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William Stephem Gussner

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A COMPARATIVE STUDY OF THE
WORK PROGRAMS IN A SELECTED GROUP
OF NORTH DAKOTA HIGH SCHOOLS

A Thesis

Submitted to the Faculty of the Graduate Department
of the
University of North Dakota

By

William Stephen Gussner
"

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

August, 1938

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

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William Stephen Gussner

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CHAPTER I
INTRODUCTION

When the city of Boston opened the first public high school in 1821, it inaugurated our vast program of public secondary education. This school, known as "The English High School and English Classical School",¹ arose from a demand for the training of those young people who could not go to college. The first attempt to place the expense of such education upon a governmental unit thus occurred, one hundred and eighty-six years after the founding of the Latin grammar school in the same city. In 1827, the state of Massachusetts passed a law which required the cities, towns, or school districts with a population of 500 families to provide a school for secondary education.² Slowly the movement spread to other states but with the accompaniment of a long struggle over the principle of taxing the public for the high school education of children. The question of legality arose and actions in which the right to tax thus was questioned were in the courts. The court ruling that definitely established the legal status of the high school was rendered in the noted Kalamazoo case of 1874.

In North Dakota it was therefore possible to provide for this type of education from the beginning. The development of

1. Engelhardt, Fred and Overn, A. V., Secondary Education, (D. Appleton-Century Co., 1937) p. 92.

2. Ibid.

its secondary schools went hand in hand with the economic development of the state. The picture of ever increasing facilities and programs for our youth can be well portrayed by a description of the growth in a typical high school.

The first step in the organization of a high school in the city of Jamestown was taken in 1883 by a "Committee of Teachers". This group recommended to the school board the preparation of a course of study and to this action the board of that year gave its approval. An enrollment of twenty pupils was secured for the winter of 1884 and 1885. School was held in a corner room in the second floor of a frame grade building. A single student graduated from this school in 1885. The following year a class of four completed the high school work. This was the school's first official commencement program.

Gradually the enrollment in the school increased. By the year 1895 the high school had a total of fifty pupils. The first outside commencement speaker was brought in for the program of 1896. Literary societies were now in existence. Outside activities had assumed some importance, for in 1898, a musicale was given and in 1900, an oratorio. The faculty by 1901 had been increased to three instructors in addition to the superintendent.

Jamestown High School became a first class high school in 1903. In that year the enrollment reached 100, and a small

gymnasium was equipped. Track and football made their appearance as school sports a year later. A separate building to house the high school was completed in 1906. That same year marked the official organization of the glee clubs. Sufficient progress had been made by 1908 so that the North Central Association of Secondary Schools and Colleges accepted the Jamestown school to membership.

In 1910 the number of pupils had reached 150. The following year an industrial arts department was added to the program of the school. Shortly thereafter, in 1912, the task of establishing a home economics department was started. Debate became a recognized interscholastic activity in 1912, and an orchestra was added to the list of school organizations in 1916.

An important change in school organization was instituted in 1917. That year the junior-senior high school plan was adopted, and since that time the Senior High School included grades ten, eleven, and twelve. Enrollment now reached 123. A fire destroyed one of the schools in 1919. This made it necessary to place some of the classes in buildings scattered about the city. The situation was relieved with the formal opening of the new Junior High School in 1924. The school enrollment was now over 250, and a playmaker group, as well as publications, had been added to the school offering. The class of 1929 was the first to wear caps and gowns at commencement. Maintaining a steady increase, the enrollment passed the 300

pupil mark in 1930, reached 350 in 1934, and then abruptly increased to 400 the following year. The increased attendance now led the board of education to approve plans for a new Senior High School in 1938.

Such growth in a typical North Dakota high school shows that the problems of secondary education gradually became more complex. Not only was there an increasing enrollment, but this was accompanied by a broader program of work. To interest and to hold the students now in high school it had been found necessary to add to the work offered a large group of extra-curricular activities and in place of the original single curriculum, the schools now offered a group of curricula. And with this variety of curricula came grave problems in regard to the purpose of secondary education; the desirable goals for a high school; the administrative duties of such a school; and the financial support of the larger school.

Statement of the Problem

This brief history of a secondary school serves as a background for the consideration of the problem of this study. It shows that from a comparatively small beginning an educational institution has developed with a seemingly tremendous opportunity to do good. But with this we have inherited numerous problems whose solution will in part be effected by the present teachers and administrators of our schools. Thus the purpose

of this study is to survey the program of work of the high schools from an administrative standpoint and to make suggestions for the improvement of the offering in relation to the materials used, activities conducted, and the service agencies employed.

Limitations

This survey will attempt to present a summary of the work undertaken in the North Dakota high schools. In a state as large as this it would be very difficult to analyze the educational offering of all such schools. Therefore this thesis will deal with the conditions in a selected group of high schools. For this purpose a group of the larger high schools were asked to enter into a comparative study. Ten schools agreed to cooperate in the organization of the necessary material. Obviously the material will be peculiar to these schools, but when this is coordinated with similar contemporaneous surveys in counties and in the other high schools, a picture of the whole will be available. In addition to the above limitation this study will not attempt to survey the content of the courses of study, the extent of course integration, or the methods of instruction.

The Method

The plan was to secure an outline of the present educational offering through a questionnaire study of the cooperating schools. The data, thus secured, has been organized into tables and figures which make possible comparisons between the schools in

other sections. The questionnaire secured information on types of organizations, the curricula offered, teacher qualifications, library facilities, extra-curricular activities, and the school services.

CHAPTER II

THE ORGANIZATION AND THE ENROLLMENTS OF THE SCHOOLS

The data for this study was secured from the high schools located at Bismarck, Devils Lake, Dickinson, Grand Forks, Grafton, Mandan, Jamestown, Valley City, Wahpeton, and Williston. These high schools are representative of the type of school found in the larger communities of the state. Their location with reference to one another is brought out by the map shown in Figure 1. These communities, as shown by the map, are so located that the various interests and regions of the state will be represented in the survey.

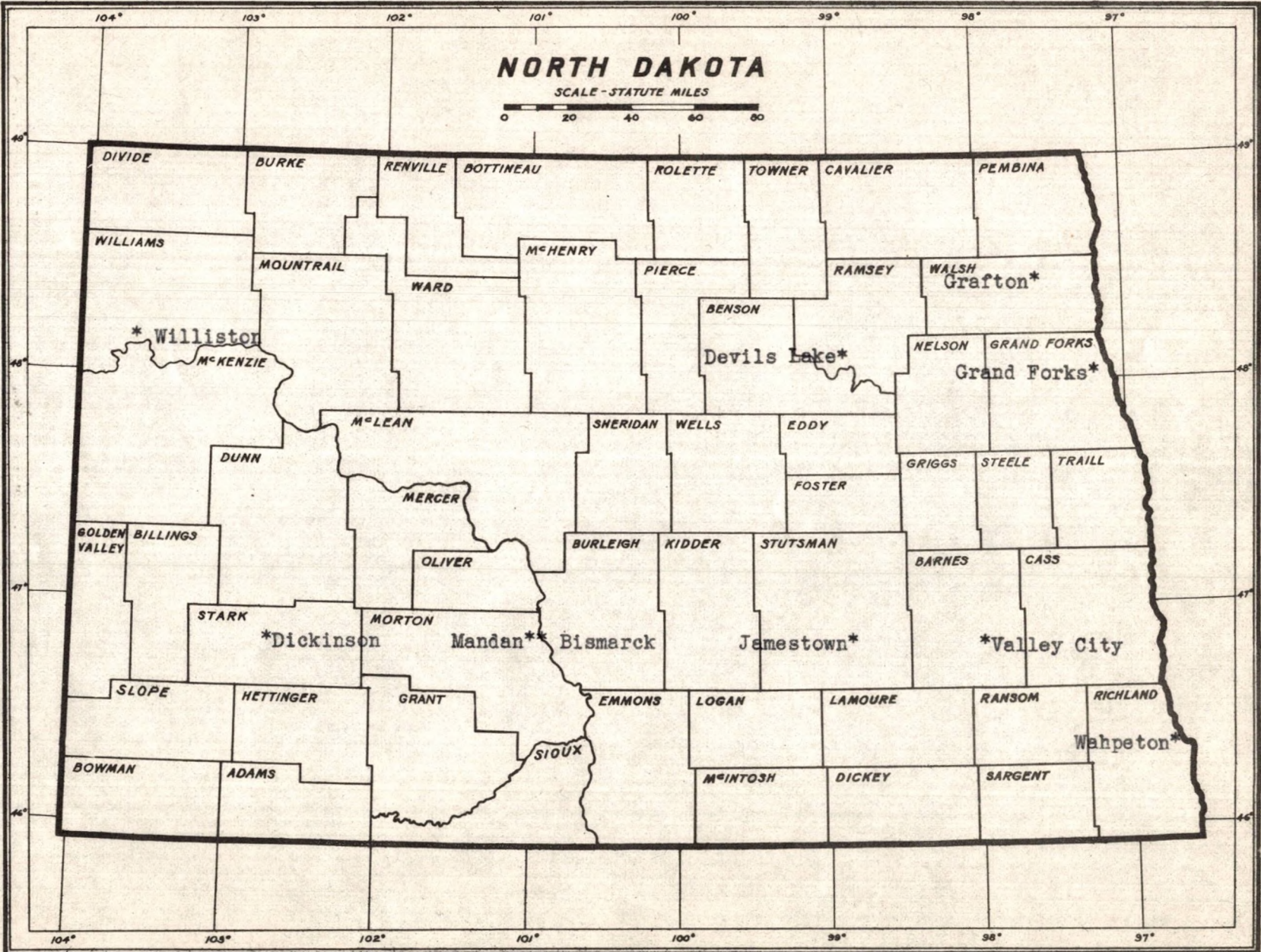
In the United States a variety of organization plans are employed in the secondary schools. A similar situation is obviously present in North Dakota. On a basis of organization it can be said that the schools in Grand Forks, Devils Lake, Mandan, Wahpeton, and Williston are based upon the 6 - 3 - 3 plan. Bismarck, Grafton, and Valley City utilize the principles of the 6 - 2 - 4 organization with junior high schools composed of grades seven and eight. In Dickinson an organization plan which revolves about the eight year elementary school and the four year secondary school is used. This is comparable with the condition nationally in 1930 when almost half of the enrollment in the secondary schools was found in the reorganized type of school.¹

1. Engelhardt and Overn, op. cit., p. 142.

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Figure 1. -- Map of North Dakota Showing the Location of the Cooperating High Schools.

The Enrollment

These high schools have a combined enrollment of 4364 students. An accurate comparison of the schools on a basis of size is not possible because of the variation in the plan of organization. With this in mind, however, the range of enrollment in the schools can be secured from Table I.

Table I
The High School Enrollments

High School	Organiza- tion Plan	Resident Pupils	Non- resident	% of Non- resident	Total Enrollment
Bismarck	6 - 2 - 4	535	152	22.1	687
Devils Lake	6 - 3 - 3	244	94	27.7	338
Dickinson	8 - 4	313	39	11.8	352
Grafton	6 - 2 - 4	153	80	34.3	233
Grand Forks	6 - 3 - 3	809	70	7.9	879
Jamestown	6 - 3 - 3	388	50	11.4	438
Mandan ^a	6 - 3 - 3	423	67	21.7	490
Valley City	6 - 2 - 4	274	89	24.5	363
Wahpeton ^b	6 - 3 - 3	105	124	54.1	229
Williston	6 - 3 - 3	255	100	28.1	355
Total and Average		3499	865	24.7	4364

^a Enrollment based on grades nine, ten, eleven, and twelve.

^b Enrollment based on 1936 state report.

The number of non-resident students, in accordance with the interpretation of the term as used for the state attendance reports, fluctuates rather widely. In the Grand Forks schools the lowest percentage, 7.9 per cent of the students, are from outside of the school district. On the other hand from Table I it can be seen that Wahpeton with 54.1 per cent of non-residents ranks highest; Grafton follows with 34.3 per cent; and Devils Lake ranks next with 27.7 per cent. The remainder of the schools have less than 27.7 per cent of the non-residents in school. For the entire group of schools Table I shows that there are in attendance 865 non-resident pupils. The average percentage of non-residents for the group is 24.7 per cent. These figures can be compared with a percentage of 31.4 for North Dakota in 1936.¹

Since these schools probably possess a broader program of work than the smaller schools it would seem that their offering should be made available to the largest possible number of students in their immediate vicinities. Undoubtedly economic considerations have led some schools to discourage the entrance of outside students. Under the present equalization law this is no longer a valid reason for such discouragement. The territory adjacent to these schools when maintenance of an educational offering of a reasonable type is not possible should send its young people to these schools. There are perhaps local reasons for the divergence in the percentages of non-residents such as

1. Report of the Director of Secondary Education of North Dakota, 1936, Table III (High School Growth).

proximity to a state boundary, the nearness of other communities, or a lack of room in the school building. However an increase in the attendance of pupils of high school age from the close vicinity of some of these schools would be an improvement in educational planning.

