high school departments, the principal was the only high school teacher. No coaches or vocational teachers reported in this group.

#### Salaries of Teachers

The salaries paid in the different teaching positions in the classified high schools during the year 1937-1938 average over \$900.00.

Table 3

Salaries Paid in Different Teaching Positions in First Class High Schools for the School Year 1937-1938

Salary Groups	Coaches	Teachers	Principals	Vocational Teachers	All
Over \$1800	3	6	1	1	11
1750-1799		5			5
1700-1749		3			3
1650-1699					
1600-1649	1				1
1550-1599		1		4	5
1500-1549		3			3
1450-1499					
1400-1449		1		1	2
1350-1399		5			5
1300-1349		2		3	5
1250-1299	1		1	1	3
1200-1249					
1150-1199		1	2		3
1100-1149			2	1	3
1050-1099			1		1
1000-1049	1	2	2		5
950-999	1	4	3		8
900-949	2	18	8	6	34
850-899	3	5	3	3	14
800-849	2	13	3	3	20
750-799		7			7
700-749		4			4
Total Reporting	14	80	26	21	142
Median	\$924.50	921.50	943.75	972.50	938.24

In first class high schools as shown in Table 3, the Vocational teacher is the best paid in the group, the median being \$972.50. The reason for this is that vocational teachers are usually hired on the ten or twelve months basis and the schools having such teachers receive Federal Aid for the payment of these salaries. There is also a great scarcity of vocational teachers at the present time. The median salary of the principal was \$943.75 as compared to \$924.50 for coaches. The regular high school teacher received the lowest salary and the median was \$921.50. The total number of teachers reporting from classified high schools was 176. In this group were fourteen coaches, 80 regular high school teachers, 26 principals and 21 vocational teachers. No distinction was made between vocational teachers of Home Economics and Agriculture, although the women teaching Home Economics received considerably less salary. The median for teachers in all positions in first class high schools was \$938.24 with a total of 142.

Table 4

Salaries of Coaches, Teachers, Principals and Vocational Teachers in Second and Third Class High Schools for 1937-1938

Salary Groups	Coach	Teacher	Principal	Vocational Teacher	All Teachers
\$1800-Over		3		1	3
1700-1749					
1650-1699					
1600-1649		1		1	2
1550-1599					
1500-1549				1	1
1450-1499				1	1
1400-1449					
1350-1399					
1300-1349					
1250-1299					
1200-1249					
1150-1199					
1100-1149			1		1
1050-1099			1		1
1000-1049					
950-999					
900-949	1	4	6		11
850-899		1	3		3
800-849		3	2	2	7
750-799		4			4
700-749					
Below 700		1			1
Totals	1	16	12	6	35
Median	925.00	825.00	908.37	1475.00	905.68

In the second and third class group, with 34 teachers reporting, Table 4 shows 1 coach listed with a median salary of \$925.00. The median for the academic high school teacher was \$825.00, the principal \$908.37 and the vocational teacher \$1475.00. We would expect the vocational teacher to receive the highest salary as is the case here. With a total of 35 teachers in this group the median for all was \$905.68.

Table 5

Salaries of Teachers in Consolidated and Graded High Schools  
for the Year 1937-1938

Salary Group	Town Consolidated		Town Graded		Open Country Consolidated		All
	Teacher	Prin.	Teacher	Prin.	Teacher	Prin.	
Over \$1450							
1400-1449		1					1
1350-1399							
1300-1349							
1250-1299		1					1
1200-1249						2	2
1150-1199		2					2
1100-1149		4		3			7
1050-1099		3		1		3	7
1000-1049						1	1
950-999	1	4				1	6
900-949	3	6	2	3		4	18
850-899	3	3	2			2	10
800-849	9	7		3			19
750-799	5	3			1	1	10
700-749	4	3	3	2	1	4	17
650-699	2	1	1	1		1	6
600-649	3		1	1	2	2	9
550-599	1					1	2
500-549				1			1
Total	31	38	9	15	4	22	119
Median	902.78	925.00	741.67	841.67	649.00	899.00	838.16

In the Consolidated and Graded High Schools shown in Table 5 only two different types of positions were reported, the regular high school teacher and the principal. In this group there were 119 people reporting, 75 principals and 44 teachers. The greater number of principals is due to the fact that in many of these schools the principal is the only teacher.

In the Town Consolidated group with 31 teachers and 38 principals reporting the median salary of the teachers was

\$802.78 and the principals \$925.00. In the Town Graded group with 9 teachers and 15 principals reporting, the median salary for the teachers was \$741.67 and the principals \$841.67. The Open Country Consolidated group had 26 people reporting, four of whom were teachers and 22 principals. The median for the teachers was \$649.00 and the principals \$899.00.

The median for all teachers in all positions in this division was \$836.16.

Table 6

## The Size of High Schools in the Classified group

Number of Teachers in School	First Class	Second Class and Third Class	All
More than 9	38		38
9	14		14
8			
7	5		5
6	7	5	12
5	37		37
4	40	9	49
3		17	17
2		4	4
1			
Total	141	35	176
Median	4.81	3.79	4.49

One hundred and seventy six teachers as shown in Table 6 in the classified group reported. The largest number of replies came from the first class high schools where 141 teachers reported. The median number of teachers here was 4.74. The Administrative Manual for North Dakota High Schools states that for first class high schools,



"In addition to the superintendent there must be at least three full-time high school teachers who must be college graduates with at least sixteen semester hours in education which must include six semester hours in methods and practice teaching.----In all new schools applying for accrediting and all old schools applying for a higher rating that did not have a preliminary inspection in 1930-31, four full-time high school teachers aside from the superintendent will be required."<sup>1</sup>

In the combined second and third class group shown in Table 6 with 35 teachers reporting, the median number was 3.79. The median number of teachers in all the schools in this group was 4.49.

In the second class group the requirements state that

"In addition to the superintendent, there must be employed not less than two full-time high school teachers. In all new schools applying for accrediting and in all old schools applying for a higher rating that did not have a preliminary inspection in 1930-31, three full-time high school teachers aside from the superintendent will be required."<sup>4</sup>

The third class division requirements state that

"In addition to the principal there must be one full-time high school teacher. In all new schools applying for accrediting and in all old schools applying for a higher rating, that did not have a preliminary inspection in 1930-31, two full-time high school teachers aside from the superintendent are required."<sup>5</sup>

<sup>3</sup>Administrative Manual and Course of Study for North Dakota High Schools, OEdition 1931, p. 17

<sup>4</sup>Ibid., p. 18

<sup>5</sup>Ibid., p. 19

Table 7

## The Size of High Schools in the Consolidated and Graded Schools

Number of Teachers in School	Town Consolidated	Town Graded	Open Country Consolidated	All
More than 5	1			1
5				
4	2			2
3	11	2	1	14
2	39	12	4	55
1	16	10	21	47
Total	69	24	26	119
Median	2.48	2.17	1.00	1.23

In the schools of this group the average number of teachers decreases as the classification steps down. The number of teachers required is determined by the Superintendent of Public Instruction and depends upon the number of years of high school work offered. The median for the group as shown in Table 7 is 1.23 teachers. In the Town Consolidated division with 24 teachers reporting the median number of teachers was 2.17. The Open Country Consolidated division has 26 teachers reporting and a median of 1 teacher.

Table 8

## The Size of Classified High Schools Based on Enrollment

Number of Pupils	First Class	Second and Third Class	All
Over 239	38		38
220-229	7		7
210-219	7		7
200-209			
190-199			
180-189			
170-179			
160-169		3	3
150-159	4		4
140-149	13		13
130-139	10		10
120-129	11		11
110-119	3		3
100-109	3		3
90-99	7		7
80-89	1	2	3
70-79	6	10	16
60-69	14	4	18
50-59	3	10	13
40-49	14	1	15
30-39		3	3
20-29		2	2
Total	141	35	176
Median	138.5	71.5	124.56

In the classified group the median for first class high schools was 138.5 pupils. Second and third class schools were only about half as large and the median here was 71.5 pupils. This shows a definite relationship between classification and enrollment. The median enrollment for all the schools in this group was 124.56 students.

Table 9

## Size of Consolidated and Graded High Schools Based on Enrollment

Number of Pupils	Town Consolidated	Town Graded	Open Country Consolidated	All
Over 65				
60-64	2	3		5
55-59	2	1		3
50-54	2	2	1	5
45-49	1			1
40-44	6	2	1	9
35-39	9			9
30-34	14		5	19
25-29	6	1	1	8
20-24	11	1		12
15-19	7	3	3	13
10-14	5	1	8	14
5-9	3	3	8	14
0-4	1	2	4	7
Total	69	24	26	119
Median	30.48	31	10.61	24.79

In the graded and consolidated group, the Town Consolidated Schools and the Town Graded Schools were close together in the median number of pupils with the first group having 30.48 pupils and the second 31 pupils. The number in the Open Country Consolidated group was about one-third of the other two groups with a median number of pupils of 10.61. The median for the whole group was 24.79 pupils.

Table 10

Number of Years in Present Position of Teachers in Classified High Schools for the Year 1937-1938

Number of Years in Position	Coach	Teacher	Principal	Vocational Teacher	All
More than 15		7		1	8
15		1			1
14		4			4
13					
12	1	3			4
11		3			3
10	1			1	2
9		1	1	1	3
8	1	4			5
7			1		1
6		1			1
5		1			1
4		3	3	2	8
3	1	8	5	2	16
2	3	22	9	6	40
1	8	37	19	14	78
Total	15	95	38	26	175
Not Reporting					1
Total					176
Median	1	2.44	1	1	2.16

The tenure of the teachers in the different positions in classified high schools was surprisingly low. The coaches, principals and vocational teachers had a median of one year, while the high school teachers had been in their present positions longer, the median here being 2.44. The median for the whole group was 2.16. Examining the table more closely we find that 78 of 175 teachers in the group or 44.6 per cent were in their first year of teaching, and 22.9 per cent were in their second year. In other words 67.5 per cent or over two-thirds of the teachers in classified schools had two years or less of experience. Cole in his study of "The Teaching Population of North Dakota" in 1929 found that 38 per cent of

the teachers in classified high schools were in their present position for the first year and 23.3 per cent were in their second year. There were 61.3 per cent in 1929 with experience of two years or less.<sup>6</sup> This is a discouraging situation, and as the figures show, one that has not improved in the past nine years. In fact, the number of teachers with two years or less in their present position has increased 6.2 per cent since 1929.

Table 11

Number of Years in Present Position of Teachers in Consolidated and Graded Schools for the Year 1937-1938

Number of Years	Town Consolidated	Town Graded	Open Country Consolidated	All
10				
9				
8				
7			2	2
6	1	1	1	3
5	1	2	1	4
4	2	1	2	5
3	11	3	2	16
2	14	7	5	26
1	40	10	13	63
Total	69	24	26	119
Median	1	1.29	1	1

In the Graded and Consolidated group the tenure was also very low, with 69 teachers reporting in the Town Consolidated division the median was 1. In the Town Graded division with 24 teachers reporting, the median was 1.29 and in the Open Country Consolidated the median was also 1. This shows an exceedingly short tenure in both classified and graded groups.

<sup>6</sup>  
R. J. Cole, The High School Teaching Population of North Dakota, University of North Dakota Dept. Bulletin, No. 5, p. 12.