A further analysis of the enrollment of these high schools can be made on a basis of the number of boys and girls in the student body. Table II presents this information.

Table II
The Number and Percentage of
Boys and Girls Enrolled in the High Schools

High School	Total Enrollment	No. of Boys	No. of Girls	% Boys	% Girls
Bismarck	687	328	359	47.7	52.3
Devils Lake	338	191	147	56.5	43.5
Dickinson	352	152	200	43.2	56.9
Grafton	233	104	129	44.6	55.4
Grand Forks	879	414	465	47.1	52.9
Jamestown	438	205	233	47.0	53.0
Mandan	490	229	261	46.7	53.3
Valley City	363	165	198	45.5	54.5
Wahpeton ^a	229	110	119	48.0	52.0
Williston	355	157	198	44.3	55.7
Total and Average	4364	2055	2309	47.1	52.9

^a Calculation based on 1936 state report.

The percentage of boys in school is the greatest in Devils Lake where 56.5 per cent of the enrollment is male. At Dickinson the other extreme is found with but 43.2 per cent of the student body made up of boys. The totals show that in these schools the boys constitute 47.1 per cent of the students. The girls accordingly comprise 52.9 per cent. These figures on the whole are similar to those for some parts of the United States. In West Virginia, for example, it has been found that in the entire state the boys enrolled in high school are 86 per cent of the girls.¹ For the nation as a whole boys are 98 per cent of girls.² In this group of high schools the boys are 90 per cent of the girls while for North Dakota the boys are 83.3 per cent of the girls.³

These figures tend to show that Dickinson, Williston, Grafton, and Valley City have the lowest percentages of boys enrolled in school. This should merit careful investigation in these communities. It is possible that the small percentage of boys enrolled in some of these schools may be the result of a succession of crop failures with their attendant economic hardship. Thus families may have kept boys at home in order to supplement a small family income or because the family lacked the necessary funds to send them to a high school. Other factors

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1. Engelhardt and Overn, op. cit., p. 17.
 2. Statistical Abstract, 1937, U. S. Department of Commerce, p. 105.
 3. Reports of the Director of Secondary Education of North Dakota, 1936, Table II.

which maybe contributing causes include the predominating racial group in an area and the lack of an appeal in the high school program. The problem is nation wide and is to a degree dependent upon economic factors and the attractiveness of the program of the high school. It is a problem that merits grave consideration, for Engelhardt and Overn in their book, Secondary Education, state:

"Those responsible for education are confronted with a serious problem when the proportion of boys graduating from high schools is as small as it appears in many of the public schools."¹

In actual size these schools vary from 229 to 879. Most authorities feel that in an efficient secondary school it is desirable to have a student body of 200 or more. From the standpoint of size these schools have the required student body to offer a satisfactory work program with no unusual expense. Likewise the enrollments are sufficiently alike, in general character, so that comparisons can be made between the schools without placing individual schools at too great a disadvantage.

Summary

An analysis of the facts presented in this chapter shows that these schools use three of the four plans of organization found in secondary schools. The 6 - 3 - 3 plan is used the most, but the 8 - 4 and the 6 - 2 - 4 plans are also used. The 6 - 6 plan is not found among these schools. The schools, as a group, provide for non-resident pupils to the extent of 24.7

1. Engelhardt and Overn, op. cit., p. 17

per cent of their total enrollment. In their appeal to boys and girls of school age it is found that, just as in most of the country's schools, the cooperating schools seem capable of retaining the girls in larger numbers than the boys.

CHAPTER III
THE DAILY PROGRAMS OF THE HIGH SCHOOLS

At the beginning of each school year it is essential that a daily program of studies and activities, efficient and workable, be formulated. With this program as a basis students and instructors are given their assignments. It is the purpose of this chapter to examine the main features of the programs in the selected high schools. The time of opening and closing, the length of the noon intermission, the number of class periods, the length of class periods, and the position of the extra-curricular activities in the program are the basic features upon which a comparison is made. The extension of the high school's program through night schools and summer schools is investigated as well since both programs represent an extension of the educational offering to the public.

The opening of the school day at a given hour undoubtedly is influenced by the size of the district in which the school is located, by the industries of the locality, and by the number of pupils in attendance who must use some means of transportation to the school. From Table III it is seen that six of the schools begin the classes at either 8:40 or 8:45. Three schools open the day at 8:50, at 9:00, or at 9:05. Another school, Jamestown, permits certain pupils to begin classes at 8 o'clock. In this school attendance at eight is optional. Students select an

8 o'clock class if they wish to do outside work for a portion of the later part of the afternoon or if such a selection enables them to engage in a certain extra-curricular activity. However students who begin with a class at 8 o'clock are dismissed from school at 3:15, while those who begin classes at nine leave school at 4:15. Evidently, then, there is no high degree of uniformity with regard to the exact time at which the first class period starts in this group of schools.

Table III

The Main Time Elements of the High School Day

School	Opening Time	Closing Time	Noon Intermission (minutes)	Noon Opening	Close
Bismarck	8:40	11:46	74	1:00	4:00
Devils Lake	8:45	11:45	75	1:00	4:00
Dickinson	8:40	12:00	70	1:10	4:10
Grafton	8:50	11:50	70	1:00	4:00
Grand Forks	8:45	11:45	90	1:15	4:00
James town	8:00 or 9:00	12:00	75	1:15	3:15 or 4:15
Mandan	8:45	12:00	75	1:15	4:00
Valley City	8:45	11:45	80	1:05	3:50
Wahpeton	9:05	11:50	70	1:00	4:00
Williston	9:00	12:00	75	1:15	4:00

The length of the noon intermission, as shown by Table III, varies from a minimum of 70 minutes to a maximum of 90 minutes. Five of the schools have an intermission which is 74 or 75 minutes in length, three schools employ a 70 minute intermission, while a 90 minute and an 80 minute noon period are each used by one school. The school located in the largest city, Grand Forks, uses the largest noon intermission. Some factors that evidently are considered in the determination of the length of this intermission include the distances which pupils must walk at noon, the type of class period used, and the placement of extra-curricular activities in the daily program.

The time of dismissal is somewhat more uniform probably because of tradition. Seven of the schools close at 4 o'clock, Valley City at 3:50, Dickinson at 4:10, and Jamestown either at 3:15 or 4:15. Obviously in many cases this does not conclude either teacher activity or pupil activity for the day. A study of the extra-curricular program in Chapter VII will show that usually the school facilities are in thorough use until later in the day.

The Class Period

The analysis of the beginning and closing times of these high schools has shown considerable variation. There is more uniformity with regard to the number of class periods and the length of each class period. The time allotted to each period

by the cooperating schools is shown in Table IV. This table shows that all of the schools with the exception of three use a school period of 60 minutes or approximately that. Valley City uses eight periods of 42 minutes, and Jamestown has seven available hour periods. Williston has seven periods of 42 minutes

Table IV
The Length and Number of Class Periods

School	Organization Plan	Length of Period	Number of Periods
Bismarck	6 - 2 - 4	60	6
Devils Lake	6 - 3 - 3	60	6
Dickinson	8 - 4	60	6
Grafton	6 - 2 - 4	60 in A.M. 45 in P.M.	7
Grand Forks	6 - 3 - 3	60 ^a	6
Jamestown	6 - 3 - 3	60	7 ^b
Mandan	6 - 3 - 3	60	6
Valley City	6 - 2 - 4	42	8
Wahpeton	6 - 3 - 3	55 in A.M. 45 in P.M.	7
Williston	6 - 3 - 3	42	7

^a In Grand Forks the afternoon periods are shortened to 55 minutes.

^b In Jamestown there are seven school periods but a student only attends six.

each. In Grand Forks the afternoon periods are shortened from the full hour to a 55 minute period. At Wahpeton and Grafton a 55 or 60 minute period is used in the morning, while in the afternoon the length of the class period is 45 minutes.

An observation of Table IV from the standpoint of the plan of organization and the length of the class period reveals that there is no uniformity of practice. Some investigators have concluded that there is a tendency for the small high school to include in its school day a greater number of periods than are included by the larger schools in order to conduct its program.¹ To a certain extent this is true among the schools of this group. Valley City, Grafton, Wahpeton, and Williston are schools in the lower half of the group from the enrollment standpoint. These four schools have retained the shorter period and likewise have the greater number of periods. This enables the schools to present a work program with a greater variety of courses and activities.

The Extra-Curricular Activities in the Daily Program

In a description of the daily program of studies it is necessary to point out the manner in which the extra-curricular program has been correlated to the schedule of class periods. Early in the development of the outside activity program in the

1. Seyfert, Warren C., School Size and School Efficiency, p. 215.

high school it was customary to conduct all activities other than the regular course work after school or in the evening. Today extra-curricular activities are granted full recognition in the program of work. This naturally means an acceptance of the philosophy that these activities make a definite contribution to pupil development. An investigation of the programs of two high schools reveals the method whereby this is accomplished.

The daily program employed in the Grand Forks High School is shown in Table V. A careful observation of the program shows that throughout the daily program many of the extra-curricular activities are scheduled. Thus the enrollment for an activity is carried out in a manner similar to enrollment for an academic course. The extent to which extra-curricular work is scheduled within the daily program of studies in Grand Forks is summarized in Table VI.

Table V

The Daily Program for the Grand Forks High School

Teacher	8:45	9:45	10:45	1:45	2:10	3:05
1.	P.E. W.F. P.E. T.Th.	Hist. IV.	Hist. IV.	Hist. IV.	F. Ball	F. Ball
2.	Eng. IIB	Eng. IIB	Eng. IIB	Eng. IIB	Eng. IIB	News. W
3.	H. Ec. I		H. Ec. I	H. Ec. I	St. M	H. Ec. I
4.	Eng. IVC	Eng. IVR	Eng. III	Eng. IVC	Eng. IVR	Journ.
5.	H. S. Arith.	Bkbp.	Bkbp.	Type. I	H. S. Arith. Bkbp.	
6.	Physics	Lab. T. Th. Lab. W. F.	Physics	Physics	Lab. T. Th. Lab. M. W.	Chem.
7.	Hist. IV	Hist. III	Study	Hist. III	Study	8A Hist
8.	7A Geog.	H. S. Geog.	Corr.	Gen. Sci.	Gen. Sci.	H. S. Geo.
9.	Sociol.	Study	Prob.	Methods	Sociol.	Prob.
10.	Instrumental Music					
11.	Short. I	Short. II	Type. II	Short. I	Short. II	Type. II
12.	French I	French I	Study	French II	Advisory	Advisory
13.	Chem. H. E.	Lab. T. Th. Lab. W. F.	Chem.	Chem.	Lab. T. Th. Chem. Lab. W. F.	
14.	Corr.	Hist. II	Study T. W. F.	Hyg. T. F. Hyg. M. Th.	Hist. I	Corr.
15.	Shop II	Shop I	Shop I	Shop II	Shop I	St. M.
16.	H. Ec. II	8B H. Ec.	H. Ec. II	H. Ec. II		H. Ec. II
17.	Alg. II	Geom.	Geom.	Geom.	Geom.	Geom.
18.	Alg. IB	Alg. IB	Alg. IB			

Table V (continued)

Teacher	8:45	9:45	10:45	1:15	2:10	3:05
19.	Eng. IIB	Eng. IIA	Eng. IIB	Eng. IIB	Eng. IIB	Study
20.	Biol.	Biol.	Biol.	Biol.	Biol.	Biol.
21.	Alg. IB	Study	Alg. IB	Alg. IB	Alg. IA	Study
22.	Norse I	Norse I	Soc. Civ.	Norse II	Study	Soc. Civ.
23.	Study	Gen. Sci.	Gen. Sci.	Print.	Print.	Print.
24.	Hist. III	Econ.	Testing	Hist. III	Hist. III	Hist. III
25.	Prob.	Prob.	Prob.	Study	Prob.	Prob.
26.	Eng. IIA	Eng. IIIB	Study	Eng. IIIB	Eng. IIIB	Eng. IIIB
27.	Hist. IV	Study	Hist. IV	Hist. IV	Hist. IV	Hist. IV
28.	Chorus	Harmony	7A-B M.Th. 7A-G T.F.	8B T.F. 8G M.Th.	Study	Music
29.	Library	Library	Library	Methods	8B Eng.	Library
30.	Eng. IV	Eng. IV	Eng. IV	Methods	Eng. III	Eng. IV
31.	Type. I	Type. I	Short. I	Methods	Type. I	Short. I
32.	Study	Jr. Bus.	Jr. Bus.	Sales.	Jr. Bus.	Sales.
33.	Latin I	Latin I	Latin II	Latin II	German I	German I
34.	P.E. M.W. H.S. T.Th.	H.S. W.F. H.S.T.Th.	7B M.Th. HS T.F.	8A T.F. HS M.W.	7B M.Th. 7A T.F.	8B M.Th. HS W.F.
35.	Eng. IIIB	Eng. V	Eng. IIIB	Eng. IIIB	Play Prod.	Dram.