The median tenure for all the teachers in this group was one year. There were 52.9 per cent in their first year of teaching. The situation here at this time is much the same as in 1929 when Cole found that 50.6 per cent in this same group were in their initial year of teaching.<sup>7</sup>

Table 12

## Total Years of Experience of Teachers

Years of Experience	Number of Teachers	Per Cent
Over 25	1	.3
23-24	7	2.3
19-21		
16-18	11	3.8
13-15	13	4.4
10-12	22	7.5
7-9	36	12.3
4-6	63	21.3
1-3	142	48.1
Total	295	100.00
Median	4.16	

The large majority of high school teachers in the state as shown in Table 12 have taught from one to six years. The median for all the teachers was 4.16.

In the National Survey of the Education of Teachers made in 1930-31 the median number of years of experience for North Dakota teachers was five.<sup>8</sup>

Cole in 1929 found that 64.7 per cent of the teachers in the state had taught from one to five years.<sup>9</sup> Using about the same basis of comparison in Table 12, we find that 69 per cent of the teachers had taught from one to six years.

<sup>7</sup>Ibid., p. 12.

<sup>8</sup>National Survey of the Education of Teachers, United States Department of Interior, Volume 2, p. 31.

<sup>9</sup>R. J. Cole, Op. Cit., p. 11.

Table 13

Previous Experience of Consolidated and Graded High School  
Teachers in Various Types of Schools

Type of School	Number and Per Cent of Teachers Reporting Experience in Various Types of Schools	
	Number	Per Cent
Classified Only	2	1.36
Classified, Consolidated and Graded High Schools	9	7.55
Classified and Rural	3	2.04
Graded and Consolidated Only	23	18.48
Graded, Consolidated and Rural	29	24.35
Classified, Graded and Consolidated and Rural	7	5.85
Rural Only	17	17.27
Unclassified and Rural	1	.68
Unclassified Only	1	.68
Classified, Consolidated and Graded, Rural and Unclassified	3	2.04
Consolidated and Graded and Unclassified	1	.68
Rural, Unclassified, and Consolidated and Graded	1	.68
No Previous Experience	23	19.32
Total	119	
Total Per Cent		100.00

The data in Table 13 show that the teachers in the consolidated and graded group had a wide variety of experience in different types of schools. Over 24 per cent had previous experience in graded, consolidated and rural schools, while over 19 per cent had no previous experience.



Table 14

## Previous Experience of Classified High School Teachers in

## Various Types of Schools

Type of School	Number and Per Cent of Teachers Reporting Experience in Various Types of Schools	
	Number	Per Cent
Classified Only	76	43.19
Classified, Consolidated and Graded	19	10.81
Classified and Rural	14	7.75
Graded and Consolidated Only	2	1.16
Graded and Consolidated and Rural	4	2.30
Classified, Graded and Consolidated, Rural	9	5.13
Rural Only	2	1.16
Classified and Unclassified	2	1.16
Unclassified, Consolidated and Graded, and Classified	1	.59
Unclassified and Consolidated	1	.59
No Previous Experience	46	26.16
Total	176	
Total Per Cent		100.00

The data in Table 14 show that 43.19 per cent of the teachers in classified high schools had previous experience in the same type of school. There were 46 teachers or 26.16 per cent that had no previous experience. Other teachers had a wide variety of experience in different types of schools.

All but two teachers in the classified high schools held first grade professional certificates with 176 reporting. These two teachers were teachers of special subjects and held special certificates for the teaching of these subjects.

In the consolidated and graded group of the 119 teachers included, 98 held first class professional certificates and 21 held second class certificates.

First Grade Professional Certificates are granted to graduates of standard accredited colleges and universities who hold a bachelors degree.

"The first grade professional certificate qualifies the holder to teach in any of the public schools of this state. The certificates issued by the State Superintendent of Public Instruction shall be valid in any county of the state when recorded by the county superintendent of schools."<sup>10</sup>

The second grade professional certificate,

"Qualifies the holder to teach in any of the elementary grades of the public schools of the state and also such subjects as are generally taught in the ninth and tenth grades."<sup>11</sup>

Special certificates may be granted

"authorizing the holders to teach in any of the common, graded or high schools (1) drawing, (2) music, (3) kindergarten, or (4) primary subjects, to teachers holding at least a second grade elementary certificate. Special certificates to teach (1) agriculture, (2) commercial subjects, (3) domestic science, or (4) manual and industrial training in the common, graded or high schools of the state, may be issued to applicants who possess qualifications equivalent to those required for a second grade professional certificate. The applicant for a special certificate must

<sup>10</sup>Department of Public Instruction, Op. Cit., p. 226.

<sup>11</sup>Ibid., section c., p. 225.

satisfy the board by examination or otherwise of his proficiency in the subject which the holder is authorized to teach."<sup>12</sup>

Table 15

## Highest Type of Certificate Held by Teachers

Type of Certificate	Classified Schools	Consolidated and Graded Schools	Per Cent
Second Grade Professional	2	21	7.8
First Grade Professional	174	98	92.2
Total	176	119	100.00

With 92.2 per cent of the high school teachers in all groups, as shown in Table 15, holding first grade professional certificates and the preparation that these certificates imply, it would seem that teachers are well qualified as to academic preparation for the jobs they are holding.

Table 16

## Other Certificates Held by Teachers in Addition to Above

Name of Certificate	Number Reporting
1. Minnesota High School Standard	1
2. Music Special	4
3. Industrial Arts	3
4. Physical Education	2
5. Scoutmasters Certificate	2
6. Primary Special	1
7. Commercial Special	2
8. Library Certificate	1

<sup>12</sup> Department of Public Instruction, Op.cit., p. 226.

Table 17

## Number of Dependents in Families of Married Teachers

Number of Dependents in Family	Number of Teachers Reporting
Over 7	
7	2
6	0
5	1
4	4
3	18
2	32
1	24
0	17
Total number reporting dependents	81
Total number reporting no dependents	17
Median	2

With 98 married teachers reporting, 81 stated they had dependents and 17 reported no dependents. The median number of dependents was 2. Of the 197 teachers who reported that they were unmarried, 181 reported no dependents and 16 reported dependents.

Table 18

## Number of Dependents of Unmarried Teachers

Number of Dependents	Number of Teachers Reporting
Over 4	
4	1
3	0
2	7
1	8
0	181
Number reporting dependents	16
Number reporting no dependents	181

### Summary and Conclusions of Chapter 2

There is a definite relationship between the status of high school teachers in regard to their salaries, experience and tenure, and the class of the schools in which they are working. From the open country consolidated school through the successive classes to the first class high school, the salaries, experience and tenure all increase.

In the matter of salaries, as the classification steps up the salaries go up. The median salary in the first class high schools was \$938.24, in the second class high schools \$905.00, and in the third class high schools \$917.67. In the consolidated and graded schools the median was \$836.16.

In 1930-31 when the National Survey of the Education of Teachers was conducted the median salary for men in North Dakota based on 220 cases was listed as \$1574.00 and for women \$1286.00. The average of these medians is \$1430.00.

This national survey being made in 1930-31 came just before the time when drastic reductions were made in teachers salaries. The law reducing the basis of valuation from 75 per cent to 50 per cent was passed in 1932 and school income in the state dropped rapidly with consequent reductions in teachers salaries.

The average size high school in the classified group in North Dakota has from three to five teachers and in the graded and consolidated group from one to three teachers.

The National Survey of the Education of Teachers in 1930-31 reported that more than one third of the high school teachers in North Dakota were "new" in their positions for that year.<sup>14</sup> By "new" teacher was meant one that was not employed in the present school system last year. In this study the figures show that 48.8 per cent of the teachers were in their first year of teaching in 1937-38.

Teachers in North Dakota high schools have a relatively short period of service. With a median tenure of 2.16 years in classified high schools and one year in graded and consolidated schools a teacher is a transient person whose short term of service can hardly more than get him acquainted with the system in which he works before moving on to a new position.

The fact that the great majority of teachers hold first grade professional certificates is an encouraging note. These people all have degrees which implies four years of preparation. This is also more important when we find that they spend a comparatively short time in one position. Adequate preparation may compensate somewhat for the experience these teachers lack.

Married teachers do not have large families, the median being two dependents.

The largest percentage of teachers in the classified group had previous experience in only that type of school.

This would indicate that once a teacher started in classified schools he had a good chance to stay in that group. In the graded and consolidated group there seemed to be no definite trend showing the teachers staying in one type of school.

<sup>14</sup> National Survey, Op. cit., Volume 2, p. 89.

## CHAPTER 3

THE EXTENT, SOURCE AND NATURE OF THE  
EDUCATION OF HIGH SCHOOL TEACHERS

The problem of changing needs in high school teacher preparation is one that must be considered in view of changing curriculums and practices in secondary schools today. It is necessary that prospective teachers be informed of the requirements, and that teacher training institutions recognize and adapt their programs to the new trends in teacher training practices. Chamberlain states four definite trends in teacher preparation.

"First, there is every evidence that the amount of preparation required will be consistently increased for several years to come.

Secondly, emphasis is being placed on specialization in terms of the type of position to be filled.

.....  
A third major trend in teacher preparation is the growing emphasis on professional courses of a practical nature as opposed to theory courses.

.....  
Finally, there appears to be a definite tendency in liberalizing the education of teachers. This tendency is, no doubt, partly a reaction against the recent emphasis on specialization and partly owing to the belief that the present-day teaching staff knows too little of the social and economic problems that they are daily called upon to deal with and which their pupils must encounter after the completion of their formal education."<sup>1</sup>

<sup>1</sup>Leo M. Chamberlain, The Teacher and School Organization, p. 134-135.

Table 19

States in Which North Dakota High School Teachers Obtained  
Their Undergraduate and Graduate Training

Name of State	Frequency of Mention	Rank
North Dakota	230	1
Minnesota	78	2
Iowa	14	3
Wisconsin	11	4
Illinois	10	5
South Dakota	8	6
Montana	7	7
California	6	8
New York	4	9
Washington	4	9
Others	16	
Total	488	

The frequency with which teachers mentioned having received a part of or all their training in North Dakota and other states is established in Table 19. North Dakota was indicated 230 times and ranks first. The neighboring state of Minnesota is second with a frequency of 78. Wisconsin ranks third, with 14 and Illinois fourth, being mentioned 10 times. It seems significant that all other states combined trained more teachers than North Dakota. This perhaps is a healthy condition from the standpoint of the fact that students should have some teachers from other states with a little different background than those from North Dakota. Of course there should be a balance of state teachers and out of state teachers. Ten other states had trained 16 teachers. A total of 26 states were mentioned.



Table 20

Institutions From Which North Dakota High School Teachers  
Obtained Their Undergraduate and Graduate Training

Institution	Diploma Frequency	Degree					All
		B.A.	B.S.	B.E.	M.A.	M.S.	
University of North Dakota	1	18	27	1	7	3	57
North Dakota Agricultural College		1	37			1	39
Mayville State Teachers College	6	26					32
Valley City State Teachers College	8	21					29
Jamestown College		24	3				27
Concordia College		22					22
Minot State Teachers College	4	15					19
Dickinson State Teachers College	8	7					15
Ellendale State Teachers College	3		8				11
St. Olaf College		7					7
Others	22	36	13	4	8	2	85
<b>Total</b>	<b>52</b>	<b>178</b>	<b>88</b>	<b>4</b>	<b>15</b>	<b>6</b>	<b>343</b>

The institutions in which high school teachers received their undergraduate and graduate training is shown in Table 20. The frequency with which these institutions were indicated as having granted diplomas and degrees is shown, rather than the number of teachers who received them. Some teachers possessed both diplomas and degrees and hence were counted twice. If they possessed advanced degrees in addition, they were counted

three times. The table also shows the types of degrees granted. Only the ten schools mentioned the greatest number of times were listed in the table. The University of North Dakota ranked first, having conferred 57 degrees and one diploma. The North Dakota Agricultural College was second, granting 39 degrees. The Mayville State Teachers College was third, with 26 degrees and 6 diplomas. Valley City State Teachers College was mentioned as conferring 8 diplomas and 21 degrees, and Jamestown College was in fifth place with 22 degrees. There were 20 other schools mentioned that were not listed in the table, with a frequency of 22.

It is perhaps significant that 8 of the 10 schools where teachers received some or all of their training were North Dakota schools. Also worthy of comment is the fact that 21 teachers possessed master's degrees. This is 7.1 per cent of the total number reporting. Cole reported 2.4 per cent of North Dakota high school teachers having master's degrees in 1929.<sup>2</sup>

<sup>2</sup>R. D. Cole, The High School Teaching Population of North Dakota, School of Education Bulletin No. 5, p. 33.

Table 21

Types of Schools From Which High School Teachers Obtained  
Their Undergraduate and Graduate Training

Kind of Institution	Classified School		Graded and Consolidated Schools	
	No. of Teachers	Per Cent	No. of Teachers	Per Cent
Private Colleges	37	21.	17	14.3
State Universities or Agricultural Colleges	46	26.2	17	14.3
State Teachers Colleges	26	14.8	50	42.0
State Teachers Colleges and Universities or Agricultural Colleges	18	10.2	22	18.5
Private Colleges and State Universities or Agricultural Colleges	32	18.2	1	.8
State Teachers Colleges and Private Colleges	5	2.9	8	6.8
State Universities or Agricultural Colleges and Private Colleges	2	1.1		
Private Colleges and State Teachers Colleges	2	1.1		
Teachers Colleges and Universities and Private Colleges	6	3.4	4	3.3
University and Agricultural Colleges	2	1.1		
<b>Total</b>	<b>176</b>	<b>100.00</b>	<b>119</b>	<b>100.00</b>

Grouping the schools as to types of institutions in which teachers received their undergraduate and graduate training is shown in Table 21. In the classified high schools, 26.1

per cent received their training in state universities or agricultural colleges. The second largest number came from private colleges and the figure was 21 per cent. Third on the list was a combination of private colleges and state universities or agricultural colleges.

In the consolidated and graded school group the largest number of teachers obtained their training in state teachers colleges alone. Second with 18.5 per cent, was a combination of state teachers colleges and universities or agricultural colleges. Private colleges alone and state universities and agricultural colleges each furnished 17 teachers or 14.3 per cent.

Table 22

Years During Which High School Teachers Completed  
Graduate and Undergraduate Training

Year Work Completed	Classified Schools		Graded and Consolidated Schools	
	Frequency	Rank	Frequency	Rank
1937	63	1	23	1
1936	22	3	14	2.5
1935	30	2	13	4
1934	12	8	11	5.5
1933	11	9	9	7.5
1932	17	4	14	2.5
1931	16	5	11	5.5
1930	7	12	7	9
1929	9	10.5	9	7.5
1928	13	6.5	3	10.5
1927	5	14.5	3	10.5
1926	5	14.5		
1925	13	6.5	1	13.6
1924	9	10.5	1	13.6
1923	6	13		
1922	3	16.5	1	13.6
1921	2	18		
1920	3	16.5		
Prior to 1920	21		1	13.6
<b>Total</b>	<b>267</b>		<b>121</b>	

The data in Table 22 show the years during which high school teachers received degrees or diplomas and completed various stages in their training. The largest number in both groups of schools were graduates finishing in 1937. The years shown are those at which time the high school teachers finished some part of their teacher training. They were either granted degrees or diplomas during these years. The frequency then of course, is much greater than the number of teachers reporting because of the fact that some teachers possess both diplomas and degrees.

Table 23  
Number of Years of Past Secondary Training  
of High School Teachers

Number of Years	Classified Schools	Consolidated and Graded Schools
	No. of Teachers	No. of Teachers
Over 6.5	2	
6.5	6	3
6.0	9	2
5.5	9	
5.0	16	3
4.5	17	6
4.0	92	70
3.5	6	9
3.0	4	9
2.5	5	2
2.0		1
1.5		9
1.0		
Total	176	119
Median	4.4	4.29

The number of years of training of the teachers in both groups of schools is shown in Table 23. The range in the classified group schools is from 2.5 to over 6.5 years of train-

ing with a median of 4.4 years.

In the consolidated and graded group, the range was from 1.5 years to 6.5 years with a median number of 4.29 years of training.

Table 24

Major Subjects Pursued by High School Teachers  
in Undergraduate and Graduate Training

Subject	Frequency	Rank
English	33	1
History	29	2
Education	24	3
Science	19	4
Mathematics	18	5
Social Science	17	6
Home Economics	13	7
Music	11	8
Commerce	9	9
Biology	8	10
Industrial Arts	7	11
Agriculture	6	12
Chemistry	5	13.5
Latin	5	13.5
Speech	4	15.5
French	4	15.5
Physical Education	3	17
Others	19	

The frequency with which teachers stated that they pursued single subject majors in college is shown in Table 24. English was the most common, with History second, Education third, Science fourth, and Mathematics fifth. Those with a frequency of less than three were listed as others and in this group there were 17 different subjects, mentioned 19 times. It would seem that high school teachers should not be allowed to major in Education. Considering the number of different subjects these teachers are called upon to teach the majors should be taken in subject fields.

Table 25

Major Subject-Combinations Pursued by High School  
Teachers in Undergraduate and Graduate Training

Major Subject-Combinations	Frequency	Rank
History-Social Science	19	1
Education-Social Science	9	2
Education-English-History	7	3
English-Education	6	4
Social Science-History-English	4	5
English-Science-Mathematics	4	5
Music-English	4	5
Latin-English	3	8.5
Home Economics-Science	3	8.5
Others	42	

Those teachers who listed major subject-combinations as shown in Table 25 indicated History-Social Science 19 times, Education-Social Science 9 times, Education-English-History 7 times, English-Education 6 times, and Social Science-History-English 4 times. Some combination of the four subjects, History, Social Science, Education and English ranked as the most common subject combination. Under others, not listed in the table, were 34 major combinations mentioned 42 times.

Table 26  
 Minor Subjects Pursued by High School Teachers  
 in Undergraduate and Graduate Training

Minor Subjects	Frequency	Rank
English	25	1
Social Science	18	2
Education	16	3
Mathematics	13	4
Physical Science	12	5
History	11	6
Music	7	7
German	5	9
Home Economics	5	9
Geography	5	9
Chemistry	4	11.5
Psychology	4	11.5
Languages	3	13.5
Physical Education	3	13.5
Others	16	

For teachers indicating single minor subjects pursued in their training, English ranked first, with a frequency of 25. Social Science was second, Education third, Mathematics fourth, Physical Science fifth, and History sixth. Grouped as others were 12 additional minors with a frequency of 16.



Table 27  
 Minor Subject-Combinations Pursued by High School  
 Teachers in Undergraduate and Graduate Training

Minor Subject-Combinations	Frequency	Rank
English-Science	17	1
Education-English	14	2
Education-Social Science	7	3
History-Education	5	5.5
English-History	5	5.5
History-Social Science	5	5.5
Education-Political Science	5	5.5
History-Mathematics	4	8.5
Science-Psychology	4	8.5
Commerce-Library-History	3	16
English-Music	3	16
French-Science-Education	3	16
Economics-English	3	16
Mathematics-Education-Social Science	3	16
English-Commerce-Science	3	16
Science-Commerce	3	16
Psychology-Education	3	16
Social Science-Industrial Arts	3	16
English-History-Science	3	16
Chemistry-German-Education	3	16
English-Mathematics	3	16
Physical Education-Mathematics	3	16
Others	55	

Minor subject-combinations were almost unlimited.

Table 27 shows the two outstanding combinations to be English-Science and Education-English. Grouped under others were 42 minor subject-combinations mentioned 55 times.

#### Summary of Chapter 3

Over half of the North Dakota High school teachers receive some or all of their undergraduate or graduate training in other states.

North Dakota institutions rank high in the number of teachers who complete work for diplomas or degrees of those now

teaching in the state.

The apparent lead of other states over North Dakota in furnishing some or all of the undergraduate and graduate training for teachers in the state can be explained by the fact that although most of the teachers receive their undergraduate training in the state, many pursue summer session work in other states.

While teachers in the classified high schools for the large part, receive their training in state universities or agricultural colleges and private colleges, those in the consolidated and graded group are largely trained in teachers colleges.

The average teacher has from four to five years of training.

English, History and Education are the most common single minors pursued by the teachers in their training.

Some combination of History, Education, English and Social Science is the most common major subject-combination.

English, Social Science, and Education were the most popular single subject minors pursued.

Some combination of English, Science, Education and Social Science and History was the most popular minor subject-combination listed by high school teachers.

## CHAPTER 4

## SUBJECTS TAUGHT BY HIGH SCHOOL TEACHERS

In attempting to study and classify the subjects and subject-combinations taught by high school teachers in North Dakota some grouping as to what should constitute a subject was necessary. To list all the courses and combinations of courses offered was impractical as well as impossible.

The groupings made of the courses into subjects as listed below were used by Cole in 1929 for his study of The Teaching Population in North Dakota.<sup>1</sup> These subjects offer logical groupings of the courses commonly taught in the high schools of the state. Cole's groupings were;

Agriculture: Animal Husbandry, Farm Shop, Crops and Soils, and General Agriculture.

Art;

Bible Study;

Biological Sciences: Biology, Botany, Horticulture, General Science, Physiology and Zoology.

Commercial Subjects: Bookkeeping, Commercial Arithmetic, Commercial Law, Farm Accounting, Industrial and Commercial Geography, Shorthand and Typewriting.

English: High School Grammar, Journalism, Public Speaking.

Grade Subjects:

Home Economics;

Latin;

Manual Arts: Home Mechanics and Mechanical Drawing.

<sup>1</sup>R. J. Cole, The High School Teaching Population of North Dakota, University of North Dakota Departmental Bulletin, p. 8.

**Mathematics:** Algebra, Elementary and Advanced; High School Arithmetic, Geometry, Plane and Solid; Trigonometry.

**Modern Languages:** French, German, Norse and Spanish.

**Music:**

**Physical Sciences:** Chemistry, High School Geography, Physiography and Physics.

**Psychology:**

**Physical Education:**

**Social Studies:** Civics, Citizenship, Early World History, Economics, United States History, Modern World History, Social Problems, Present Day Problems, Sociology and Vocations.

Subjects will be defined under these headings where the term is used subsequently in this chapter.

In high schools belonging to the North Central Association of Secondary Schools and Colleges located in the state, teachers must have a minimum of sixteen semester hours in the academic subjects they teach. Although a close check is kept on the schools belonging to this association there is a wide deviation from this rule in other schools in the state.

The question as to whether or not teachers were teaching in their major and minor fields of preparation can be answered by referring to Table 28.

Table 28  
 Number of High School Teachers Teaching in Their Major  
 and Minor Fields of Preparation

Fields	Classified Schools		Consolidated and Graded Schools		Total	All Per Cent
	No.	Per Cent	No.	Per Cent		
Major Field Alone	36	20.5	1	.8	37	12.6
Major and Minor Fields Alone	28	16.0	13	10.9	41	13.9
Major and Other Fields	55	31.2	25	21.0	80	26.8
Major, Minor and Other Fields	28	16.0	45	37.8	73	24.8
Minor Field Alone	3	1.7	1	.8	4	1.4
Minor and Other Fields	15	8.5	16	13.5	31	10.6
Neither Major or Minor Fields	11	6.1	11	9.3	22	7.5
Not Reporting			7	5.9	7	2.4
<b>Total</b>	<b>176</b>	<b>100.00</b>	<b>119</b>	<b>100.00</b>	<b>295</b>	<b>100.00</b>

In the classified schools 31.2 per cent were teaching in their major together with other fields, 20.5 per cent in their major field alone and 16 per cent in the grouping listed as major, minor and other fields and major and minor fields alone. Only 6.1 per cent were teaching entirely outside of their major and minor fields. In the consolidated and graded group 37.8 per cent were teaching in their major, minor and other fields and only 9.3 per cent outside of their major and

minor fields entirely. This is an encouraging situation considering the fact that teacher training institutions have found it difficult to prepare for the wide variety of subjects that teachers are called upon to teach in small high schools.