Table VI
A Summary of the Activities
Scheduled in Class Periods (Grand Forks)

Activity	Teacher	Time	Period
Football	1.	2:10	5 and 6
Newswriting (paper)	2.	3:05	6
Journalism (annual)	4.	3:05	6
Instrumental Music	12.	all day	all
Chorus	28.	8:45	1
Dramatics	35.	2:10	5

The extra-curricular activities are also included in the daily program of the schools in which the 45 minute class period is in use. This is illustrated by an observation of the daily program for the Valley City High School in Table VII. In this program a general activities period is provided in the eighth period of the day. This extends from 3:10 to 3:50. Students interested in extra-curricular work thus have a definite time for participation. Poor students, scholastically, are expected to spend the period in study or in consultation with the instructors. Pupils with good grades and with no activity interests are dismissed from school at 3:10. In addition some of the activities are assigned the following periods (refer to Table VII): newswriting, during the fourth and seventh periods; debate, in the

Table VII
Valley City High School Daily Program

Teacher	1	2	3	4	5	6	7	8
1.	Office	Soc. Sci.	Supervision		Office	Superv.	Soc. Sc.	
2.	Atten.	Pr. Type.	Alg. B	Geom. A	Ad. Math	Alg. C.	Geom. B.	Activ.
3.	Alg. A	Gen. Sci.	Physics		Gen. Sci.	Gen. Sc.		Study
4.	Jr. Bus.	Biology A	Biology B		Jr. Bus.	Study	Study	
5.	Bkcp.	Short. II	Type. II		Short. I	Type. I		
6.	Eng. IIIA		Eng III B	News-wrtg.	Eng IVA	Eng III C	Ad. News wrtg.	
7.	Debate	Eng. IA	Pb. Spk.	Eng IB		Eng. IC	Eng IV B	
8.		Lat. IB	Lat IIA	Lat. IA	Drama	Lat. IIB		
9.	Eng IIA	Eng IIB	Jr. H. S. or Indiv. Instruc.		Jr HS	Eng IIC	Glee Cl.	
10.	Band Orch.	Jr. H. S. or Indiv. Inst.		Gen. Hist. A	Study	Gen. Hist. B	Gen. Hist. C	
11.	Am. Hist. A	Study			Am. Hist. B	Fr. I	Am. Hist. C	
12.	Chemistry	Chemistry		Study	H. Ec.		H. Ec.	Jr. HS
13.	Study	Mech. Draw.	Jr. H. S.		Man. Train. I		Man. Train. II	Jr. HS
14.	Home Calls	P. E. Hyg.	Jr. H. S.		P. E. Cit.	Health	Voc.	
15.		Library				Library		

first period; public speaking in the fourth period; dramatics in the fifth period; glee clubs in the seventh period; and rehearsals for band and orchestra during the first period. This arrangement eliminates conflicts since it enables students to participate in athletics in addition to the activities listed.

The two daily programs presented for analysis show the manner in which the extra-curricular activities are actually transplanted into the daily program. Five of the remaining schools carry out this idea as well. Jamestown schedules band, orchestra, glee clubs, dramatics, and athletics during the periods of the daily program. Bismarck has found periods in which to offer journalism and debate. Newswriting, orchestra, and dramatics are placed in the daily program at Dickinson. At both Wahpeton and Mandan general activity periods are employed. Wahpeton schedules dramatics, journalism, declamation, and science clubs in the general activity period.

Adult Education

The extra curricular program has resulted in an offering to the community which is increased in scope from the standpoint of content. There has also been a tendency to extend the educational offering to all the people of a community through adult education. This movement is centered about the facilities and building of the high school in many instances. No attempt has been made in the cooperating schools to offer these services at

any other time than in the evening. The majority of the schools report that no evening school for adults was conducted. The schools in whose plants night schools were operated are shown in Table VIII.

Table VIII
The Night Schools in Operation in 1937-38

School	Enrollment	Student Body	Subject
Grand Forks	variable	adults	Home Economics field
Jamestown	40	adults	Home Economics field
Devils Lake	145	all groups	Home Economics, Commercial, and Handicraft fields
Mandan	variable	adults	Home Economics field

Thus four of the ten schools offer this supplementary service through the regular use of a portion of their equipment and buildings. This work is conducted with the financial support of the federal government in all cases. Regular instructors of the day school are not utilized. All of the schools present work in the field of home economics, and the school at Devils Lake offers in addition commercial work and courses in handicraft. The night school had the largest enrollment at Devils Lake for the year 1937-38. The use of the high school plant for this purpose increases the influence of the school in a community. It is a practice that merits extension where locally

there exists a community demand for certain courses. A wider use of this practice should be encouraged.

The educational program offered by these high schools is extended in still another manner. All schools have a number of pupils who are retarded, yet who wish to finish with their class. Such students cannot take an increased load with success. Again there are pupils in school who desire to take additional work. For students of both types three of the schools in the cooperating group have provided the summer session. The summer sessions in 1937 were open to all students of high school age and expenses were wholly or in part paid for by means of a fee. In the Grand Forks schools in enrollment reached 100 students who had the opportunity to take courses in English, social studies, algebra, and general science. The Jamestown High School had an enrollment of twenty pupils who selected courses from the social studies field. At Devils Lake there were twenty-five students enrolled in summer school with the courses offered dependent upon student demand. Seven of the schools in this study did not extend summer school privileges to their students.

Summary

This group of North Dakota high schools begin class periods between eight and nine o'clock. The length of the noon intermission is not uniform nor is the time of closing the same for all. A comparison shows that six of the ten schools use the 60 minute period. Four schools employ periods that vary from

40 to 45 minutes in length. The number of class periods varies from six to eight.

Among these schools there has been a definite movement to schedule the extra-curricular work in the daily program. Seven of the schools have carried out such a policy at least in part. The educational offering of the high school has been extended to the community only to a slight degree by means of evening classes. Three of the schools have operated summer schools during 1937.

CHAPTER IV

THE CURRICULA IN THE SELECTED HIGH SCHOOLS

The curriculum of a high school is the center about which all the activities of the school revolve. There are various views in regard to what the curriculum content should be. Engelhardt and Overn state that in a broad sense the curriculum consists of "all the influences and experiences gained either first-hand or through books encountered in school or which are employed in¹struction". This study of the curricula of the selected high schools will include an examination of the subjects required for graduation, elective subjects offered, the presence of various curricula in the respective schools and the relative pupil load.

In North Dakota the minimum number of units required for graduation is sixteen. In this group of sixteen units each individual must have six half units of English which must include English I and English II and an additional half unit of English composition, one unit of United States history, one unit of world history, one unit of problems of democracy, two units of science including one unit of general science, and one unit of physical education.² Thus there is a total of nine units out of the sixteen required for graduation that the student is compelled to take in all the high schools of the state.

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1. Engelhardt and Overn, op. cit., p. 255.
 2. Administration Manual and Course of Study for North Dakota High Schools, Department of Public Instruction, 1931, p.13.

A study of the requirements of the ten high schools reveals that it is customary to increase the number of units that the student must take. In Table IX it is shown that six of these high schools increase the required units in English by demanding that the student take both English III and English IV. Six of these secondary schools also include algebra or mathematics among the required units. Bismarck hold its students to an added two units in Latin. It is the only school

Table IX

The Additional Subjects Required
for Graduation by the High Schools

School	Additional Units Required		Total
Bismarck	Algebra (1)	Latin (2)	3
Devils Lake	Algebra (1)		1
Dickinson	English (1)	Algebra (1) or Gen. Mathematics	Geography ($\frac{1}{2}$) $2\frac{1}{2}$
Grafton	English (1)		1
Grand Forks	English (1)	Algebra (1)	2
Jamestown	English (1)		1
Mandan	English (1)		1
Valley City	Algebra (1)	Civics ($\frac{1}{2}$)	$1\frac{1}{2}$
Wahpeton	(no data)		
Williston	English (1)	Mathematics (1)	2

which makes Latin a general requirement in this group. Dickinson requires an extra half unit of geography in the social studies field, and Valley City requires a half unit of civics from the same field. Table IX also shows that Bismarck raises the state requirements by three units and Dickinson increases them two and a half units. All the secondary schools that reported on the matter of added requirements showed an increase in the requirements. In addition to these general graduation requirements some of the high schools with multiple curricula also have definite subjects which must be taken if the student wishes to complete the work in a specific curriculum.

The Electives Offered

This group of high schools offer seventy-three courses to the students. Undoubtedly some of these courses differ from one another in name alone, yet a tabulation of course titles reveals that these ten secondary schools have a wide range of material from which pupils may make selections. In order to facilitate the analysis of these courses they are grouped into fields: the natural sciences including psychology and mathematics; the social studies; the language arts; the foreign languages; the commercial field; the vocational and industrial courses; and the fine arts.

The courses in natural science and mathematics offered in these high schools are shown in Figure 2. Biology and algebra

Subject	Credit	Frequency
Physics	1	x x x x x x x x x
Chemistry	1	x x x x x x x x x
Plane Geometry	1	x x x x x x x x
Solid Geometry	$\frac{1}{2}$	x x x x x x
Advanced Algebra	$\frac{1}{2}$	x x x x x x
Algebra ^a	1	x x x x x x x x x x
Biology	1	x x x x x x x x x x
Physiology and Hygiene	$\frac{1}{2}$	x
Psychology	$\frac{1}{2}$	x x x x x
Trigonometry	1	x

Figure 2. -- The Frequency of Elective Subjects in Natural Science and Mathematics in the Curricula of the High Schools.

^a Taught by all schools but is a requirement in six.

are taught in all the high schools either as required units or electives. Physics and chemistry are taught in nine of the ten schools. Psychology is available as an elective in five schools. Only one high school teaches trigonometry, and but one school offers physiology. Physics and chemistry are usually present in the curriculum of the larger secondary schools. National trends reveal little increase in the number of schools which offer them from year to year. Biology on the other has appeared on an increasingly large number of curricula in the United States. The schools represented in this survey have followed that

tendency, for biology is taught in all.¹

In the social studies field three units are customarily required for graduation from the senior high school. These include world history, United States history, and problems of democracy. It would not be possible for the student to elect much additional subject matter from this field. Accordingly there is no definite trend among the high schools in the survey to offer any units with consistency. Figure 3 shows that seven

Subject	Credit	Frequency
Citizenship	$\frac{1}{2}$	x x x
Vocations	$\frac{1}{2}$	x x x
Occupations	$\frac{1}{2}$	x
Geography	$\frac{1}{2}$	x x x x x x x
International Relations	$\frac{1}{2}$ or 1	x x x x
Civics ^a	$\frac{1}{2}$	x x
Cooperative Marketing	$\frac{1}{2}$	x x
Economics	$\frac{1}{2}$	x x
Sociology ^b	$\frac{1}{2}$	x x
General History	$\frac{1}{2}$	x
Early World History	$\frac{1}{2}$	x

Figure 3. -- The Frequency of Elective Subjects in Social Studies in the Curricula of the High School.

- ^a A requirement in one school.
^b A requirement in one school.

1. Carl A. Jessen, "Registrations in Science", School Life, XXII, June 1937, p. 314.

of the high schools offer geography. The course, international relations, is given by four of the members of this group. It is offered either on a half unit or a whole unit basis. Cooperative marketing, which was made an offering upon demand for the school year 1937-38, was offered in two high schools of the group.

Skills in the reading, speaking, spelling, and writing of the English language together with an appreciation of English literature are included in the scope of the expression language arts. In six of the high schools both English III and IV are required. Accordingly these schools do not offer it as an elective. The extent to which subjects from this field are offered as elective in the selected high schools is shown by Figure 4. It is noticeable that the frequency with which a

Subject	Credit	Frequency
Business English	$\frac{1}{2}$	x x
Debate	1	x
Public Speaking	1	x x x x
Drama	1	x
Newswriting	1	x x
Journalism	1	x x x x
English IV	1	x x
Play Production	1	x
Creative Writing	1	x
Grammar	$\frac{1}{2}$	x

Figure 4. -- The Frequency of Elective Subjects in Language Arts in the Curricula of the High Schools.

given subject appears is low. This is explained by the uniformly high requirements in English made by these secondary schools as a group. Public speaking and journalism are offered to the students in the form of credited courses in four of the high schools. Business English, English IV, and newswriting are elective in two of the cooperating schools. The titles of courses such as debate, creative writing, and newswriting suggest that the schools are attempting to use activities in this field which the student uses directly in school life and which are also at the same time found valuable in life situations. Naturally much activity of a similar nature is also used in courses designated as being merely English III or English IV.