Table 29

## Number of Different Subjects\*Taught By High School

## Teachers

Number of Subjects	Number of Teachers Teaching These Subjects		All
	Classified Schools	Consolidated and Graded Schools	
6	2	5	7
5	13	28	41
4	23	41	64
3	50	35	85
2	55	10	65
1	33		33
<b>Total</b>	<b>176</b>	<b>119</b>	<b>295</b>

\*Subject; English all one subject etc.

The number of different subjects taught by high school teachers as shown in Table 29 indicate that in classified schools the average teacher only has two different subjects. In the consolidated and graded group the teacher instructs four or five classes each day. The situation in graded and consolidated schools can improve only with the addition of more teachers to the staff.

Table 30

## Number of Classes Taught Each Day by High School Teachers

Number of Classes	Number of Teachers Teaching These Classes		All
	Classified Schools	Consolidated and Graded Schools	
More than 8		1	1
8	4	18	22
7	26	25	51
6	50	42	92
5	60	21	81
4	31	8	39
3	4	1	5
2	1	3	4
<b>Total</b>	<b>176</b>	<b>119</b>	<b>295</b>

The data in Table 30 show that teachers in both groups of schools taught five or six classes each day. Those teachers teaching only two or three classes were also teaching some grade classes but failed to give this data.

Table 31

## Various Subjects Taught by High School Teachers Showing the Extent to Which They Appeared Singly and in Combination

Subject	Number of Times Each Subject Appeared Alone or in Subject-Combinations of							Total
	2 Sub- Alone	3 Sub- jects	4 Sub- jects	5 Sub- jects	6 Sub- jects	7 Sub- jects		
Agriculture	2	5	8	9	8	6		38
Biological Science	1	12	23	45	26	6	1	114
Commercial Subjects	2	15	40	42	25	6	1	121
English	12	33	33	37	25	7		147
Grade Subjects			4	11	6	4		25
Home Economics	3	6	9	3	3			24
Manual Arts	2	1		2	1			6
Mathematics	4	13	14	22	22	4	1	80
Modern Languages	3	4	4	1	2			14
Music	1	12	18	14	4			49
Physical Education	1	7	26	26	32	5	1	98
Physical Science	1	3	4	11	6			25
Psychology		1	2	3	5	2		13
Social Science	4	25	37	45	32	9	1	153
<b>Total</b>	<b>36</b>	<b>137</b>	<b>222</b>	<b>271</b>	<b>197</b>	<b>49</b>	<b>5</b>	<b>917</b>

The frequency with which the different subjects taught by high school teachers appeared singly and in a combination with other subjects is shown in Table 31. English appears most often alone being listed twelve times. English also appears most often in a combination of two subjects, being listed here thirty-three times. Social Science is mentioned twenty-five times in a combination of two subjects. In the three subject combination, commercial subjects, are mentioned most, being indicated forty times, with social science second, listed 37 times. In the combinations of four, five and six subjects, social science, physical education, mathematics, English, commercial subjects, and biological sciences are mentioned most frequently.

The data in Table 31 also show which subjects were taught most frequently. Under the heading of total we see that social sciences, English, commercial subjects and biological sciences were the four most frequently mentioned, in the order named.



Table 32

Frequency With Which Various Subjects Were Being Taught Outside  
of Minor or Major Subject Preparation

Subject	Classified Schools Frequency	Consolidated and Graded Schools Frequency	Total
Agriculture	3	19	22
Biology	9	10	19
Bookkeeping	2	1	3
Chemistry	2		2
Commercial Arithmetic	8	7	15
Commercial Geography	3	10	13
Commercial Law	3	2	5
Economics	1		1
General Science	13	12	25
Geography	1		1
History	6	14	20
Home Economics	2	1	3
Industrial Geography		1	1
Latin	3		3
Manual Arts	1		1
Mathematics	8	4	12
Music	15	11	26
Vocations	1	3	4
Physical Education	41	45	86
Physiography	1	1	2
Physiology	4	5	9
Physics	3	1	4
American Problems	2	2	4
Shorthand	8	2	10
Typewriting	17	23	40
Grade Subjects	2	8	10
English	10	33	43
Junior Business	13	22	35
Psychology	4	5	9
Geometry	2	1	3
Algebra	2	17	19
<b>Total</b>	<b>190</b>	<b>260</b>	<b>450</b>

The frequency with which various subjects and courses were being taught outside of the minor and major preparation fields is shown by the data in Table 32. Physical education is mentioned the greatest number of times in both groups of schools, English is second, and Typewriting third. Other subjects

and courses taught frequently outside of major and minor preparation fields were Junior Business Training, Music, History, General Science, and Agriculture. It cannot be implied that teachers had no preparation for the teaching of these subjects. They were merely teaching this subject with less than minor preparation. In teaching Physical Education for instance, it can be said that most teachers were required to take courses in this subject in college, although perhaps not enough to constitute a minor.

#### Summary and Conclusions of Chapter 4

The fact brought out that the majority of high school teachers in North Dakota are now teaching in a large degree in some definite combination of minor or major preparation field that they have pursued in training is an encouraging note.

Classified schools show definite progress in limiting the number of subject fields in which the teachers are required to teach. A teacher can unquestionably be well prepared in two different subject fields, while she cannot be expected to do justice to four or five. In the consolidated and graded schools the situation is not as satisfactory. Here the teacher must teach in four or five different fields.

Teachers carry a rather heavy burden in the number of classes they are required to teach each day. The majority have from five to seven classes, which together with study hall duty and their extra-curricular activities, is a heavy load.

The large number of courses grouped under social sciences,

will account for the apparent large number of times this subject is mentioned as being taught outside of minor and major fields of preparation. Actually, English is the subject which dominates the field where a limited degree of preparation was listed.

CHAPTER 5  
THE VACATION AND EXTRA-CURRICULAR ACTIVITIES  
OF HIGH SCHOOL TEACHERS

The vacation activities that occupy the teacher's time when school is not in session during the summer months, were many and varied.

Table 33  
Types of Vacation Activities Pursued by High  
School Teachers During the Past Five Years

Type of Activity	Frequency of Mention of Specified Activity	Rank
Traveling	133	1
Summer School	130	2
Agriculture	59	3
Commercial Work	43	4
Camp Work	32	5
Teaching	30	6
Baseball	14	7
Common Labor	10	8
Land Survey	9	9
Federal Relief Administration	6	11
Soil Conservation	6	11
Social Service	6	11
Agricultural Project Work	5	13
Religious Service Work	4	14
Agricultural Adjustment Administration	3	15.5
Railroad Work	3	15.5
Band Work	2	18.5
Linotype Work	2	18.5
Trucking	2	18.5
Working at Home	2	18.5
Other Types of Work	12	

The data in Table 33 show the frequency or the number of times the designated activities were mentioned by teachers and the relative ranking of these vacation activities. Traveling occupied the most prominent position being mentioned 133 times. Advanced training at summer school was indicated 130

times and was second in rank. Agriculture was third being listed 59 times. Commercial work ranked fourth, with a frequency of 43 and Camp work fifth being reported 32 times. Teaching was reported 30 times, and ranked seventh. Baseball ranked eighth, and common labor ninth. Various phases of government work including the Federal Emergency Relief Administration, Soil Conservation, Social Service and Land Survey were mentioned 30 times in the remaining groups. The five teachers, who reported Agricultural project work were evidently Smith-Hughes Agriculture teachers working on a twelve months teaching contract. These instructors spend their time during the summer months supervising the high school students taking that work. Railroad work was mentioned 3 times, band work, linotype work, trucking and working at home were reported twice. Other types of work were reported 12 times.

Table 34

Reasons Given by Teachers for Engaging in  
Different Types of Vacation Activities

Reasons Given	Frequency	Rank
To Supplement Income	121	1
Training	114	2
Pleasure	84	3
Recreation	32	4
Experience	16	5
Health	12	6
Christian Service	11	7.5
Other Reasons	11	7.5
Duty	9	9

The number of times the designated reasons were mentioned for engaging in the various summer activities by high school teachers is given in Table 34 together with the ranking

of these reasons. The need for supplementary income was reported 121 times and ranked first for those working. Being mentioned 114 times and ranking second was the need for additional training, while in third place pleasure was reported 84 times. Recreation ranked fourth, experience fifth, and health sixth. Christian service and other reasons mentioned 11 times ranked seventh and duty was listed as the eighth reason for summer activities.

Table 35

## Courses Pursued by Teachers at Summer School

Courses Pursued	Frequency	Rank
Education	60	1
English	29	2
Social Science	21	3
Music	20	4
Physical Science	17	5
History	14	6
Physical Education and Coaching	13	7
Mathematics	13	8
Industrial Arts	10	9
Library	9	10
Modern Languages	8	11
Psychology	7	12
Art	6	13
Ceramics	4	14.5
Typewriting	4	14.5
Accounting	3	16
Mechanics	2	18
Law	2	18
Entomology	2	18
Others	8	

The data in Table 35 show the number of times the specified courses were mentioned as being pursued by teachers in attendance at summer sessions during the past five years. Of the ten highest ranking courses Education ranked first, English second, Social Science third, Music Fourth, Physical

Science fifth, History sixth, Physical Education and Coaching seventh, Mathematics eighth, Industrial Arts ninth and Library work tenth. The reason is because of the recent requirements that schools in the state must have teachers with library training to take charge of their high school libraries.

Table 36  
 Institutions at Which Teachers Pursued Summer  
 Session Work During the Past Five Years

Institution	Frequency of Mention	Rank	Per Cent
University of North Dakota	32	1	19.9
Dickinson State Teachers College	16	2.5	9.9
Valley City State Teachers College	16	2.5	9.9
University of Minnesota	14	4	8.7
Mayville State Teachers College	13	5	8.1
Minot State Teachers College	9	6	5.6
Moorhead State Teachers College	6	7.5	3.6
Ellendale State Teachers College	6	7.5	3.6
University of Washington	5	9	3.2
Jamestown College	4	10	2.5
Northwestern University	3	11.5	1.8
Columbia Teachers College	3	11.5	1.8
South Dakota State College	2	15.7	1.2
McPhails School of Music	2	15.7	1.2
University of Iowa	2	15.7	1.2
Iowa State College	2	15.7	1.2
University of California	2	15.7	1.2
Christiansen Choral School	2	15.7	1.2
University of Montana	2	15.7	1.2
Pine Ridge Indian School (So. Dak)	2	15.7	1.2
Stout Institute	2	15.7	1.2
University of Missouri	1	29.5	.6
Southern Illinois Normal School	1	29.5	.6
University of Colorado	1	29.5	.6
General Motors School, Flint, Mich.	1	29.5	.6
State Teachers College, Greeley, Colo.	1	29.5	.6
Teachers College, St. Cloud, Minn.	1	29.5	.6
Minneapolis Business College	1	29.5	.6
Teachers College of Columbia	1	29.5	.6
Vandercook Bank School	1	29.5	.6
North Dakota State College	1	29.5	.6
Concordia College, Moorhead, Minn.	1	29.5	.6
State Teachers College, LaCrosse, Wis.	1	29.5	.6
Indian Service School, Pine Ridge	1	29.5	.6
University of Wyom., Laramie, Wyom.	1	29.5	.6
Wheaton College, Wheaton, Ill.	1	29.5	.6
Colorado Agri. College, Ft. Collins, Colo.	1	29.5	.6
<b>Total</b>	<b>161</b>		
<b>Total Per Cent</b>			<b>100.00</b>



The data in Table 36 show the frequency or number of times the designated institutions were mentioned as schools where teachers had pursued summer session work for five years previous to 1938. The University of North Dakota was at the head of the list with a frequency of 32. The State Teachers Colleges at Dickinson and Valley City were tied for second being mentioned 16 times each. The University of Minnesota ranked fourth with a frequency of 14 and Mayville State Teachers College fifth. The Minot State Teachers was sixth, Moorhead State Teachers College tied for seventh place, University of Washington ninth, and Jamestown College tenth. Many other institutions were reported with frequencies of three or less and are listed in the table. Six of the ten schools at the top of the list are North Dakota institutions.

Table 37

## Vacation Activities of Teachers

Frequency of Years Indicated During Which Teachers Attended Summer Sessions and Ranking of Designated Years

Year Attended	Number of Teachers Attending	Rank
1937	58	1
1936	45	2
1935	40	3
1934	37	4
1933	29	5

Table 37 shows that 58 teachers indicated that they had attended summer school in 1937, 45 in 1936, 40 in 1935, 37 in 1934 and 29 in 1933. The figure of 58 teachers indicating attendance in 1937 can perhaps better be compared with the 88

teachers shown in Table 37, who indicated that they planned to attend summer school in 1938, rather than with the number who attended previous to 1937. The reason for this is that of the teachers reporting the number of years in their present position in this study, 48 per cent had only been teaching from one to three years. It is fair to assume, however, that an increasing number of teachers are attending summer school for advanced work.

Table 38

Number of Teachers Planning on Attending Summer School  
in 1938 and Institutions They Plan to Attend

Institution	Number	Rank
University of Montana	15	1
University of Minnesota	14	2
University of North Dakota	12	3
Moorhead State Teachers College	4	5
Valley City State Teachers College	4	5
University of Washington	4	5
University of Colorado	3	9
North Dakota Agricultural College	3	9
University of Southern California	3	9
Dickinson State Teachers College	3	9
Teachers College, Greeley, Colorado	3	9
University of South Dakota	2	14
Ellendale State Teachers College	2	14
University of Washington	2	14
University of Idaho	2	14
University of Iowa	2	14
Others	10	
Number not planning to attend	124	
Number uncertain	20	
Not reporting	63	
<b>Total</b>	<b>295</b>	

In Table 38 can be found the names of the institutions and the number of teachers that were planning to attend summer sessions in 1938. The data in Table 38 show that the

University of Montana was selected by the largest number of teachers for the institution they wished to attend for the summer of 1938. The University of Minnesota ranks second, with 14 teachers planning to attend. The University of North Dakota was indicated by 12. Other rankings are indicated in the table. There were 88 teachers planning to attend summer school in 1938 and 20 more who were uncertain.

Table 39

Relative Ranking of North Dakota Institutions at Which Teachers Pursued Summer School Work for Five Years Previous to 1938 Compared with the Year of 1938

Name of Institution	Attended Previous to 1938		Planning to attend in 1938	
	Frequency	Rank	Frequency	Rank
University of North Dakota	32	1	12	1
Dickinson State Teachers College	16	2.5	3	3
Valley City State Teachers College	16	2.5	4	2
Mayville State Teachers College	13	4		
Minot State Teachers College	9	5		
Ellendale State Teachers College	6	6	2	4
Total	96		21	

The data in Table 39 show a comparison between the North Dakota institutions at which teachers had taken summer session work in 1937 and four years previous and the same institutions

that were mentioned as being selected by teachers for the summer of 1938. The frequency with which these institutions were mentioned together with their relative rank with all institutions mentioned are shown in the table. Seven North Dakota schools were listed for the five previous years and only four were indicated as choices for the summer of 1938.

While the University of North Dakota still is first in rank of North Dakota institutions as shown in Table 39 it, apparently together with other state schools, had lost a great many students. Undoubtedly the fact that some uncertainty existed all spring and summer in 1938 as to whether or not the university would remain on the accredited list of the North Central Association because of a recent investigation conducted by that body might have been a factor. The fact that many teachers have left the state because of low salaries and insecure tenure undoubtedly would also have a depressing effect on the number of teachers attending summer school at North Dakota institutions.

The large number of teachers who expected to go to Montana for the 1938 summer session have undoubtedly been attracted by the higher salaries offered in that state, and wish to meet the residence requirement necessary for obtaining a certificate there.

### Extra-Curricular Activities

The teacher's responsibility in the extra-curricular program of the schools today is more definitely established than ever.

"In educational fields, largely because of the recent phenomenal development of extra-curricular activities in practically all schools, a premium also is being placed upon teachers who can "double." Progressive superintendents are now keenly aware of the need for new adjustments in the mechanics of teaching, to meet demands of the new education which has changed the school as a place where boys and girls prepare for life by imbibing more or less perfunctorily from accumulated knowledge of the past, to a place where children actually live and move and breathe in a social life filled with possibilities for learning by doing and accomplishing through meaningful individual and group experiences. In modern school systems it is quite evident that teachers who are able to teach academic subjects only and who have no interest in, nor ability to direct or supervise, some extra-curricular activity, are notwithstanding the possibility that they may be excellent teachers of academic subjects, surely and swiftly losing opportunities to acquire and hold positions of trust and responsibility."<sup>1</sup>

The fact that many of these activities have become a part of the permanent school program would indicate that teacher training institutions should incorporate in their preparatory program for teachers more training in the supervision of extra-curricular activities now most common in high schools. Some recognition has already been given to this field of teacher training, but the instruction is limited. As Chamberlain says,

"It is not enough, however, that the teacher merely know how to perform or to direct some extra activity. If the allied activity program is to make the contributions to the educational process of which it seems potentially capable, every member of the teaching staff must grasp its significance in terms of general educational objectives, must recognize its close relationship to the curricular

<sup>1</sup>Leo M. Chamberlain, The Teacher and School Organization, Prentice Hall, Inc., 1936, p. 447.

program, and must familiarize himself with the purpose of the entire activity program and the problems associated with its administration and supervision."<sup>2</sup>

Any standardization of extra-curricular activities would necessarily involve the justification of these activities as having a place in the particular school in which they are initiated. C

Chamberlain states that "Any activity or experience that is thought to possess educative value according to present day thinking, may claim a place in the larger program."<sup>3</sup>

Apparently this leaves the field wide open. There have been many attempts at the classification of extra-curricular activities. The North Central Associations lists twelve types.

1. Participation in the organization, management, and control of the school.
2. Drives and community activities.
3. Religious and social welfare clubs and organizations for relief.
4. Purely social activities.
5. Athletics and other physical training activities.
6. School publications.
7. Dramatics and public speaking.
8. Musical activities.
9. Subject clubs.
10. Miscellaneous clubs.
11. Assemblies.
12. Home Room Activities."<sup>4</sup>

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<sup>2</sup>Ibid., p. 448.

<sup>3</sup>Ibid., p. 448.

<sup>4</sup>Ibid., p. 448.

Table 40

## Number of Extra-Curricular Activities Supervised by Teachers

Number of Activities	Classified Schools		Consolidated and Graded Schools		All	Per Cent
	No. of Teachers	Per Cent	No. of Teachers	Per Cent		
More than 5	1	.6	1	1.00	2	.7
5	1	.6	4	4.00	5	2.0
4	14	9.4	8	8.00	22	9.0
3	40	27.0	21	21.00	61	24.5
2	45	30.2	33	33.00	78	31.3
1	48	32.2	33	33.00	81	32.5
Total	149		100		249	
Median	2.59		2.82		2.56	
Total Per Cent		100.00		100.00		100.00

The number of extra-curricular activities that high school teachers supervise is shown in Table 40. Teachers in classified high schools average slightly less in the number of activities, the median being 2.59, while in the consolidated and graded group the median is 2.82. The difference, however, is not very significant. The median of 2.56 for teachers in both groups shows that the average teacher supervises two or three different activities. There were 27 teachers in the classified group and 19 in the consolidated and graded group that did not report the data for this item.

Table 41

Number of Teachers Supervising Designated Seasonal Extra-Curricular Activities and Minutes Per Week Devoted to Activities

Number of Minutes per Week	Basketball Frequency	Football Frequency	Plays Frequency	Debate Frequency	All
Over 600	25	15	11	1	52
580-599					
560-579					
540-559	2		1		3
520-539					
500-519	1	2	2		5
480-499					
460-479					
440-459	3	1	2		6
420-439		1			1
400-419		2			2
380-399					
360-379	8	3	2		13
340-350					
320-339					
300-319	13	2	13		28
280-299					
260-279	1				1
240-259	4	1	1	1	7
220-239	1				1
200-219	3	1			4
180-199	3	4	2	1	10
160-179	2				2
140-159	3		3	1	7
120-139	6	2	8		16
100-119			3	1	4
80-99	21	2	6	1	30
60-79	2	2	10	2	16
40-59			10		10
20-39			8		8
0-19			2	1	3
Total	98	38	84	9	229
Median	146.67	419.00	127.5	110.00	250

For the purpose of this study extra-curricular activities were divided into two main groups, seasonal and non-seasonal. Under the heading of seasonal activities shown in Table 41 were included basketball, football, debate and plays.



These activities function intensively during definite seasons or are limited to certain production periods as in the case of plays. Football functions for about two months in the fall and shows a high median of 419.00 minutes per week when this activity is supervised. Basketball, where the playing season is longer has a median number of 146.67 minutes per week under supervision. Plays, which occupy rather short practice and production periods of about four to six weeks show a median of 127.5 minutes per week. Debate, largely a winter activity, has a median of 110 minutes per week. This activity is limited to very few schools, being reported only nine times. The median number of minutes per week for all the seasonal activities was 329. In other words, teachers supervising seasonal extra-curricular activities spend almost four hours a week outside of school time on these activities.

Table 42

Number of Students Supervised by Teachers in Charge of Designated Seasonal Extra-Curricular Activities

Number of Students	Basketball	Football	Plays	Debate	All
Over 100					
90-99			1		1
80-89	1				1
70-79		1	2		3
60-69					
50-59	1	2			3
40-49	3	1			4
30-39	7	5	5		17
20-29	19	9	11		39
10-19	58	15	35	1	109
0-9	4	3	23	4	34
Total	93	38	77	5	211
Median	17.3	19.	14.4	6.25	16.4

The number of students that are supervised by teachers in the designated seasonal extra-curricular activities are shown in Table 42. Football has the greatest number with a median of 19. This is true because football teams involve the largest group of players in all sports. Basketball is second with a median of 17.3 students. Although basketball squads usually consist of eight or nine students, coaches usually have charge of two squads. The median number of students supervised in plays was 14.4 and in debate small groups are the rule with the median here being 6.25.

Under the heading of non-seasonal activities were included band, glee club, school paper and clubs. These activities are in some instances included in the regular teaching program but nevertheless have been treated as extra-curricular activities. The data in Table 43 show the number of minutes per week devoted to these activities and the frequency with which these time periods were distributed. Band had the highest median time, the figure here being 185 minutes per week. The range varied from 60 minutes per week to over 600 minutes per week. Glee Club with a frequency of 63, had a median time of 95.3 minutes per week. Clubs were mentioned 54 times and the median time devoted to this activity was 70.5 minutes per week. The school paper was indicated by 37 teachers, with a median time of 87.5 minutes being listed. All non-seasonal activities showed a median of 93.4 minutes per week.