There has been much discussion in regard to the place of foreign language in the high school curriculum. Figure 5 shows that all of the secondary schools in this group offer some foreign language. Latin is taught as an elective in nine of the cooperating schools. Bismarck requires that all students take Latin. Thus all of the schools offer Latin to the student body. Discrepancies in Figure 5 in the frequency of Latin I and Latin II and also in French I and French II are the results of the practice of alternating the subjects in some of the high schools. The persistence of a foreign language in contrast to other electives can be explained by the fact that a certain portion of the secondary enrollment is preparing for entrance to higher in institutions of learning. In the United States as

Subject	Credit	Frequency
French I	1	x x x x
French II	1	x x x
German I	1	x x x
German II	1	x x x
Latin I	1	x x x x x x x x
Latin II	1	x x x x x x x x x
Latin IV	1	x x
Norse I	1	x
Norse II	1	x x

Figure 5. -- The Frequency of Elective Subjects in Foreign Language in the Curricula of the High Schools.

a whole the percentage of schools in which Latin is taught has declined, German on the same basis has increased as on offering,¹ while French has maintained about the same position.

Since there are a large number of commercial subjects, for the purpose of this study, they have been separately grouped. In Figure 6 a summarization shows the frequency with which these subjects are taught. All the schools in this group offer Typing I and Typing II and either shorthand or stenography. One school offers personal typing. Bookkeeping is included in the curricula

1. Jessen, Carl A., "Registrations in Languages", School Life, XXIII, Sept. 1937, p. 23.

Subject	Credit	Frequency
Business Training	1	x
Commercial Law	$\frac{1}{2}$	x x x x x x x
Bookkeeping	1	x x x x x x x x
Business Organization	1	x
Commercial Arithmetic	1 or $\frac{1}{2}$	x x x x
Introduction to Business	1	x
Junior Business	1 or $\frac{1}{2}$	x x x x x x x
Personal Typing	$\frac{1}{2}$	x
Retail Merchandising	1	x
Salesmanship	1	x
Shorthand I	1	x x x x x x x
Shorthand II	1	x x x x x x x
Stenography I	1	x x x
Stenography II	1	x x
Typing I	1	x x x x x x x x x x
Typing II	1	x x x x x x x x x x

Figure 6. -- The Frequency of the Elective Subjects in the Commercial Field in the Curricula of the High Schools.

of eight high schools. Commercial law is taught by seven schools in the survey. It is likely that business training, junior business and introduction to business are courses similar in subject

matter. A course of such a type as general business is thus offered in all the cooperating schools. Commercial arithmetic is an elective in four schools. Retail merchandising and business organization are each taught in one school. The high schools in the nation have definitely increased the extent to which the commercial subjects are taught since 1928.¹ Evidently the trend in the cooperating high schools is similar.

Education in the commercial field may be general or vocational in purpose. If it is of the vocational type, then the placement of the high school graduates in addition to the business college graduates will become a serious problem. Using bookkeeping as an illustration of the condition, it is estimated that 136,000 individuals were trained in public and private schools in the United States in 1934. In the same year there were available approximately 36,000 positions of that type.² Similar relations are found for the stenographic and typing positions. Thus there may be some question of the wisdom of permitting too many students to take work in this field.

In the balance of the vocational field a pronounced increase has also occurred since 1928. The number of schools in which these subjects are offered has increased and the enrollment in these courses in 1934 has risen 50 per cent above the 1928 level.³

1. Barnhart, Earl W., Employment Opportunities for Beginning Stenographers and Typists, School Life, XXIII, April 1938, p.278.

2. Ibid.

3. Jessen, Carl A., "Registrations in Vocational Subjects," School Life, XXIII, November 1937, p. 87.

During this same period there has been a decrease in the manual arts work. The survey for the ten high schools would indicate that these schools are following the national trend. In Figure 7 the relative frequency of the electives is shown. This entire secondary school group offers both home economics I and II. Agriculture and shop work are taught in four of the ten schools. Mechanical drawing, printing, and home ^{mechanics} economics are each taught in one school. One school offers a general home economics course for boys as well as a general home economics course for girls.

Subject	Credit	Frequency
Agriculture I	1	x x x x
Agriculture II	1	x x x x
General Home Economics (girls)	$\frac{1}{2}$	x
General Home Economics (boys)	$\frac{1}{2}$	x
Home Economics I	1	x x x x x x x x x x
Home Economics II	1	x x x x x x x x x x
Home Mechanics	1	x
Mechanical Drawing I	1	x x
Mechanical Drawing II	1	x
Printing	1	x
Shop I	1	x x x x
Shop II	1	x x x x

Figure 7. -- The Frequency of the Elective Subjects in the Vocational and Industrial Fields in the Curricula of the High Schools.

Among these high schools only Devils Lake offers courses in both agriculture and shop. Wahpeton is the only school which does not offer either course. The tendency thus is to offer either shop or agriculture as a subject of vocational interest to boys. With all the schools in the survey surrounded by and dependent upon an agricultural area, an extension of either general or vocational agriculture can be justified. This is in accordance with the curriculum philosophy that "the school should help people to improve their economic status by encouraging a better understanding of their industries and enriching their economic thinking as well as the esthetic phases of life".¹

The fine arts courses consist of music, art, and certain aspects of appreciation in both art and music. Much work of this type is offered in the extra-curricular field which is reviewed in Chapter VII. Only the courses listed by the cooperating schools as definite accredited units are considered at this point. Figure 8 shows that the offering in fine arts in the curriculum is not extensive. Grand Forks offers five different courses in this field, so a wide offering is characteristic only in the largest school of the group. Music history and appreciation, together with related art, are each offered in four of the ten schools.

1. Engelhardt and Overn, op. cit., p. 264.

Subject	Credit	Frequency
Music history and appreciation	1	x x x x
Music	1	x x
Advanced Art	1	x
Harmony	1	x
Related Art	1	x x x x

Figure 8. -- The Frequency of Elective Subjects in Fine Arts in the High Schools.

The Types of Curricula

In the administration of the subjects offered by a secondary school there are two plans of organization that are widely used. The constants with variable type requires the student to take certain subjects. These are known as constants. Then the student is permitted to select, usually with some restriction and advice, the balance of the work from among the elective courses. An illustration of the constants with variable type is given in Table 10. In the Valley City high school a pupil must have sixteen units of credit to graduate. These include-- (1) all subjects in capital letters (as shown in Table 10); (2) one unit of mathematics; and (3) one unit of laboratory science in addition to general science. The student is required to have four units from each year of the curriculum (including the "required" units) before he can select work from the next

higher year. Physical education and four other units represent standard work, which may be supplemented with a quarter unit of music, speech or other extra-curricular work. In Table X, each subject represents a unit unless it is otherwise indicated by a fraction in a parenthesis, thus "civics ($\frac{1}{2}$)".

Table X
The Curriculum of the Valley City High School

First Year	Second Year	Third Year	Fourth Year
ENGLISH I	ENGLISH II	ENGLISH III	*ENGLISH IV
ALGEBRA	Pl. Geometry	Ad. Algebra ($\frac{1}{2}$) Sd. Geom. ($\frac{1}{2}$)	
GEN. SCIENCE	Biology	Chemistry	Physics
Cit. ($\frac{1}{2}$) Voc. ($\frac{1}{2}$)	GEN. HISTORY	AMERICAN HIST. ($\frac{1}{2}$) CIVICS ($\frac{1}{2}$)	ECONOMICS ($\frac{1}{2}$) SOCIOLOGY ($\frac{1}{2}$)
Latin I	Latin II	French I	French II
PHY. ED. (0)	PHY. ED. (0)	PHY. ED. (0)	PHY. ED. (0)
Jr. Business	Bookkeeping	Stenography I Typewriting I	Stenography II Typewriting II
Man. Training I	Man. Training II Mech. Drawing	Com. Law ($\frac{1}{2}$) Com. Geography ($\frac{1}{2}$)	Per. Type. ($\frac{1}{2}$)
Home Ec. I	Home Ec. II		Cooperatives ($\frac{1}{2}$)
Music ($\frac{1}{2}$)			

* Either English III or English IV is required (to be taken in its own year). Though both are not required both may be taken.

The second plan of organization is known as the multiple curricular type. This is characterized by a group of subjects arranged with emphasis on a field or combination of fields. Table XI illustrates three of the curricula offered to students of Jamestown high school. In the cooperating schools using the

Table XI

The Curricula in the Jamestown High School

Grade	College Entrance	General	Commercial
9	English 9 Latin I or German I Social Studies General Science	English 9 General Science Social Studies An elective	English 9 General Science Social Studies An elective
10	English 10 World History Latin II or German II Algebra	English 10 World History Algebra An elective An elective	English 10 World History Intro. to Bus. Biology
11	English 11 U.S. History Plane Geometry Chemistry or Biology	English 11 U.S. History Science An elective	English 11 U.S. History Com. Law ($\frac{1}{2}$) Typing I ($\frac{1}{2}$) Shorthand I
12	English 12 Prob. of Democracy Adv. Algebra ($\frac{1}{2}$) Solid Geometry ($\frac{1}{2}$) Physics	English 12 Prob. of Democracy An elective An elective	English 12 Prob. of Democracy Bookkeeping Typing II ($\frac{1}{2}$) Shorthand II

Note: Physical Education is required in grades nine, ten, eleven, and twelve.

multiple plan are found curricula known as college entrance, commercial, general, home economics, agricultural, and manual

arts. At least four curricula are offered in all the schools organized on the multiple basis. A summary of the type of organization in the cooperating schools is given in Table XII. This shows that four of the ten schools use the constants with variables plan of organization while six employ the multiple curricular plan.

Table XII

The Types of Curricula Organization in the High Schools

School	General	College Entrance	Com- mercial	Agri- cultural	Manual Arts	Home Economics
Bismarck	x	x	x		x	x
Devils Lake	x	x	x	x		x
Dickinson			constants with variables			
Grafton	x	x	x	x		x
Grand Forks			constants with variables			
Jamestown	x	x	x			x
Mandan	x	x	x	x		x
Valley City			constants with variables			
Wahpeton			constants with variables			
Williston	x	x	x	x		x

The Pupil Load

In connection with the administration of the curriculum it is important to know the load which an individual student is

permitted to select. A common method of the evaluation of the pupil load is based on the number of units which the pupil will earn per year. The percentage of pupils taking a given number of units is shown in Table XIII for this group of high schools. The customary load of four units is taken by 59.2 per cent of the students in Bismarck High School. In Dickinson 97.4 per cent carry four units. Jamestown has 24 per cent taking less than five units while Dickinson has but 1.4 per cent who are in

Table XIII

The Pupil Load in the High Schools on a Percentage Basis

School	Less than 3 units %	3 units %	Less than 4 units %	4 units %	Less than 5 units %	5 units %	More than 5 units %
Bismarck		15.1		59.2	17.6	7.3	.7
Devils Lake	3.8	7.4		64.6	19.9		1.2
Dickinson			.9	97.4	1.4		.3
Grafton			.4	79.0	17.3	2.2	1.0
Grand Forks			6.9	78.0	11.0	4.0	.06
Jamestown	.7	.5	1.4	65.0	24.0	8.0	
Mandan		16.0		62.4	10.5	11.0	.2
Valley City	.3	.6	3.0	76.0	9.0	10.2	.6
Wahpeton ^a							
Williston			8.0	84.9	6.2	1.2	

^a Data from Wahpeton incomplete on this point.

the same group. Five units are carried by 11 per cent of the students in the high school at Mandan and 10.2 per cent have the same load at Valley City. A small percentage of students take more than five units in these schools. The North Central Association of Colleges and Secondary Schools in its criteria on pupil load states, "Only such pupils as rank in ability and achievement in the upper twenty-five per cent of the school's enrollment maybe allowed to carry for credit as many as five or the equivalent". These high schools remain seemingly well within the limit expressed in the above ruling. Dickinson and Williston keep the largest percentage of students on a four unit basis. The rest of the high schools permit some variation so that students may enroll for either more or less than four units under certain conditions.

In North Dakota it is possible to supplement the curriculum of the local school by means of correspondence study. On examination of the responses to the inquiry in regard to the use of correspondence work in these schools reveals that there are but three students enrolled in such study. The curricula of this group of high schools is evidently of such variety that there is very little demand for courses to supplement the local offering.

Summary

The high schools participating in this survey uniformly

raise the graduation requirements for students above those established by the state. The added requirements are usually a fourth year of English or one year of algebra. In some cases both are required. The schools report seventy-three elective courses in their curricula. Physics, biology, chemistry, and algebra appear almost always on this list. Latin I and Latin II in the foreign language field are offered by all of these schools. In the vocational field all the schools teach home economics I and home economics II. The commercial subjects that appear on all curricula are typing I and typing II. Bookkeeping is almost always offered. Shorthand I and shorthand II are taught in eight of the schools, and stenography is offered by those who do not offer shorthand. In a comparison with national trends it is found that the subjects of increasing frequency in the curricula of the country's schools also appear regularly in the curricula of these high schools. The curricula in this group of secondary schools are organized along either the constants with variables plan or on a multiple curricular basis.