Table 43

Number of Teachers Supervising Designated Non-Seasonal Extra-Curricular Activities and Number of Minutes Per Week Devoted to These Activities

Number of Minutes Per Week	Band Frequency	Glee Club Frequency	School Paper Frequency	Clubs Frequency	All Frequency
Over 600	3	2		1	6
580-599					
560-579					
540-559					
520-539					
500-519					
480-499					
460-479					
440-459	1				1
420-439					
400-419	1				1
380-399					
360-379					
340-359					
320-339	1				1
300-319	2	1	3		6
280-299					
260-279			1		1
240-259	1		3	2	6
220-239		3			3
200-219		4	2	1	7
180-199	2	2	1		5
160-179		4	1		5
140-159	1		1	1	3
120-139	2	6	4	6	18
100-119	2	2		1	5
80-99	3	28	4	6	41
60-79	1	4	8	19	32
40-59		6	3	8	17
20-39			2	7	9
0-19			4	2	6
Total	19	63	37	54	173
Median	185.	95.3	87.5	70.5	93.4

Table 44

Number of Students Supervised by Teachers in Charge of Designated Non-Seasonal Extra-Curricular Activities

Number of Students	Band	Glee Club	School Paper	Clubs	All
Over 100	1			2	3
90-99					
80-89		1			1
70-79					
60-69		2	1		3
50-59		4		1	5
40-49	1	5		5	11
30-39	3	11		11	25
20-29	4	10	6	10	30
10-19	9	22	17	17	65
0-9	1	4	9	4	19
Total	19	59	33	50	161
Median	18.3	23.5	15.6	24	18.3

In the non-seasonal activities the number of students supervised is indicated in Table 44. Clubs had the highest number, 24 students. Glee Clubs was second with a median of 23.5 students, while band had 18.3 students and the school paper the lowest median of 15.6 students. Apparently these organizations are not large groups when the median for all these non-seasonal activities was 18.3 students.

Table 45

Miscellaneous Extra-Curricular Activities Supervised by Teachers  
and Frequency With Which They Were Mentioned

Activity	Frequency	Rank
Track	18	1.5
Oratory and Declamation	18	1.5
Boy Scouts	6	3
Softball	5	4.5
Kittenball	5	4.5
Class Advisor	4	6
Baseball	3	8.5
Radio	3	8.5
Operetta	3	8.5
Prom	3	8.5
School Annual	2	14.
Home Room	2	14.
Library	2	14.
Vocal Group	2	14.
Tumbling	2	14.
Others	20	

Grouped under the heading of Miscellaneous Extra-Curricular Activities are all those activities mentioned by teachers that are not included under season or non seasonal headings. Track and Oratory and Declamation rank first being mentioned 18 times. Others with the relative rankings are shown in Table 45.

In addition to those designated in the table there were 20 more listed under others. These included hockey, movies, Dean of girls, evening school, grade music, tennis, golf, chorus, pep club, athletic board, school publicity, girl scouts, drum and bugle corp and several others.

Table 46

Number of Students Supervised by Teachers in Designated  
Miscellaneous Extra-Curricular Activities

Number of Students	Miscellaneous Activities
Over 100	2
90-99	1
80-89	1
70-79	1
60-69	4
50-59	3
40-49	4
30-39	8
20-29	19
10-19	25
1-9	18
Total	86
Median	19

The number of students supervised by teachers in these Miscellaneous activities as indicated in Table 46 show a median of 19.

Table 47

Number of Minutes Per Week Devoted to Miscellaneous Extra-Curricular Activities and Number of Times These Activities Were Mentioned As Being Supervised

Number of Minutes Per Week	Frequency
Over 300	22
280-299	
260-279	
240-259	6
220-239	
200-219	4
180-199	6
160-179	
140-159	3
120-139	9
100-139	5
80-99	10
60-79	7
40-59	4
20-39	7
1-19	1
Total	84
Median	137.3

The number of minutes per week devoted to these activities show a median of 137.3 minutes. The range is from about 10 minutes to over 300. The data is shown in Table 47.

#### Summary of Chapter 5

Extra-curricular activities supervised by teachers are many and varied. This work is a very definite part of the teaching load. Teachers are asked to supervise from one to five activities, the average being two or three. They spend from two to ten hours per week in this supervision, most of which is outside of school hours. The groups they are called upon to take charge of vary from 5 to 90 students with a median of about

twenty. No distinction was made here between men and women supervising, but the men as a general rule had charge of basketball, football, and band, while the women were in charge of glee club, clubs, school paper, plays and debate.

The majority of teachers during their summer vacations are either traveling, attending summer school or working at various jobs.

A number find it necessary to work to supplement their income from teaching. Those traveling do so for pleasure, recreation and experience. Those attending summer school are seeking further training.

Education courses are the most popular with teachers attending summer school. English, Social Science and Music also rank high. Library courses have had added incentive in new state requirements.

North Dakota schools ranked first in the favor of North Dakota teachers for the five years previous to 1938.

An increasing number of teachers are attending summer sessions as shown over a five year period.

Those indicating summer school choices for 1938 show a large number leaving the state to go to Minnesota and Montana.

Summer schools of North Dakota institutions have smaller enrollments for 1938 if the trend indicated by this study is correct. The reason for this drop is problematical and would involve a number of different factors.



## CHAPTER 6

## COMMUNITY RELATIONSHIPS OF HIGH SCHOOL TEACHERS

In addition to classroom work and the supervision of extra curricular activities, the high school teacher is expected to take an active part in community life. Meeting parents through community organizations is an important part of the business of teaching. Particularly in rural communities and small towns the teacher is looked upon as a leader and expected to share in the responsibilities of community churches, clubs, lodges, and other organizations. If the high school teacher is a man with athletic ability, he may be expected to play basketball with town basketball teams or baseball with the community team. If he is a musician, he may be expected to contribute his talents along this line. If the teacher is a woman, she may be asked to take part in Sunday school work, the local bridge club or Girl Scout activities. The community expects the teacher to be able to do something outside of school work. Many times the success or failure of a teacher in his job is judged by manner in which he works with the organizations in the community.

Chamberlain in analyzing 33 codes of ethics for teachers states that the teacher is obligated:

- "To maintain cooperative relations with parents;
- "To participate actively in the community life;
- "To refrain from becoming aligned with factions in the community;
- "To refrain from belittling in any way the community in which he has accepted a position."<sup>1</sup>

<sup>1</sup> Leo M. Chamberlain, The Teacher and School Organization, Prentice Hall, Inc., 1936, p. 635.

In a study made at Teachers College, Columbia University during a summer session, 419 teachers reported five violations of professional ethics observed in practice. Of the 180 violations reported under the classification of teachers relations with pupils, parents and community, 29 per cent had to do with the teacher's disregard for the social standards of the community in which he was working.<sup>2</sup>

The data in the following tables show the attendance and degree of participation in various community activities together with the types of activities pursued.

Table 48  
Attendance and Participation of Teachers  
in Church

Participation	Number and Per Cent of Designated Degrees of Interest or Participation	
	Number	Per Cent
Attend Regularly	152	54.5
Attend Occasionally	108	38.7
Never Attend	19	6.8
Not Reporting	16	
<b>Total</b>	<b>295</b>	<b>100.0</b>

In Table 48 the data show that of the 295 teachers reporting, 152 teachers or 54.5 per cent were attending church regularly. There were 108 teachers or 38.7 per cent who attended occasionally, and only 19 teachers or 6.8 per cent who never attended.

<sup>2</sup> Ibid., p. 635.

Table 49  
Church Affiliations of Teachers and Number and  
Per Cent Attending These Churches

Church Affiliations	Number and Per Cent Attending Different Churches	
	Number	Per Cent
Lutheran	51	41.4
Methodist	26	21.1
Catholic	16	13.
Presbyterian	13	10.6
Congregational	8	6.5
Baptist	5	4.1
Others	4	3.3
Not reporting	172	
Total	295	100.0

Of those indicating the church they attended, the data in Table 49 show that 41.4 per cent went to the Lutheran church, 21.1 per cent to the Methodist, 13 per cent to the Catholic, 10.6 per cent to the Presbyterian, 6.5 per cent to the Congregational, 4.1 per cent to the Baptist and 3.3 per cent to all other denominations. The fact that the largest number of the teachers were of the Lutheran faith or attended that church is not surprising when one considers the many different divisions of the Lutheran church. There were 172 teachers who refused or neglected to give their church affiliation. These teachers may not have been attending the churches with which they were affiliated. They may also have felt that the information asked for was too personal in nature.

Table 50

## Attendance and Participation of Teachers in Sunday School

Participation	Number and Per Cent of Designated Degrees of Interest or Participation	
	Number	Per Cent
Attend Regularly	51	31
Attend Occasionally	23	14
Never Attend	89	55
Not reporting	132	
<b>Total</b>	<b>295</b>	<b>100.</b>

Of the 163 teachers reporting in Table 50 on participation in Sunday Schools, 31 per cent attended regularly, 14 per cent occasionally and 55 per cent did not attend at all. Those in regular attendance undoubtedly were acting as teachers.

Table 51

## Denominations of Sunday Schools Attended by Teachers and Number and Per Cent Attending These Denominations

Denominations	Number and Per Cent Attending Different Denominations	
	Number	Per Cent
Lutheran	9	43
Baptist	4	20
Methodist	3	14
Presbyterian	3	14
Catholic	1	4.5
Congregational	1	4.5
Not reporting	274	
<b>Total</b>	<b>295</b>	<b>100.0</b>

The Lutheran church as shown in Table 51 had the greatest number attending Sunday School. The 9 teachers attending under this denomination were 43 per cent of the total. The Baptist church was second with 4 teachers or 20 per cent, the Methodist church had 3 teachers or 14 per cent, Presbyterian,

3 teachers or 14 per cent, Catholic 1 teacher or 4.5 per cent and Congregational, 1 teacher or 4.5 per cent.

Table 52

## Attendance and Participation of Teachers in Sports

Participation	Number and Per Cent of Designated Degrees of Interest or Participation	
	Number	Per Cent
Attend Regularly	60	33.6
Attend Occasionally	90	39.8
Never Attend	76	26.6
Not reporting	69	
<b>Total</b>	<b>295</b>	<b>100.0</b>

The data in Table 52 reporting participation of teachers in sports shows 33.6 per cent regularly participating, 39.8 per cent occasionally taking part, and 26.6 per cent never participating.

The sports that these teachers attended or participated in, show quite a wide variety. There were 32.3 per cent attending or taking part in basketball games, 14.5 per cent in baseball, 12.9 per cent in golf, 8.1 per cent in softball, 6.5 per cent in tennis, 4.8 per cent in hiking, 3.2 per cent in track, 3.2 per cent in swimming and 14.5 per cent in other sports.

Table 53

Sports Attended by Teachers and Number and  
Per Cent Attending These Sports

Sports	Number and Per Cent Attending Different Sports	
	Number	Per Cent
Basketball	20	32.3
Baseball	9	14.5
Golf	8	12.9
Softball	5	8.1
Tennis	4	6.5
Hiking	3	4.8
Track	2	3.2
Swimming	2	3.2
Others	9	14.5
Not reporting	223	
<b>Total</b>	<b>295</b>	<b>100.0</b>

The fact that basketball occupies a prominent place in the sports mentioned is due to the fact that it is the outstanding winter sport in the high schools of the state. Men teachers in many instances are playing on independent basketball teams and attending high school games. Baseball, second in importance, also offers opportunities for participation to men teachers. Other sports mentioned included hockey, football, volleyball, target shooting and trap shooting.