CHAPTER V

THE QUALIFICATIONS AND THE LOAD OF
TEACHERS AS AN INFLUENCE ON THE EDUCATIONAL OFFERING

School authorities agree that a properly prepared body of teachers is of major importance in the successful operation of a secondary school. A measurement of the proper training of an individual teacher is difficult to secure in an objective fashion. This portion of the survey reviews the qualifications of 124 teachers in the cooperating secondary schools. This represents a return of slightly better than 80 per cent of the questionnaires. The qualifications are grouped for analysis under three headings, the general training which the teacher has received, the training that has been taken in a specific field, and the experience in teaching that the instructors have had.

It is of interest to know from which college or university the instructors have received their preparation. Table XIV shows that the instructors teaching in the cooperating high schools in 1937-38 were trained in thirty-six colleges and universities. All of these schools of higher learning are located in the North Central area. The University of North Dakota contributed 17.8 per cent of the instructors in the group. The State Teachers College at Valley City and the North Dakota State College each furnish 11.3 per cent of the instructors in these high schools. Concordia College at Moorhead provided 9.7 per cent. Smaller percentages ranging from two to seven per cent

Table XIV

The Schools and Colleges that Prepared
The Instructors in the High Schools in 1937-1938

School	Number from Each School	Percentage (nearest.1%)
University of North Dakota	22	17.8
State Teachers College, Valley City	14	11.3
North Dakota State College	14	11.3
Concordia College	12	9.7
University of Minnesota	7	5.6
St. Teresa	4	3.2
S.T.C., Minot	4	3.2
S.T.C., Mayville	3	2.5
Drake University	3	2.5
St. Olaf College	3	2.5
Jamestown College	3	2.5
Carleton College	2	1.6
Ellendale Normal and Ind. School	2	1.6
Hamline University	2	1.6
Hope College	2	1.6
Luther College	2	1.6
St. Catherine	2	1.6
Gustavus Adolphus	2	1.6
19 schools with one each	19	15.3
No degree	3	2.5
Total	124	101.0

were furnished by fourteen higher institutions of learning, while nineteen colleges and universities each contributed one teacher. Three instructors had no degree.

The type of training received by the teachers in secondary schools from the schools of higher education has been under investigation by a committee for the North Central Association of Colleges and Secondary Schools. This committee on the Subject Matter Preparation of Secondary School Teachers reporting to the North Central Association stated that "A broad general education is basic to the sound preparation of prospective high school teachers"¹. This committee further recommends that "Subject-matter specialization is equally essential to sound preparation of prospective high school teachers, but, for teachers, such specialization should be in a broad field rather than the traditional limited subject divisions"². In this group of instructors 59.7 per cent have a Bachelor of Arts degree. This is brought out in Table XV. Bachelor of Science degrees were held by 38 per cent of the group. The instructors teaching without degrees held diplomas of special types. Two worked in the field of music and the third taught in the industrial arts field. All had taken much training in their field of specialization.

In a professional field which is subject to rapid change and to shifting emphasis it is necessary that the education of

1. Subject Matter Preparation of Secondary School Teachers, Committee. North Central Association Quarterly, XII, April 1938, p. 45.

2. Ibid.

Table XV
The Kind of Degrees
Held by the Instructors in the High Schools

Kind	Number	Percentage
Bachelor of Arts	74	59.7
Bachelor of Science	46	38.0
Bachelor of Education	1	.9
No degree	3	2.4
Total	124	100.0

its members be continually furthered. The extent to which the members of a group attempt to improve themselves, educationally, may be a good measure of progressiveness. The amount of training, in addition to a college degree, which the teachers who responded to this survey have had, is shown in Table XVI. Of the entire group but 16.5 per cent have failed to continue their training. More than one-fourth of all or 25.5 per cent have secured the Master of Arts or Master of Science degrees. Two summer sessions or more of work beyond the Bachelor of Arts degree has been completed by 67 per cent of the instructors in these schools. It is of interest to note that eighteen of the thirty-one masters degrees are held by the teachers in the Grand Forks and Dickinson high schools.

Table XVI

The Relative Extent of Professional
Training Beyond the Degree in the High Schools

Amount of Training	Percentage
None beyond a degree	16.5
One summer session	16.0
Two summer sessions	19.0
Three summer sessions	14.5
Four summer sessions	5.0
Five or more	3.5
M.A. or M.S.	25.5

The training which the teacher receives must be in the field or fields in which the teacher works if it is to be fully utilized. In general the North Central Association recommends that an instructor have a minimum preparation of fifteen semester hours in the teaching field.¹ The use of the term field in this survey is with reference to the following subject matter groupings: agriculture, art, commercial subjects, English, home economics, industrial arts, Latin, mathematics, modern languages, music, physical education, social studies, and sciences. In explaining the amount of training an instructor has it is customary to speak of a major in a given field. For this study

1. Policies, Regulations, and Criteria for the Approval of Secondary Schools, North Central Association of Colleges and Secondary Schools, April 7, 1938, p. 13.

twenty-four semester hours will be considered a major. Table XVII shows that 74.3 per cent of the instructors are working in a field in which a major is held. Another group, 16.1 per cent of the whole, are teaching with fifteen or more semester hours of preparation. Subjects that are taught in these high schools

Table XVII

The Preparation in the Teaching
Fields of the Instructors in the High Schools^a

Amount of Preparation	Number	Percentage
Less than 15 semester hours	13	9.5
15 semester hours or more	22	16.1
24 semester hours or more	101	74.3
Total	134 ^a	99.9

^a The total for this table will not agree with the total number in the survey because some teachers work in more than one field.

with less than fifteen semester hours of preparation include civics, economics, psychology, biology, commercial law, general business, citizenship, physical education, stenography, junior business, and physiology.

A subject which has been under much investigation is the actual field and combination of fields that are taught by teachers. In this group of schools there are thirty-one unique combinations of subjects, twelve types of positions with all of the teaching

in one field and one type of position made up of two closely related fields such as science and mathematics. Table XVIII shows that but 25 per cent of the positions are those positions which occur singly or without repetition. Thus 75 per cent of the positions deal with subject matter that is closely related or entirely in one field.

The nature of the thirty-one unique positions is revealed if they are grouped about certain fields. The subjects taught with English are physical education, German, history, general science, and mathematics and science. Only biology is combined with the commercial field. Latin is taught by teachers who also teach English, English and history, law and French. The social studies field is combined with sixteen courses from other fields including Latin, German, French, law, music, physical education, psychology, business, science, mathematics, and Norse. Three teachers in home economics are asked to teach chemistry, biology, and general science as well. The mathematics position is combined with law and typing in two cases. Industrial arts and hygiene are found in one position. Physical education instructors in four cases are asked to teach arithmetic and science, junior business, commerce and general science as the added work for each position. In general the assignment of teachers to positions which are closely related seems to have been carried out.

Table XVIII
The Kinds of Teaching Combinations in the High Schools

Field	Number of Teachers in Field	Percentage of Teachers in Field ^a
English	24	19.6
Commercial	11	9.0
Language	4	3.3
Social Studies	16	13.1
Music	3	2.5
Home Economics	5	4.1
Mathematics	7	5.7
Science	6	5.0
Agriculture	2	1.6
Industrial Arts	3	2.5
Physical Education	3	2.5
Art	1	.8
Science and Mathematics	6	5.0
Unique combinations	31	25.0
Total	122	99.7

^a Percentage based on 122 teaching positions. Two full time librarians not included.

The Experience of the Instructors

Another factor which is important in the qualifications of the teacher is the amount of experience. Figure 9 shows the experience in the city schools for the instructors in the

Number of Years of City Experience	Number of Teachers in the Group
0	x x x
1	x
2	x x x x x x x
3	x x x x x x
4	x x
5	x x x x x x
6	x x x x x x x x x
7	x x x x x x x x x x
8	x x x x x x x x x x
9	x x x x x x x
10	x x x x x x x
11	x x x x x x
12	x x x x x x x x
13	x x x x x x x x x
14	x x x
15	x x x x
16	x x x
17	x x x
18	x x x x
19	x x
20	x x x x x
21	x x x x
22	
23	x
24	x
25	x
26	x
27	x x
28	
35	x
Total	134
Median number of years experience	9.14 years
Average number of years experience	10.9 years

Figure 9. -- The Urban Experience in Years of the Instructors in the High Schools.

selected high schools. The median number of years of experience for the group is 9.14 years. The average number of years in the teaching profession for the teachers in these schools is

10.9 years. The teaching staffs of these schools are largely composed of individuals who have selected teaching as a permanent calling. This is a desirable tendency and indicates that a stable, professional group of instructors is present in these high schools. In a secondary school it is deemed desirable to have representatives of both sexes on the staff in not too disproportionate numbers. That 30.6 per cent of the instructors of the selected high schools are married men is shown in Table XIX. There are 12.1 per cent of single men on the faculties of these schools. Single women constitute 56.4 per cent of the group. Thus 42.7 per cent of the instructors in these co-operating schools are men.

Table XIX
The Sex and Marital Status
of the Instructors in the High Schools

Status	Number in Group	Percentage in Group
Married men	38	30.6
Single men	15	12.1
single women	70	56.4
Married women	1	.8
Total	124	99.9

The Teacher Load

A factor of major importance in the effectiveness of

instruction is the load which the individual teacher must assume. Among the factors that contribute to the load are the number of pupils in all classes, the number of distinct preparations, the number of classes taught, the hours of teacher preparation per week and the number of hours spent in extra-curricular activities per week.

A basis for the evaluation of the teacher's load that is used in the state reports is the number of pupils in all classes. Figure 10 shows that in the cooperating high schools the group with 141 to 150 pupils is the most frequent assignment for instructors. The median number of pupils per day from Figure 10 is 141.4. Four instructors have fewer than fifty pupils per day. This group includes one principal, a band director, an agriculture instructor, and an art supervisor. Twenty-three instructors have from 161 to 200 pupils each day. For the teacher this may mean that the pupil teacher ratio in accordance with the criteria of the North Central Association of Colleges and Secondary Schools has been exceeded.¹ The ratio for an individual school is brought down, however, by the teachers whose load is somewhat less than the recommended ratio. Thus while

1. In the Policies, Regulations, and Criteria for the Approval of Secondary Schools (1938) by the North Central Association of Colleges and Secondary Schools, Criterion 8 states "The load is not excessive. An average enrollment in school in excess of thirty pupils per teacher is considered as a violation of this criterion."

The Number of Pupils in All Classes	The Number of Teachers Reporting Each Group
Item omitted	xx
Less than 50	xxxx
51 to 60	x
61 to 70	
71 to 80	xxx
81 to 90	xx
91 to 100	xxx
101 to 110	xxxxxxxx
111 to 120	xxxxxxx
121 to 130	xxxxxxxxxxxxxxx
131 to 140	xxxxxxxxxxxxxxxxxxx
141 to 150	xxxxxxxxxxxxxxxxxxxxxxx
151 to 160	xxxxxxxxxxx
161 to 170	xxxxxxxxxxxxxxxxxxx
171 to 180	xxxxxx
181 to 190	xxx
191 to 200	xx
Over 200	xxxxxxxxxxx

Figure 10. -- The Relative Number of Pupils Taught Daily by the Teachers of the High Schools.

the ratio for school is not too high it is possible that an individual instructor may have a teaching load above the

recommended limit. Eleven instructors have more than 200 pupils per day. Included in this group are six physical education teachers, two music supervisors, two librarians, and one part time band director.

The number of pupils taught per day by the instructors of these schools is comparable with similar data taken from the reports for the classified high schools of the state.¹ Thus, in Table XX 82 per cent of the teachers in the classified high schools have less than 141 pupils per day. For the selected high schools only 46.8 per cent have classes of less than 141. A comparison for the group from 141 to 150 show that 17.8 per

Table XX

A Comparison of Pupils Taught Daily in the Selected High Schools and in North Dakota on a Percentage Basis

Number of Pupils in Group	Percentage of Teachers Selected High Schools with This Number of Pupils	Percentage of Teachers in Classified H.S. with This Number of Pupils
Less than 141	46.8	82.0
141 to 150	17.8	6.6
151 to 160	8.0	3.6
More than 160	27.4	7.6

1. Report of the Director of Secondary Education, Department of Public Instruction, 1936, Table VI.

cent of the teachers in the selected high schools have this number of pupils while in the classified secondary schools the percentage in the group is 6.6. In the 151 to 160 interval the percentage for the selected high schools doubles that for all of the classified schools of similar type. Among the survey schools 27.4 per cent of the instructors teach more than 160 pupils per day and in the classified high schools only 7.6 per cent have a similar load. The selected high schools thus assign distinctly larger groups of pupils to the instructors per day. The smaller high schools of the state cannot do this. Herein is found one measure of economy which is available to secondary schools of suitable size.

The number of pupils taught per day in itself will not determine the load of the individual instructor. Of equal importance is the number of preparations an instructor makes daily. Table XXI shows that 8.9 per cent of the instructors have one preparation, 30.7 per cent have two preparations, and 33.1 per cent have three preparations per day. Only 2.4 per cent are making five preparations daily, and another 2.4 per cent make no advance preparation. Included in this last group are two librarians and one principal. Thus, from Table XXI, 75 per cent of the teachers in these high schools have three or less than three preparations to make each day.

Table XXI

The Number of Preparations Made Daily
by the Instructors in the High Schools

Number of Preparations	Number of Teachers in Group	Percentage of Teachers in Group
None	3	2.4
One	11	8.9
Two	38	30.7
Three	41	33.1
Four	28	22.3
Five	3	2.4
Total	124	99.8

The number of classes taught per day is an additional factor of importance in a description of teacher load. On this basis the load of the teachers in the survey high schools can be compared with the load in all the classified high schools of North Dakota.¹ Table XXII shows that 56.5 per cent of the instructors in the cooperating high schools have five classes per day and 29 per cent of them have six classes per day. In the two groups are found 85 per cent of the teachers in these schools. From Table XXII it can be calculated that 54 per cent of all the teachers in the classified high schools have either

1. Report of the Director of Secondary Education, Department of Public Instruction, 1936, Table VI.

Table XXII

A Comparison of the Classes Taught Daily
by the Instructors of the High Schools and by
The Instructors in the Classified High Schools of North Dakota

Classes Taught Per Day	Number of Teachers in Each Group	Percentage	% of N.D. H.S. Teachers in Group
None	3	2.4	
One	0		
Two	3	2.4	
Three	4	3.2	15.7 ^a
Four	8	6.4	26.1
Five	70	56.5	39.6
Six	36	29.0	14.8
More than six			3.7
Total	124	99.9	99.9

^a 15.7% includes three classes or less than three.

five or six classes per day. Thus the instructors in the selected high schools have a more nearly similar load than do the teachers in all of the North Dakota secondary schools. The customary load from this appears to be five classes per day in over half of the cases, and in 29 per cent of the cases six classes per day.

The assignment of work to instructors carries with it certain features that have a bearing upon the load of the teacher. The number of hours spent by an instructor in preparation for

the work of instruction is an important item. For the purpose of this study teachers preparation means the added time which a teacher spends outside of class periods on work that is essential for adequate instruction. Figure 11 shows that most teachers spend from five to fifteen hours per week in teacher preparation. The median number of hours spent per week in this

Hours Spent by Teachers in Preparation for Work	Teachers in Each Group
0	XXXXXXXX
1	XX
3	XXXXXX
4	XX
5	XXXXXXXXXX
6	XXXXXXXXXX
7	XXX
8	XXXXXXXXXX
9	XXX
10	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
11	X
12	XXXXXXXXXXXXXXXXXXXX
13	X
14	XXXXXX
15	XXXXXXXXXX
16	XX
17	X
18	XX
19	
20	XXXXXX
22	XX
23	
24	X
25	XXXXXX
40	X

Median 9.68
Average 10.80

Figure 11. -- The Number of Hours Spent in Teacher Preparation Per Week by the Teachers in the High Schools.

group is 9.68 hours. Obviously there is considerable variation in time spent in teacher preparation for the range is from not any to forty hours. The average number of hours used in teacher preparation per week is 10.8 hours. This is an item in the work of the teacher in the secondary school which is often overlooked.

Still another factor which influences teacher load is the time spent each week in extra-curricular activities. For this study the time spent in extra-curricular activities is that time spent with this work after school hours. The range of time used for this purpose by the teachers in these high schools varies from none to twenty hours per week as shown in Figure 12.

No. of Hours in Week Spent in Extra-Curricular Work after School	No. of Teachers in Each Group
0	XXXXXXXXXXXXXXXXXXXXX
1	XXXXXXXXXXXXXXXXXXXXX
2	XXXXXXXXXXXXXXXXXXXXX
3	XXXXXXXXXXXXXXXXXXXXX
4	XXXXXXXXXXXXXXXXXXXXX
5	XXXXXXXXXXXXXX
6	XXXXXXXXXX
7	XXX
8	X
9	X
10	XXXXXXXXXX
11	XX
12	XXXXXX
13	X
14	XXXXXX
15	XXX
16	X
17	X
18	XX
19	X
20	X

Figure 12. -- The Number of Hours Spent in Extra-Curricular Work Per Week by the Instructors in the High Schools.

The median number of hours spent in such work each week is 3.08 hours. The average number of hours per week reported by these teachers is 5.2 hours in the extra-curricular activities. Nineteen indicate that no time was spent after school hours in this type of work. To a certain extent this group of nineteen includes teachers who have six classes each day. This then is an adjustment in load that the administrators have attempted to make.

In teacher preparation and in the extra-curricular field the average teacher spends a total of sixteen hours each week. This is in addition to the regular number of classes and study hall duties. The extent of time needed for such work is one justification for the placement of at least portion of the extra-curricular work in accredited courses given in the regular class periods.

Summary

The instructors included in this survey have been trained in thirty-six colleges and universities largely in the North Central area. A master's degree is held by 25.5 per cent. Additional work equivalent to two summer sessions has been completed by 67 per cent of the members of the group. In experience the individuals have had an average of 10.9 years of work in the profession. The group is composed of 42.7 per cent men and 57.3 per cent women. These schools thus have teachers whose training and experiences should fit them for the work of

instruction.

In the assignment of work by the administrators 74.3 per cent of the teachers have been placed in a field for which they have more than twenty-four semester hours of training; 16.1 per cent are working in a field with at least fifteen semester hours of training. The average teacher in the selected high schools has 141 pupils in class during the day, has five classes each day, and in 75 per cent of the cases makes three or fewer preparations daily. In general the assignment of work is in accord with what is believed to be the best practice.

CHAPTER VI

THE LIBRARY FACILITIES OF THE HIGH SCHOOLS

The library facilities of a secondary school are a factor of prime importance in the educational process. Particularly are these facilities important in North Dakota where because of poor library facilities high school students have been found deficient in vocabulary attainment. Entirely satisfactory methods of measuring library facilities have not been developed. The North Central Association of Colleges and Secondary Schools in its cooperative study of secondary school standards considered committee judgment, supplementary material, organization and administration, responsibility to library, responsibility to staff and pupils, book selection, use by teachers, use by pupils and the library staff.¹ In this survey of a selected group of North Dakota high schools factors that are considered include the number of books under each classification of the Dewey Decimal system, the administration of the libraries, expenditures made for books and the kinds of periodicals available to students.

The number and kind of books available in a secondary school library are of the utmost importance. Mere numbers will not indicate the presence of satisfactory material. The books will

1. Ellis, Walter C., "Total Evaluation of a Secondary School Library," Bulletin of the American Library Association, XXXII, April 1938, pp. 234-238.

not necessarily be of the same type as those found in the public libraries. Secondary school students possess different interests and needs. Table XXIII shows the number of books under each division of the Dewey Decimal system in the libraries of these high schools. The classification of literature contains

Table XXIII

The Number and the Percentage
Of Books under Each Classification
Of the Dewey System in the Selected High Schools^a

Classifications	Number of Volumes	Percentage of Books Under each Classification
General Works	3598	15.1
Philosophy	313	1.3
Religion	335	1.4
Sociology	3079	12.8
Philology	311	1.3
Natural Science	1482	6.2
Useful Arts	1834	7.6
Fine Arts	1367	5.6
Literature	7031	29.4
History	4612	19.3
Total	23962	100.0

^a Based on reports from eight schools. Two schools were unable to furnish material on this basis.

29.4 per cent of the books; history has 19.3 per cent; general works include 15.5 per cent; and sociology has 12.8 per cent.

This indicates that the largest number of books are available in history and literature. This tendency is desirable for in the subjects of English and social studies the library may be considered the laboratory in which the books, magazines, and other reference materials are the equipment.¹

The library facilities are administered in the secondary schools of this country in three ways. The most frequent type of library is that which is under control of the board of education and which is a part of the high school.² A second plan that is used is one in which a branch of the public library is maintained within the high school plant. Another plan that is sometimes used is to provide a minimum of references within the high school building and to supplement these references with an extensive use of the public library. Seven of the ten schools maintain a library within the high school building and place the work of administering the library either in the hands of a full time or part time librarian. Dickinson supplements the high school library with an extensive use of the public library. Grafton depends almost entirely upon the public library and goes so far as to help in the expense of upkeep. Jamestown maintains a minimum of reference material within the high school. This is supplemented with an extensive use of the public library. Students are permitted and encouraged to go to the library during

-
1. Koos, Leonard V., The American Secondary School, p. 714.
 2. Ibid.

any or all study periods that they may have. The library is open throughout the school day and is located approximately one block from the high school. The school provides a teacher, trained in library methods, who has full charge of the library during the morning hours.

In order that a library fulfill its purpose it is necessary to add to the books and references from time to time. Expenditures are made annually for this purpose. Table XXIV shows that the schools spend an average of \$642 each year for the purchase

Table XXIV

The Number of Books Added to the Libraries^a
And the Expenditures for the Libraries in the High Schools

School	Books Purchased During Past Two Years	Books Donated	Expenditures for Books & Magazines 1937-1938
Bismarck	350	537	\$ 601
Devils Lake	465	60	275
Dickinson	360	0	250
Grafton	275	0	400
Grand Forks	200	50	2100
Jamestown	400	65	900
Mandan	100	80	200
Valley City	187	0	565
Williston	550	100	490

^a Figures for Wahpeton not available.

of magazines and books. The number of books added during the past two years averaged 321 volumes per school. Williston has added the largest number of books in the last two years. Grand Forks and Jamestown spent the largest amount for books and magazines in this group of schools. Thus these schools in spite of adverse economic conditions have attempted to maintain the library standards. Additional expenditures for this item should be encouraged.

In a high school library an important feature of its service lies in the completeness and in the variety of its magazines and periodicals. Current literature and trends are an important avenue in the development of proper reading interest among high school students. The selected high schools have available seventy-nine kinds of magazines and periodicals. Figure 13 shows the seventeen magazines which were taken by more than three of the high schools in this group. The most popular magazines in the high schools are Reader's Digest, Scholastic, Popular Science, Popular Mechanics, Literary Digest, and Time. The general nature of the magazines in the group indicates that the high schools are selecting magazines which have an appeal to youth.

In addition to the subscriptions for magazines most of the high schools subscribe to newspapers. It is customary to take the local newspaper and in all fifteen different newspapers are taken regularly. The papers which are found in the libraries

Magazine	Frequency
American Boy	x x x x
American Girl	x x x
Business Week	x x x
Current History	x x x x
Harpers	x x x x
Literary Digest	x x x x x
National Geographic	x x x x
Newsweek	x x x x x
Popular Mechanic	x x x x x x
Popular Science	x x x x x
Reader's Digest	x x x x x x x
Reader's Guide	x x x
Rotarian, The	x x x
Scholastic	x x x x x x
Scribners	x x x
Time	x x x x x
Travel	x x x

Figure 13. -- The Magazines Found in Three or More of the Selected High Schools.

most frequently include the Fargo Forum, the New York Times, the American Observer, the Weekly News Review, the United States Daily News, and the Minneapolis Journal.

The Textbooks

Much of the instruction given in the secondary schools is of necessity centered about a basic textbook. The textbook is not to be employed as the sole source of information, but it is often the core about which a course is built. It is of importance that a proper selection be made. One important factor in textbook selection is the recency of copyright. In many fields changes occur with some rapidity, and in these fields it definitely is desirable to use textbooks in which recent advances and topics are covered. Table XXV shows that 8.6 per cent of the textbooks have a copyright date of 1937; 10 per cent are dated in 1936; 11.4 per cent are copyrighted in 1935; 15.4 per cent in 1934; and 9.7 per cent in 1933. Thus a total of 55.1 per cent have a copyright which goes back no further than 1932. A percentage of 14.5 in these textbooks has a copyright date which is previous to the year 1928. This should be investigated carefully. It is possible that some textbooks of a comparatively early copyright are satisfactory, but in many courses this is not the condition. There has been much improvement in the make up and the organization of textbook material which has made it advantageous to use books that are recent with respect to the date of copyright.

In the cooperating high schools it is customary to have textbooks selected by committee action. The committee usually

Table XXV

The Recency of Textbooks in the Secondary Schools

Copyright Year	Number of Books	Percentage
1937	28	8.6
1936	32	10.0
1935	37	11.4
1934	50	15.4
1933	30	9.2
1932	26	8.0
1931	24	7.4
1930	21	6.5
1929	16	5.0
1928	13	4.0
Previous to 1928	47	14.5
Total	324	100.0

includes the instructors who use the textbook, the principal of the school, and the superintendent of the system. This method definitely gives the instructor a voice in the determination of the textbook to be used. At the same time it utilizes the experience of the administrative staff. The school boards of these high schools thus leave the matter of textbook selection in the hands of the individuals who are best fitted by training and experience to cope with the problem.