Table 54

Attendance and Participation of Teachers  
in Social Clubs

Participation	Number and Per Cent of Designated Degrees of Interest or Participation	
	Number	Per Cent
Attend Regularly	84	44
Attend Occasionally	66	35
Never Attend	41	21
Not reporting	104	
<b>Total</b>	<b>295</b>	<b>100.</b>

Under the heading of Social Clubs shown in Table 54 84 teachers reported regular attendance, 68 occasional attendance and 21 did not participate.

Table 55

Social Clubs Attended by Teachers and Number  
and Per Cent Attending These Clubs

Clubs	Number and Per Cent Attending Different Clubs	
	Number	Per Cent
Fraternities	8	10.5
Bridge	8	10.5
Christian Endeavor	6	8.0
Schoolmasters	4	5.2
Y.M.C.A.	4	5.2
Fortnightly	2	2.6
Community	6	8.0
Others	39	50.0
Not reporting	218	
<b>Total</b>	<b>295</b>	<b>100.0</b>

Under the organizations designated as social clubs, fraternities and bridge clubs accounted for eight teachers each, with a percentage of 10.5 for each group. Christian Endeavor was next with 6 teachers or 8 per cent, Schoolmasters club 4 teachers or 5.2 per cent, Y.M.C.A. had 4 teachers or 5.2 per cent, Fortnightly club 2 teachers or 2.6 per cent, Community clubs, 6 teachers or 8 per cent and all others 39 teachers or 50 per cent. Under the heading of others there were so many different clubs that the list became unduly long. Included in this group were sewing clubs, ladies aid groups, radio clubs, Lions, Kiwanis, Rotary, and many others.

Table 56

Attendance and Participation of Teachers in Educational  
Associations

Participation	Number and Per Cent of Designated Degrees of Interest or Participation	
	Number	Per Cent
Attend Regularly	101	52
Attend Occasionally	79	40
Never Attend	16	8
Not Reporting	99	
<b>Total</b>	<b>295</b>	<b>100.0</b>

An active interest in educational associations was shown in Table 56. There were 101 teachers or 52 per cent actively participating, 79 or 40 per cent attending occasionally and only 16 or 8 per cent who took no part.

Table 57

Educational Associations Attended by Teachers and Number and  
Per Cent Attending These Associations

Educational Associations	Number and Per Cent Attending Different Associations	
	Number	Per Cent
N.D.E.A.	71	59.9
P.T.A.	34	28.5
Principals Association	7	5.8
N.E.A.	6	5.0
American Federation of Teachers	1	.8
Not Reporting	176	
<b>Total</b>	<b>295</b>	<b>100.0</b>

Included under educational associations as shown in Table 57 were the North Dakota Education Association with 71 teachers or 59 per cent participating, Parent-Teachers Association with 34 teachers or 28.5 per cent, Principals' Association with 7 teachers or 5.8 per cent, National Education



Association, with 6 teachers or 5 per cent and American Federation of Teachers with 1 teacher or .8 per cent. Although 180 teachers reported either active or occasional participation in some educational association, only 119 teachers indicated the name of the association.

The larger high schools in the state now have local chapters of the North Dakota Education Association and returns from these schools indicate an active interest in these chapters.

Parent-teacher associations are common throughout the state and play an important part in parent-teacher relationship in the community. This organization is particularly valuable in this respect in the large cities of the state where parents have no other contact with teachers.

Table 58

## Attendance and Participation of Teachers in Lodges

Participation	Number and Per Cent of Designated Degrees of Interest or Participation	
	Number	Per Cent
Attend Regularly	18	12
Attend Occasionally	30	20
Never Attend	103	68
Not Reporting	145	
<u>Total</u>	<u>295</u>	<u>100.</u>

There were very few teachers who participated regularly in lodge activities. Only 18 reported active interest, with 30 attending occasionally and 103 having no connections.

Table 59  
Lodges Attended by Teachers and Number and Per Cent  
Attending These Lodges

Lodges	Number and Per Cent Attending Different Lodges	
	Number	Per Cent
Masonic	10	33.33
Eastern Star	5	16.67
I.O.O.F.	3	10.00
Knights of Columbus	3	10.00
A.O.U.W.	3	10.00
Modern Woodmen	2	7.00
Others	4	14.00
Not Reporting	265	
<b>Total</b>	<b>295</b>	<b>100.00</b>

Of the group reporting the names of the lodges they were affiliated with, shown in Table 59, the Masonic lodge had 10 teachers or 33.33 per cent of the total, the Eastern Star next with 5 teachers or 16.67 per cent. The I.O.O.F. had 3 teachers or 10 per cent, the Knights of Columbus 3 teachers, or 10 per cent, the A.O.U.W. 3 teachers or 10 per cent, the Modern Woodmen 2 teachers or 7 per cent. Other lodges accounted for 4 teachers or 14 per cent of the total.

As a whole teachers did not appear to be interested in lodge affiliations. The fact that the teacher is a transient perhaps accounts to certain extent for this.

Table 60

## Attendance and Participation of Teachers in Dances

Participation	Number and Per Cent of Designated Degrees of Interest or Participation	
	Number	Per Cent
Attend Regularly	14	7
Attend Occasionally	120	69
Never Attend	44	24
Not Reporting	117	
Total	295	100.00

Of the 178 teachers reporting on participation in dances shown in Table 60, on 14 teachers or 7 per cent of the group were in regular attendance, while 120 teachers or 69 per cent, participated occasionally and 44 teachers or 24 per cent took no interest.

Elster reported in his masters' thesis that

"Sixty-six per cent of the superintendents had formulated rules against teachers dancing. About thirty per cent of the superintendents reported that there were no definite regulations but in many instances reported that the teachers had recognized the attitude of the patrons and were not attending. ....With the exception of a few cases, superintendents indicated that dancing had not become such a problem as to require drastic regulation."<sup>3</sup>

No table was made up showing the types of dances these teachers attended. The large majority would come under the heading of public dances, although private and school dances were also mentioned.

<sup>3</sup> Elster, Julius J. The Status of the Superintendent in North Dakota, Unpublished Masters Thesis, June 1933, p. 61.

Table 61

Ranking of Phases of Community Activities on the Basis of the  
Teacher's Regular Participation in Such

Activities	Frequency and Ranking of Teacher's Regular Participation in Designated Community Activities	
	Frequency	Rank
Church	152	1
Educational Associations	101	2
Social Clubs	84	3
Sports	60	4
Sunday School	51	5
Lodges	18	6
Dances	14	7

Ranking the community activities on the basis of the teachers regular participation in such, the data in Table 61 shows that the church with a frequency of 152 ranked first, the educational associations second, the social clubs third, the sports fourth, Sunday school fifth, lodges sixth, and dances seventh.

That North Dakota teachers are aware of their religious obligations and are interested in church is worthy of comment. Parents are definitely in favor of teachers with this view point.

It is also worthy of note that teachers are aware of obligations to their profession in so much as the majority are interested in educational associations.

Table 62

Ranking of Phases of Community Activities on the Basis of the  
Teacher's Occasional Participation in Such

Activities	Frequency and Ranking of Teacher's Occasional Partici- pation in Designated Community Activities	
	Frequency	Rank
Dances	130	1
Church	108	2
Sports	90	3
Educational Associations	79	4
Social Clubs	66	5
Lodges	30	6
Sunday School	23	7

Ranking the community activities on the basis of the teacher's occasional participation, we find dances first, church second, sports third, educational associations fourth, social clubs fifth, lodges sixth and Sunday school in last position.

Of the community activities in which the teachers were least interested, we find the lodges come first, Sunday school second, sports third, dances fourth, social clubs fifth, church sixth, and educational associations last.

Table 63

Ranking of Phases of Community Activities on the Basis of the  
Teacher's Indicated Non-Interest in Same

Activities	Frequency and Ranking of Teacher's Indicated Non-Interest in the Designated Community Activities	
	Frequency	Rank
Lodges	103	1
Sunday School	89	2
Sports	76	3
Dances	44	4
Social Clubs	41	5
Church	19	6
Educational Associations	16	7

### Summary and Conclusions of Chapter 8

The teacher in her community responsibilities finds herself called upon to lead and take part in the affairs of the various organizations functioning in that community.

There is an apparent obligation to attend church as the greatest number of teachers reported some degree of participation in this activity.

Educational associations are for the large part not community activities except for the parent-teachers group. This activity ranked second in the interest of the teachers.

Social clubs and sports were third in the interest and community demand of those reporting.

In spite of the fact that there are regulations in many schools against the dancing of teachers, many reported interest and participation.

There were few teachers taking part in Sunday School activities. Lodges ranked in last place in the interest and participation of teachers and very few reported under this activity.

## CHAPTER 7

## LIVING EXPENSES OF HIGH SCHOOL TEACHERS

Living expenses of teachers in this study were divided into two groups, the married teachers and the unmarried teachers. These groups offer interesting comparisons. There are eleven divisions covering the main items of living expense. The amounts spent are on a monthly basis under the following headings:

1. The Amount Spent Monthly for Rent or Room.
2. The Amount Spent Monthly for Groceries or Board.
3. The Amount Spent Monthly for Clothing.
4. The Amount Spent Monthly for Car Expense.
5. The Amount Spent Monthly for Insurance.
6. The Amount Spent Monthly for Dental Care.
7. The Amount Spent Monthly for Medical Care.
8. The Amount Spent Monthly for Laundry.
9. The Amount Spent Monthly for Travel.
10. The Amount Spent Monthly for Contributions.
11. The Amount Spent Monthly for Incidentals.

The data show living expenses for the year 1937-38. No recent studies in other states could be found on this topic that could be used as a basis of comparison.

Table 64

Distribution of Amounts Spent Monthly for Rent or Room and Groceries or Board By Married and Unmarried Teachers

Monthly Expenditure	Married Teachers		Unmarried Teachers	
	Rent	Groceries	Room	Board
\$70-79	1			
60-69	1			
50-59	2	4	1	
45-49	2	3		
40-44	4	6		
35-39	7	17		
30-34	3	19		
25-29	4	21	3	11
20-24	6	18		24
15-19	18	10	15	59
10-14	23	2	51	79
5-9	10		94	20
0-4			3	
Total	81	100	167	193
Median	16.81	29.76	9.28	14.84

The data in Table 64 shows quite a wide variation in the amount spent for rent by the married teachers, the range being from \$5 to \$90 per month with a median of \$16.81. Married teachers living in the larger cities of the state were paying the highest rent. With the unmarried teachers the median amount spent for room was \$9.28, a relatively low figure.

Table 64 also shows the amount spent for groceries or board. The married teacher with a median of \$29.76 spent twice as much for this item as the single teacher where the median was \$14.84 per month for board. This is to be expected with the married teacher supporting a family.



Table 65

Distribution of Amounts Spent Monthly for Clothing and  
Insurance By Married and Unmarried Teachers

Monthly Expenditure	Married Teachers		Unmarried Teachers	
	Clothing	Insurance	Clothing	Insurance
Over 30	1	2		2
28-30		2	6	2
25-27		2	7	1
22-24		1		1
19-21	3	4	19	1
16-18	2	1	2	4
13-15	11	1	22	2
10-12	34	14	65	17
7-9	6	9	20	11
4-6	7	22	59	45
1-3	2	16	7	58
Total	66	74	207	144
Median	11.60	6.86	10.81	4.93

The amounts spent for clothing and insurance are found in Table 65. For the item of clothing the unmarried teacher showed a median amount of \$10.81 per month, while the married teacher had a median of \$11.60. This is interesting from the standpoint that for about the same amount of money the married teacher took care of the clothing for the entire family, while the unmarried teacher spent the entire amount on herself. Apparently married teachers dress more poorly than unmarried teachers.

For the item of insurance the median for unmarried teachers was \$4.93 and for the married teachers \$6.86. With increased expenses the married teacher evidently was unable to carry very much insurance. The largest part of insurance expenses were undoubtedly spent for life insurance, under the heading of insurance. The fact that very few teachers own their homes limits this item to personal property, car and life insurance.

Table 66

Distribution of Amounts Spent Monthly for Car and Miscellaneous  
Expenses By Married and Unmarried Teachers

Monthly Expenditure	Married Teachers		Unmarried Teachers	
	Car	Miscellaneous	Car	Miscellaneous
Over 30	1	5	7	11
28-30	2	2	1	4
25-27	1	2	3	3
22-24	1	1		2
19-21	4	4	5	7
16-18		4	1	1
13-15	7	5	8	7
10-12	22	14	22	18
7-9	3	2	8	5
4-6	14	8	18	16
1-3	4	5	4	10
Total	59	52	67	84
Median	11.15	12.36	10.48	11.83

Under the item of car expense it was found that the range was from \$4 to over \$30 in both groups. The fact that some of these teachers were spending \$30 or more on car expense indicates that they perhaps were buying a car on payments. The median amount as shown in Table 66 for married teachers was \$11.15 and in the unmarried group \$10.48.

Miscellaneous expenses were all those not included under the other headings. In the case of married teachers this included taxes, heat, light, fuel, savings, recreation and others. For the unmarried teacher taxes, recreation and all other expenses were included. It is interesting to note that the median amounts for the two groups as shown in Table 66 are about the same. The median for the married teacher was \$12.36 per month and the unmarried \$11.83.

Table 67

Distribution of Amounts Spent Monthly for Traveling By Married  
and Unmarried Teachers

Monthly Expenditure	Married Teachers Traveling	Unmarried Teachers Traveling
More than \$10	2	7
10	2	22
9		
8		6
7		2
6	2	2
5	18	32
4	2	8
3	8	17
2	4	21
1	4	4
Total	42	121
Median	5.17	5.33

Traveling expenses shown in Table 67 was separated from the car expense item because a large number of teachers do not own cars. In the case of those that listed amounts under both travel and car expense, the amounts listed under travel were perhaps for incidental trips by bus or train. Here the median for married teachers with 121 reporting, was \$5.33. The table might also indicate that with only 42 married teachers reporting this item, that the others may have cars and listed travel under car expense. Apparently more unmarried teachers did not have cars and consequently listed the item under travel.

Table 68

Distribution of Amounts Spent Monthly for Dental and  
Medical Care by Married and Unmarried Teachers

Monthly Expenditure	Married Teachers		Unmarried Teachers	
	Dental Care	Medical Care	Dental Care	Medical Care
Over \$5	1	11	1	1
5	7	17	3	5
4	3	3	2	1
3	11	5	14	8
2	21	15	25	16
1	35	16	93	51
Total	78	67	138	82
Median	2.19	3.50	Cannot compute	

As indicated in Table 68 married teachers spent about twice as much per month for dental care as did the unmarried group. In the married group with 78 reporting the median amount was \$2.19 per month and the unmarried with 138 reporting had a median of less than \$1.00 per month.

Medical care for married teachers amount to about three and one-half times as much as for the unmarried. The married group as shown in Table 68 has a median of \$3.50 per month and the unmarried group \$1.00 per month.

Table 69

Distribution of Amounts Spent Monthly for Laundry and Con-  
tributions By Married and Unmarried Teachers

Monthly Expenditure	Married Teachers		Unmarried Teachers	
	Laundry	Contributions	Laundry	Contributions
More than \$5	2	3	3	15
5	3	7	3	23
4	8	5	12	6
3	5	7	16	24
2	9	20	32	47
1	16	36	58	62
Total	43	73	124	177
Median	2.61	2.17	2.13	2.56

In Table 69 the data show that married teachers spent a median amount of \$2.61 per month for laundry and unmarried teachers a median amount of \$2.13 per month. With the unmarried group a large part of this item was perhaps the regular laundry bill while in the married group a large part was undoubtedly paid out for dry cleaning and such laundry work as could not be done in the home.

Married and unmarried teachers were about equally as generous in the matter of contributions as indicated in Table 69. The median amount for the married group was \$2.17 and the unmarried \$3.56 per month.

Table 70

Distribution of Median Amounts and Percentages Spent  
for Different Items in the Living Expenses of Teachers

Items	Married Teachers		Unmarried Teachers	
	Median	Per Cent	Median	Per Cent
Rent or Room	\$16.81	16.8	\$ 9.28	12.4
Groceries or Board	29.76	29.7	14.84	20.0
Clothing	11.60	11.6	10.81	14.6
Car Expense	11.15	2.8	10.43	6.6
Miscellaneous	12.36	11.1	11.83	14.1
Travel	5.17	12.3	5.33	16.0
Insurance	2.86	5.2	4.93	7.3
Medical Care	3.50	2.2	1.00	1.3
Dental Care	2.19	3.5	1.00	1.3
Laundry	2.61	2.6	2.13	2.9
Contributions	2.17	2.2	2.56	3.5
<b>Total</b>	<b>100.17</b>	<b>100.00</b>	<b>74.14</b>	<b>100.00</b>

In Table 70 a comparison is made between the median amounts for all living expenses of married and unmarried teachers on a percentage basis. The major items in the living expenses of married teachers are groceries amounting to 29.7 per cent, rent 16.8 per cent, miscellaneous 12.3 per cent,

clothing 11.6 per cent, and car expense 11.1 per cent. For unmarried teachers the largest items are board 20 per cent, miscellaneous 16 per cent, clothing 14.6 per cent, car expense 14.1 per cent, and room 12.4 per cent.

#### Summary and Conclusions of Chapter 7

Although all teachers did not report all of the items under living expenses, the returns do show a favorable percentage.

Married teachers spend considerably more than unmarried teachers for the major items such as rent or room, and groceries or board. They also spend slightly more for car expense, miscellaneous expense and laundry.

Unmarried teachers spend considerably more than married teachers for the single item of insurance. They spend slightly more for clothing, travel and contributions.

Apparently the expenses of unmarried teachers do not vary a great deal whether they live in a large city or a small town.

Apparently the living expenses of unmarried teachers are only slightly higher in large cities than they are in small towns.

Expenses of married teachers in large towns, however, are much higher than they are for married teachers in small towns. Rent is a large factor in this connection and is much higher in large cities.

## CHAPTER 8

## SUMMARY AND CONCLUSIONS

This study was concerned with the high school teachers in the classified and consolidated and graded schools in North Dakota. In the classified group, first class high schools were considered as one division and second and third class schools as a second division. In the consolidated and graded group, there were three divisions, town consolidated, town graded and open country consolidated.

High school principals in the larger schools and the principals in the smaller schools were included. The only teacher excluded from the study was the superintendent in the classified schools. Elster made a study of the superintendents in classified schools in 1933.<sup>1</sup>

Teachers were considered under four headings for comparison in the matter of salaries and other items. These headings were, vocational teacher, coach, principal and academic high school teacher. The best paid teacher in the classified group is the vocational teacher. In the consolidated and graded group, the principal receives the highest salary.

The typical high school in the classified group employs from three to five teachers and in the consolidated and graded group, from one to three teachers. The average classified school is much larger than the average consolidated or graded high school.

<sup>1</sup> J. J. Elster, The Status of the Superintendent in North Dakota, Unpublished Master's Thesis, University of North Dakota, 1933.

The median number of pupils in the classified group was 124.56 and in the consolidated and graded group, 24.79.

The average tenure of high school teachers in classified schools was about two years and in consolidated and graded schools about one year.

More than half of the high school teachers in the state received some or all of their training in other states. The University of North Dakota trained the greatest number of those receiving their training within the state.

The largest percentage of teachers in classified high schools received their training in universities and agricultural colleges, while the largest number in the consolidated and graded group were trained in state teachers colleges.

The majority of the teachers were recent graduates of teacher training institutions with an average of between four and five years of training beyond high school.

English-History-Education combinations for major and minor subjects in college preparation were listed most frequently. It is questionable as to whether or not prospective teachers should be allowed to major in Education.

Although officials of teacher-training institutions determine to a large extent the courses necessary for teachers certificates, the prospective teacher also has an obligation in selecting courses that seem to fit the needs of the particular state she wishes to teach in.



Consideration of the type of school where teacher training work is offered should also be carefully considered. Some schools are definitely better equipped to offer work in special teaching fields.

The teacher, during vacation periods, is actively engaged in some type of work for extra income or seeking advanced training at summer school. Many teachers vary their educational background by seeking advanced training in other states. Of the institutions offering summer session work in North Dakota, the university attracts the greatest number of high school teachers.

A new situation apparently developed during the summer of 1938 when a larger number of teachers went to the University of Montana for their summer session work. North Dakota summer schools suffered in proportion. This evidently came about through the uncertainty of the status of the university and other state schools with respect to accrediting by the North Central Association of Secondary Schools and Colleges.

Teachers supervise from one to five extra-curricular activities in addition to their regular program of work. The median for both the classified and consolidated and graded schools was 2.56. Seasonal extra-curricular activities require almost four hours of the teacher's time per week and the non-seasonal extra-curricular activities about three hours per week. In these activities the teacher has charge of a median of 16.4 students in the seasonal division and 18.4 in the non-seasonal division.

A definite part of the teacher training program in the state should deal with instruction in the supervision of the various extra-curricular activities that teachers are called upon to coach.

Definite progress is being made in limiting the number of fields in which teachers are allowed to teach in the classified schools of the state. The consolidated and graded group still have the problem of keeping teachers within their fields of preparation due to the fact that in many of these schools there are only one or two high school teachers teaching all the subjects.

Teachers are unquestionably carrying too heavy a load in the number of classes they are expected to teach and the other duties and activities they are called upon to supervise.

Subjects taught outside of major and minor preparation fields tend to confine themselves to the social science and commercial group.

Teachers assume a definite responsibility in worthwhile community organizations. They are interested in their respective church groups and professional organizations. They do participate in social affairs, but apparently do not over-emphasize this aspect of their community relationships.

Although the largest items in the living expenses of both married and unmarried teachers are board and room or groceries and rent, the median amounts spent for other items do not vary a great deal for either group. Teachers living

in larger towns in the state receive larger salaries than those living in smaller towns, but they also have greater living expenses.

In making recommendations from the facts ascertained in this study, the limitations imposed upon the salaries, tenure, experience, training and other phases of the teaching personnel in North Dakota, by the very nature of the educational set-up in the state, must be considered.

Under the present system of providing school revenue it is impossible to raise the salaries of teachers any appreciable degree over the state as a whole. Many school districts do not have the ability to pay. A more complete equalization with a greater amount of state aid would be a step in the right direction. If salaries were increased, teachers would be content to stay longer in one position and tenure would increase. A sound pension system and a tenure law would also induce a greater number of teachers to remain in the state.

Furthermore, a reorganization and consolidation of the small high schools in the state would eliminate many uneconomical and expensive units. Students would benefit from the enriched curriculum and better facilities that could be provided. Teacher training institutions would be in a position to anticipate the needs of teachers in these larger schools.

The progress of such a reorganization and consolidation plan will undoubtedly be coincident with the improvement of the highway system in the state. Proper enlightenment of the

people of the state of the need for such a step, together with the devising of a larger equalized plan of state support for education, are necessary to further such a progressive program.

At the present time there are very few inducements for the better teachers to remain in the state and until such inducements are set up in the matters of salary and security, the status of the high school teacher in North Dakota will not improve.

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