The methods whereby the students secure textbooks include purchase from the school, purchase from a private agency, by rental, and free provision by the school. In these high schools seven of the ten schools purchase the books and then sell them to the students at cost. Two schools have the students secure them from private agencies. One school failed to indicate the method employed. Dickinson, one of the schools that secures books through a private agency, offers certain textbooks free of charge to the students. The books which this school furnishes free include general science, history, geography, sociology, English IV, and typing. Jamestown employs the rental system in English and in modern problems, but in other courses utilizes the practice whereby books are purchased from the school book store.

Summary

In the libraries of the selected high schools 29.3 per cent of the books are in the literature classification, and 19.3 per cent are found in the history section. The general works and sociology sections also contain a high percentage of the books in the schools. This is desirable for it is the courses whose material is drawn from these four sections that utilize the library as a laboratory. The schools for the most part maintain a separate library for school use. Three schools however depend heavily for reference material upon the public library.

Expenditure for library books should be increased, but an average of 321 books a school have been added during the past two years. The sum of \$642 is the average amount a school in this group spends in library maintenance exclusive of any salary expense.

In the attempt to build up interest in good reading through current literature and reading, the schools provide seventy-nine different periodicals and magazines. The publications which appear most frequently on the reading tables of these high schools include the Reader's Digest, Scholastic, Popular Mechanics, Popular Science, Time, and the Literary Digest. Most of the schools provide several newspapers as well.

The textbooks used in these schools are for the most part books that have been published recently. In the high schools 55 per cent of the textbooks possess a copyright date which does not extend back further than 1932. However, 14.7 per cent carry a copyright date which is previous to the year 1928. This should be carefully investigated. The selection of textbooks in these schools is done by a committee usually composed of the teacher involved, the principal, and the superintendent. The high schools in this group with the exception of two schools provide textbooks at cost to the student through a school book store.

CHAPTER VII
THE EXTRA-CURRICULAR ACTIVITIES

John Dewey expressed the philosophy that pupils learn best by doing rather than by mere memorization. It is this philosophy which is partially responsible for the introduction of the extra-curricular program into the offering of the secondary schools. A definite demand for work of this nature on the part of the general public furthered the entrance of this material into the high schools.¹ Though known as extra-curricular activities the activities are a vital part of the curriculum. At first these activities were suppressed; then for a time they were tolerated; and today they are considered one of the most influential components of the educational offering.

Considerable investigation has been made in regard to the value of the extra-curricular program of high schools. Some of the values that have been attributed to it include socialization, training for social cooperation, actual experience in group life, training for citizenship, training for leadership, an improved disciplinary situation, and better school spirit.² Other values that are associated with various phases of the extra-curricular program are training for recreational participation, health training, vocational preparation, a recognition of the process of development through which the high school student is passing.

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1. Engelhardt and Overn, op. cit., p. 228.
 2. Koos, op. cit., p. 585.

For this study the features of the extra-curricular program that will be surveyed include the degree of participation on the part of the students, the number of practice periods, the accrediting of such activities, and a summary of the social phase of the activity program.

In the selected group of high schools forty-eight distinct types of activities are available to the student body. Table XXVI shows the number and the percentage of the students that participate in the athletic part of the extra-curricular program. The percentages and numbers include both girls and boys for the group of high schools. From Table XXVI it is found that 45.9 per cent of the students play basketball, 20 per cent participate in kittenball, 10.7 per cent play football, and 8.4 per cent take part in volleyball. Other sports that attract smaller percentages include baseball, boxing, golf, hockey, tennis, track, tumbling, and tap dancing. Eight additional sports that appear infrequently in the schools are rifle range, soccer, wrestling, ping pong, shuffle board, soft ball, billiards, and dancing. Such sports attract 11.7 per cent of the students. The athletic activities are for the most part seasonal in nature and accordingly a single individual may participate in two or even three during the course of a year. Thus the percentages include duplications, but the percentages do indicate the relative appeal of the sports to the students in the cooperating schools.

Table XXVI

The Number and the Percentage of Students Participating in Athletic Activities in the High Schools^a

Activity	Number	Percentage ^b
Basketball	1898	45.9
Baseball	250	6.0
Boxing	132	3.2
Football	441	10.7
Golf	90	2.2
Hockey	71	1.7
Kittenball	825	20.0
Tennis	67	1.6
Track	332	8.0
Tumbling	128	3.1
Volley Ball	350	8.4
Tap Dancing	150	3.6
Miscellaneous (8 activities)	486	11.7

^a Percentages should not total 100 since there is duplication in seasonal sports.

^b Based on an enrollment of 4135 in nine schools.

A second group of the extra-curricular activities includes those activities musical in nature that are offered to the high school students. Table XXVII shows that five major activities are found in the musical field. Band, as an activity, attracts 9.4 per cent of the students in these high schools. The

Table XXVII

The Number and the Percentage of Students
Participating in the Musical Activities in the High Schools

Activity	Number	Percentage ^a
Band	400	9.4
Boy's Glee Club	171	4.1
Girl's Glee Club	276	6.7
Mixed Chorus	302	7.3
Orchestra	310	7.5
Small Groups	33	.8
Total	1492	35.8

^a Based on the enrollment of 4135 students.

enrollment in orchestra is 7.5 per cent of the student body. The boy's and girl's glee clubs have within their rank 14 per cent of the pupils in these schools. The membership of the mixed chorus undoubtedly contains a large number of individuals who belong to the glee clubs. However, with full allowance for this duplication, there remains a percentage of 28.3 that actively participate in the musical offering of the high schools. This field evidently makes a definite appeal to a large portion of the students in the high schools and thus provides them with esthetic experiences that are invaluable.

The dramatic and forensic activities constitute a third group for the purpose of this survey. Six distinct types of

activities are found in this field. Table XXVIII shows that class plays and the playmaker organization attract 5.8 per cent and 7.6 per cent of the students respectively. The percentage

Table XXVIII

The Number and the Percentage of Students Participating in Dramatic and Forensic Activities in the High Schools

Activity	Number	Percentage ^a
Class plays	239	5.8
Playmakers	314	7.6
Debate	72	1.7
Declamation	149	3.6
Extemporaneous Speech	31	.7
Oratory	5	.1
Total	810	19.5

^a Based on the enrollment of 4135 students.

of the student body doing declamatory work is 3.6. Debate is an activity selected by 1.7 percent of the students. Extemporaneous speaking and oratory appeal to a very small percentage. The dramatic and forensic activities are elected, in all, by 19.5 per cent of the students in attendance at these high schools.

The school publications afford an unusual opportunity for purposeful writing, give an impetus to school spirit, and

provide a means of communication between the faculty and the student body.¹ In this group of high schools the two forms of publications are the school paper and the school annual or yearbook. Table XXIX shows that 5.5 per cent of the students participate in the publication of the school paper. A much

Table XXIX

The Number and the Percentage of Students Participating in the Publication and Club Activities of the High School

Activity	Number	Percentage ^a
The Year Book	80	1.9
The School Paper	229	5.5
Home Economics Club	208	5.0
Future Farmers	91	2.2
Miscellaneous Clubs (6 types)	216	5.2
Total	824	19.8

^a Based on an enrollment of 4135 students.

smaller percentage, 1.9, are interested in the publication of the year book. Publications, as activities, thus appeal to 7.4 per cent of the students in the selected high schools. Included in Table XXIX are the club activities. The home economics club attracts 5 per cent of the students which is the

1. Koos, op. cit., pp. 604-610.

largest following among the club activities. The Future Farmers organization with 2.2 per cent is next in popularity. Clubs that appear infrequently in these schools include a radio club, a Latin club, pep clubs, science clubs, a commercial club, and a literary club. Students belong to such groups to the extent of 5.2 per cent of the student body.

An important factor in the organization of the extra-curricular activities is the time spent by the students in this type of work. The length of practice periods in the various activities is highly variable. There is variation with the schools and also variations with the seasons. Participation in some forms such as football, declamation or debate is limited to a portion of year and may therefore be intensified for short period. For the activities uniformly found in all the high schools it is possible to give the usual number of practice sessions per week. Table XXX shows that all schools have five practice periods each week in football and basketball. Likewise all of the cooperating schools use two meetings each week for the boy's and girl's glee club. The number of practice sessions for the bands varies from one to three each week. The orchestras meet from two to four times a week and the school paper requires from three to five sessions a week for preparation. The usual number of practices for a few other activities are also shown in Table XXX. The activities which do not appear in the table are extremely variable in the number of meetings that are held

Table XXX
The Number of Practice Periods
Each Week for the Activities in the High Schools

Activity	Average Practices Per Week
Basketball*	5
Boy's Glee Club	2
Band	2
Clubs	2 per month
Debate	4
Football*	5
Girl's Glee Club	2
Hockey*	3
Mixed Chorus	3
Orchestra	3
Playmakers	1
School Paper	4
Track*	4

* seasonal

each week. Necessity and expediency seem to be the governing factors in the number of practice sessions for many of the extra-curricular activities.

With the increased importance of the extra-curricular activities has come the problem of the amount of credit to be

allowed for the work carried out in them. There are two points of view on this matter. One view point holds to the belief that since the activities are largely esthetic or recreational in nature the joy or the satisfaction derived from participation in them is a sufficient reward. A second school of thought maintains that since these activities are fully as important as the academic courses in educational development the student should receive credit for the work in the activities. The selected high schools seem to operate on a plan which lies between these two points. Table XXXI shows the extent to which the schools in this group grant credit for participation in the extra curricular activities. Most of the high schools grant credit for participation in band, basketball, boy's glee club, girl's glee club, mixed chorus, and debate. Credit for the athletic activities is allowed only as a substitution for the yearly quarter credit in physical education.

The social functions or events of the high schools exhibit no high degree of uniformity either in frequency or in the attendance of the students. All of the schools conduct dances under faculty sponsorship. The dances are held once a month in some schools, after basketball or football games in others, and at irregular intervals in the remainder of the schools. The attendance varies from twenty-five in one school to 300 in another. In five of the ten schools it is customary to admit only students of the high school to the school dances. In the other schools

Table XXXI

The Credit Given and the Number of Schools
Granting Credit for Various Activities in the High Schools

Activity	Credit	Number of Schools Granting Credit
Band	$\frac{1}{4}$ to $\frac{1}{2}$	7
Baseball*	$\frac{1}{4}$	1
Basketball*	$\frac{1}{4}$	6
Boy's Glee Club	$\frac{1}{4}$	7
Debate	$\frac{1}{4}$ to $\frac{1}{2}$	5
Declamation	$\frac{1}{4}$	2
Football*	$\frac{1}{4}$	6
Girl's Glee Club	$\frac{1}{4}$	7
Golf*	$\frac{1}{4}$	3
Hockey*	$\frac{1}{4}$	1
Mixed Chorus	$\frac{1}{4}$	5
Orchestra	$\frac{1}{4}$ to $\frac{1}{2}$	5
Playmakers	$\frac{1}{4}$	2
School Paper	$\frac{1}{4}$ to 1	2
Tennis*	$\frac{1}{4}$	2
Track*	$\frac{1}{4}$	4

* Credit given only as a substitute credit for the required credit in physical education.

the recent graduates are admitted as well.

All of the schools schedule a more or less formal event in honor of the graduating class. This event is usually held in May and customarily it is participated in by the members of the junior and senior classes. In nature it is essentially a dancing party in most of the schools. One of the high schools has at the same time a party for the members of the two classes who cannot dance. A few of the schools supplement the dance with a banquet for the junior and senior classes. Sometimes the banquet is for seniors only and is then given and sponsored by the mothers of the graduating class.

A senior day is permitted in a few of the high schools. Programs, excursions, or picnics are among the forms of entertainment provided. Class parties and home room parties are held in all the schools at intervals. Banquets for various organizations and groups are included in the social events of all schools. Carnivals are held in two schools; a dress up day is an annual event in another. All such events are under the sponsorship of faculty members.

The social affairs of these high schools are difficult to describe with accuracy. The events have a definite place and a certain value in the educational offering. It is desirable to have participation in them as complete as possible since they are activities in which each student needs some training and experience. The school provides the best background and

the best environment, as a rule, for the young student who is about to enter into such activities.

Summary

In this selected group of high schools forty-eight kinds of extra-curricular activities are available for student participation. The athletic activities appeal to the largest percentage of students. Basketball, kittenball, and football have the highest percentage of participation. The activities in the field of music attract about 28 per cent of the enrollment in the schools. Dramatic work appeals to 19.5 per cent; club membership draws 12.4 per cent; and the publications draw the interest of 7.4 per cent. That these activities appeal to the high school students is obvious since participation in them is on a voluntary basis.

From the standpoint of the time spent in practice it is found that the athletic activities make the greatest demands upon student time. The schools uniformly have the glee clubs meet twice each week. Orchestras, publications, and bands meet with great regularity. For participation most of the schools give credit in the competitive athletic activities as a substitute for physical education. Credit which varies from one-fourth unit to a whole unit is given in band, glee clubs, chorus, publications, and orchestra by the majority of these high schools.

CHAPTER VIII

THE GUIDANCE SERVICES OF THE HIGH SCHOOL

The recent growth of the secondary schools has brought into the schools young people whose parents are found in all walks of life. This has broadened to a great degree the interest, the abilities, and the aptitudes present in the students of a high school. The high school has, as a result, offered an added service through which it aims to guide that variety of youth into the proper channels of development. The guidance services that are offered in some of the secondary schools comprise the civic-social-moral, the health, the educational, and the vocational phases. The guidance services of the selected secondary schools which are surveyed in this study include educational, vocational, social, moral, and health activities.

Guidance activities apparently are not too well defined in the programs of the selected high schools. Figure 14 shows the frequency with which the selected schools report on the methods and plan of guidance employed. Seven of the high schools report that they offer a type of general guidance which is informal in nature. In this group of schools the formal type of program does not appear. Definite health guidance is offered in eight high schools. This is largely the work of a school nurse. Only four schools offer moral guidance to the students. Eight schools report that they have available educational guidance for the student. Both social and vocational guidance

appear as services in eight of the selected high schools.

Activity	Frequency
Guidance of an informal type	x x x x x x x
Educational guidance conducted by teachers and principal	x x x x x x x x
Vocational guidance offered by the staff	x x x x x x x x
Social guidance offered by the staff	x x x x x x x x
Moral guidance offered by the staff	x x x x
Health guidance offered through the school nurse	x x x x x x
Health guidance offered through the physical education instructors	x x

Figure 14. -- The Extent to Which Various Types of Guidance Are Found in the High Schools.

Educational guidance as a service is probably given either directly or indirectly in all the high schools of this group though only eight schools report it as an activity. The purpose of educational guidance is to reveal to each student the possibilities in the major fields of learning and to lead him to explore his aptitudes and interests in them. In a student body composed of individuals with wide differences in background, capacity, aptitudes, and interests such guidance becomes a problem. There are numerous agencies in every school which

1. Engelhardt and Overn, op. cit., p. 237.

are helpful in guidance if they are properly correlated. These agencies include a flexible curriculum organization, the proper placement of vocational content, the exploratory courses, the testing program, and permanent and cumulative records for each pupil. An educational guidance program is thus based on a proper coordination of agencies which are already present in the high school.

The selected high schools possess curricular organizations which have flexibility. Courses of a vocational and exploratory type appear to a degree in all of these high schools, and a permanent record system is found in each high school. Intelligence tests and standardized achievement tests can be a valuable aid in the development of an educational guidance program. Figure 15 shows the extent to which the selected high schools utilize these testing tools in their programs. Standardized objective

Type of Test	Frequency
Standardized objective tests (various subjects)	x x x x
Intelligence tests	x x x x x x
Diagnostic tests	x x

Figure 15. -- The Extent to Which Various Types of Tests Are Employed in the High Schools.

tests are given in four of the selected schools. Such tests enable administrators and teachers to ascertain the stage of

the pupil's progress in a course. The expense of frequent use of such tests in the North Dakota schools could not be justified, but occasional comparisons on a broad base would be desirable. Comparison with standards and norms would aid in the guidance program. Intelligence tests are employed in six of the schools in this group. Tests of this type given in the first year of high school or in the eighth year of the educational process give valuable aid in the selection of courses for the student during the high school period. Diagnostic tests are apparently used in but two high schools though undoubtedly a major portion of the tests given in these schools have some diagnostic properties.

The extent to which the high school can enter into the field of vocational guidance is a controversial issue. The age of the student, the scope of a program which can give effective vocational guidance and the uncertainty of the available tools are factors which limit the development of the field. The high schools in the selected group obviously do some guidance of this type since seven schools report that the staff customarily gives students some advice which is vocational in nature. Much information is still necessary for the development of vocational guidance which can be secured from a survey of economic conditions, surveys of occupations, and surveys of the activities of graduates of schools over a period of years. In these North Dakota schools reports indicate that seven of the schools attempt to follow the progress of their students after leaving high school.

This follow up work applies almost entirely to those who continue their work at other educational institutions. Thus no attempt is made to discover the success with which students whose education terminate at the twelfth grade meet in their attempts at vocational adjustment. Another phase of vocational guidance is the function of placement. This is an important service to those students whose institutional education ceases with the completion of high school. Six of the selected high schools make an attempt to place their graduates. One high school utilizes the services of the Federal Re-employment Agency as an aid in the location of positions. Thus the schools in this group have to a slight degree entered into the field of vocational guidance.

In the field of social guidance eight schools indicate that the teaching staff gives information of this type. Social guidance involves the development of social poise, good breeding, and certain ethical and esthetic values.¹ The selected schools offer training of this type through the social functions which they sponsor, through correlation with regular course work and rarely in special courses. Five schools indicate that they correlate instruction in manners and etiquette with regular courses. Two schools offer such instruction as a part of the home room activities, and one school gives a special course in such subject matter. It is likely that all the schools do work in this field through various avenues of approach.

1. Engelhardt and Overn, op. cit., p. 238.

Moral guidance is a field into which four of the schools report entrance. Evidently it is a field which is closely tied up with vital issues outside the school which the schools hesitate to enter. One school reports that moral guidance is left entirely to other agencies. There maybe little direct effort to provide this type of guidance, but the school indirectly cannot help but do considerable in the field. Previous to the development of public education this was a function left to church and home. The place of the school in the life of the child makes it a vital factor in this type of guidance. Engelhardt and Overn state:

"The chief contribution of the public high school toward the moral education of the pupils should be its provision of life-like opportunities for them to exercise their moral judgment to solve the problems that arise in connection with their own living."

Eight schools among the selected high schools report some form of health guidance. In six high schools the work is largely in the control of a school nurse. Two members of the group delegate the duties to the physical education instructors. Only two high schools report the partial provision of dental, medical, and optical care. It would be justifiable for the high schools to attempt the provision of an expanded program in health guidance, since health is an exceedingly important factor in the student's development.

The type of service offered in guidance work by the largest and the more advanced schools is not at all uniform. Many of the theoretical and also many of the practical suggestions for the organization of programs of guidance in the secondary school are of little service to the average school since they presume the existence in the school of specialists in the field of guidance.¹ Important indirect influences on a guidance program include the comprehensiveness of the program of studies and the teaching staff. The schools in this survey have programs with more variety and teachers with more experience and training than will be found in many North Dakota schools. Probably they can assume a position of leadership in the development of a guidance program and weave a guidance program into the educational program which they offer.²

Summary

The guidance services in the selected high schools are limited. This is a condition which is not peculiar to North Dakota however. Guidance services which appear in the selected schools are informal in nature. Eight schools report services in educational guidance, in vocational guidance, and in social guidance. Four schools feel that moral guidance is given. Eight schools give health guidance in connection with either the physical education department or through the duties of the school nurse.

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1. Seyfert, op. cit., p. 251.
 2. Koos, op. cit., p. 578.

CHAPTER IX
SUMMARY AND CONCLUSION

This survey of the work programs offered in the selected group of secondary schools shows that with respect to materials used, the activities conducted and the service agencies employed there is much to commend. In the formulation of conclusions and recommendations it is necessary to bear in mind that local conditions and factors exert an influence on the offering of a particular school.

The 6 - 3 - 3 plan of organization is used by six of the schools participating in the survey. Both the 6 - 2 - 4 plan and the 8 - 4 plan are used as well. There is much variation in regard to the percentage of non-resident students in attendance at the schools. The variation extends from 7.9 per cent to 54.1 per cent with the average per cent of non-residents in the schools at 24.7 per cent. This means that one-fourth the children in the high schools are non-residents of the school district. The program of these schools appeal to the girls in the communities to a greater extent than it does to the boys. The percentage of boys in the high school enrollment in these schools varies from 43.2 per cent to 56.5 per cent.

The selected high schools vary considerably in regard to the time at which school begins, the length of the noon intermission, and the time at which school closes. Six of these

schools use the sixty minute period. The smaller schools in the group retain the forty or forty-five minute period. The number of class periods varies from six to eight. The extra-curricular activities have in part been scheduled in the daily program of the school day. Adult education and summer school offerings are the exception in these schools.

The high schools in this survey raise the local requirements for graduation above those specified by the state. This is done usually by the requirement of a fourth unit in English, a unit in algebra, or by the requirement of both. The schools report seventy-three elective courses in their curricula. This would indicate that students have considerable choice in the selection of courses. The subjects which are uniformly offered by these schools are also those which nation wide studies reveal as usually present in the programs of the country's schools. The two plans of curricular organization found in these high schools are the constant with variables plan and the multiple curricular plan of organization.

The instructors in the high schools have been trained in schools which are largely found in the North Central area. Additional training equivalent to two summer sessions has been completed by 67 per cent of the teachers. A master's degree is held by 25.5 per cent. The average number of years of experience in city schools is 10.9 years. Within the group are found 42.7 per cent men and 66.3 per cent women. The work assigned

to these teachers is for the most part within either the major or minor field. Thus 77.3 per cent teach in a field in which they have at least twenty-four semester hours of training, and 16.7 per cent teach in a field with at least fifteen semester hours of work. The average instructor has 141 pupils in class each day, conducts five classes each day, and in 75 per cent of the cases makes three or fewer preparations daily.

A survey of the books in the libraries of the selected schools shows that 29.3 per cent of the books are in the literature classification, 19.3 per cent are in the history section, 15 per cent are in general works, and 12.8 per cent are found in the sociology classification. It is in these sections that the library serves the courses which are most dependent upon library facilities. Each school on an average spends \$642 per year for the maintenance of library facilities. Current literature is available in these libraries through subscriptions to seventy-nine periodicals and magazines. Among the textbooks used in the selected high schools 55 per cent possess a copyright date which indicates that the book has been printed no later than in the year 1932. There are, however, 14.7 per cent of the textbooks which have a copyright that is previous to the year 1928. The schools in this group, with the exception of two schools, provide textbooks at cost to the students through a school book store.

In the extra-curricular program the selected high schools

have available forty-eight kinds of activities. Athletic activities appeal to the largest number of students. Basketball is participated in by 45.9 per cent of the student body. The musical activities attract 28 per cent of the students, dramatic work appeals to 19.5 per cent, and publications draw the interest of 7.4 per cent. This participation is on a voluntary basis. The survey thus shows the relative appeal of the extra-curricular activities. Data which show the number of students who do not take part in these activities would give additional information of value. The schools have adopted in part a policy whereby credit is allowed for glee clubs, band, chorus, publications, and orchestra.

The survey shows that in the guidance services the selected high schools do not have a well developed formal program. For the services of a guidance program the schools have certain necessary elements including curricula which afford a choice of subjects to students, varied extra-curricular programs, and permanent record systems. The use of standardized objective tests and intelligence tests is not widespread. These tools can be used as an aid in a guidance program.

A summarization of the factors which enter into the work programs of these selected high schools enables the author to make certain recommendations. It would be desirable to extend the educational offering to a larger number of students in the vicinity of these high schools. The extent to which this can

be carried out would have to be determined by the location of the school and the pupil capacity of the school. Since the male students in these schools are 90 per cent of the girls, it would be desirable to find a means of reducing the difference between the two groups. A local survey with an aim to discover causes for this condition would be a definite help.

If an increase in the use of educational facilities is wise educational planning, then more high schools should make school facilities available to adult education and to summer school classes.

The training of the instructors in these high schools indicates that the majority of the teachers believe in more than that training required for college graduation. The experience which is possessed by the average instructor is an indication that a stable professional group is in the process of formulation. The assignment of work to the teachers is for the most part in accordance with accepted principles. However there are instances in which the pupil load for an individual teacher exceeds the recommendations of the North Central Association of Colleges and Secondary Schools. It would be desirable for administrators to eliminate these inequalities. A continuation of an excessive load for an instructor over a period of years is not professionally desirable.

The library facilities and expenditures in this groups of selected schools are on a high plane if a comparison is kept

within the state. Improvement should be kept as a goal, however. The text books used in the schools which were published previous to 1928 should be carefully examined. At intervals there must be book replacement, and more recent textbooks could be substituted for these older editions.

In the field of guidance the selected schools should make a beginning in the development of a planned program. Surely the larger schools could afford to have a qualified instructor with some training in the field to formulate and carry out certain essential features of educational guidance. In health guidance and health education a problem in regard to the extent of medical, optical, and dental care which should be available arises. Physical examinations are provided without charge by a few of the schools, but the practice is not extensive.

The comparative study of the work programs in the selected high schools shows that in many aspects these secondary schools are progressive. In some fields there is a need for a change. It is hoped that with improved economic conditions these schools will progress along lines where progress has been slow, and thus continue to present as adequate an educational offering as the financial status of the school will permit.

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