



8-1-1938

A Survey of Work Programs In Nelson County Schools

Peter Arthur Egge

[How does access to this work benefit you? Let us know!](#)

Follow this and additional works at: <https://commons.und.edu/theses>

Recommended Citation

Egge, Peter Arthur, "A Survey of Work Programs In Nelson County Schools" (1938). *Theses and Dissertations*. 4229.

<https://commons.und.edu/theses/4229>

This Thesis is brought to you for free and open access by the Theses, Dissertations, and Senior Projects at UND Scholarly Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of UND Scholarly Commons. For more information, please contact und.common@library.und.edu.

A SURVEY OF WORK PROGRAMS IN
NELSON COUNTY SCHOOLS

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

By

Peter Arthur Egge
#11

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

August

1938

T1938
E29

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

A. V. Quern.

Chairman

Felix J. Vondracek

J. L. Sayre

J. W. Breitwieser
Director of the Graduate Division

89719

ACKNOWLEDGMENTS

This study is one of a new series of theses started under the direction of Dr. A. V. Overn, Professor of Education, University of North Dakota, in order to gather the principal facts in regard to adequacy of educational programs as they affect pupils of school age. The ultimate aim of this series of studies is to equalize opportunities through large reorganized school districts in the state of North Dakota.

The writer is deeply indebted to Dr. Overn for his inspiration and encouragement and to Dr. Erick Selke, Professor of Education, University of North Dakota, for his many constructive criticisms.

Grateful acknowledgment is also made to County Superintendent of Schools, J. R. Norgaard of Lakota, North Dakota for data and information received from him, and to W. A. Gamble, graduate student, University of North Dakota, for his suggestions and patient help.

Appreciation for data and information received from all teachers of Nelson County is also extended.

CHIEFTAIN BOND

REGISTERED

1915

TABLE OF CONTENTS

	Page
Acknowledgments	i
Table of Contents	ii
List of Tables	iv
List of Figures	ix

CHAPTER

1. INTRODUCTION	1
The Problem	2
Purpose of the Study	2
Limitations	3
Sources of Information and Data	3
2. GENERAL SITUATION IN NELSON COUNTY	4
Topographical	4
Population and Agriculture	6
Railroads and Highways	8
Township and School District Organization	9
Schools and School Districts in Nelson County	12
Summary	19
3. THE DAILY PROGRAM OF STUDIES	20
Length of School Day	22
The Fourth Grade Program of Studies	25
Inequalities in the Fourth Grade Program of Studies	35
The Daily High School Program of Studies	39
Special Schools	47
Pupils' Daily Activity Analysis	48
Place of Extra-Curricular Activities in the Program	57
Conclusions	58
Summary	59
4. THE CURRICULA OFFERED	61
State and Local Requirements	62
Electives Offered	63
Variable Curricula	65
Pupil Load	67
Correspondence Courses in High School	69
Alternation of High School Constants	70
Transfer and Non-resident Pupils	71
Summary	73

TABLE OF CONTENTS

CHAPTER	Page
5. SCHOOL SERVICES	75
Health Examination	78
Guidance Service	80
Testing Service	83
Summary	86
6. EXTRA-CURRICULAR ACTIVITIES	88
Athletics	88
Music	90
Dramatics and Oral Expression	91
Publications	91
Clubs	93
Social Activities	95
Inequalities in Opportunities for Extra-Curriculum	97
Credit Given	99
Summary	100
7. TEACHER QUALIFICATIONS AS AN INFLUENCE ON THE EDUCATIONAL OFFERING	102
Training	103
Training in Field Taught	104
Experience	107
Salaries	108
Teacher Load	109
Summary	115
8. LIBRARY FACILITIES AS AN OFFERING IN THE EDUCATIONAL PROGRAM	117
Books Added to the Libraries in the Last Two Years	120
Magazines and Newspapers	123
Copyright Dates of Textbooks Used	128
Sets of Readers	131
Summary	132
9. SUMMARY AND CONCLUSIONS	133
Conclusions	137
BIBLIOGRAPHY	140
APPENDIX	142

LIST OF TABLES

Tables	Page
1. Population by Sex, Color, Heritage, and Age for Nelson County, 1930	7
2. Total Native White Population of Foreign Born or Mixed Parentage, Nelson County, 1936-1937	8
3. Dates of Township and School Organizations in Nelson County, North Dakota	11
4. Classification and Number of Schools in Districts of Nelson County, 1937-1938	12
5. Enrollment and Number of Teachers in Classified, Consolidated, and Tenselected Rural Schools in Nelson County	15
6. Pupil-Teacher Ratio of Classified, Consolidated, and Rural Districts, 1937-1938	18
7. Representative Types of Schools Selected for Comparison, 1937-1938	22
8. Number of Minutes in Forenoon and Afternoon Sessions of Representative Schools, 1937-1938	23
9. Recess Periods in Elementary Grades of Classified, Consolidated and Rural Schools, 1937-1938	24
10. Number of Grades Taught by One Teacher in Representative Schools, 1937-1938	26
11. Name, District, Number of School, Enrollment, and Number of Grades Taught in the Ten Selected One-Room Rural Schools, 1937-1938	26
12. Daily Programs of Study for Ten Sample Rural Schools, Nelson County, 1937-1938	28
13. Programs of Studies for the Lower Grades of Enterprise Consolidated District, 1937-1938	30
14. Program of Studies for the Intermediate Grades of Pekin Consolidated District, 1937-1938	31
15. Program of Studies for the Third and Fourth Grades of Aneta Special School District, 1937-1938	32
16. Program of Studies for the Fourth Grade of Lakota Special School District, 1937-1938	33

LIST OF TABLES

Tables	Page
17. Average Number of Minutes of Recitations Devoted to Pupils in the Fourth Grade of Ten Rural Schools, 1938	35
18. A Comparison in the Number of Recitation Minutes Daily Devoted to Each subject in the Fourth Grades of Representative Schools, 1937-1938	36
19. A Comparison of the Teacher's Time Spent on Recitations in the Fourth Grades in Three Types of Schools	38
20. A Comparison in Size of Teaching Staff, Enrollment, and Number of Years of High School Work in Six Schools, 1937-1938	39
21. Daily Program for High School Students of Enterprise Consolidated District, 1937-1938	41
22. The Daily Program for Students of Pekin High School, 1937-1938	41
23. The Daily Program of Studies for Students of Kloten Consolidated High School, Kloten, North Dakota, 1937-1938	42
24. The Daily Program of Studies for Students of Aneta High School, Aneta, North Dakota, 1937-1938	42
25. Daily High School Program of Studies, McVille, North Dakota, First Semester, 1937-1938	43
26. Daily High School Program of Studies, Lakota, North Dakota, First Semester, 1937-1938	44
27. A Comparative Study of Subjects Offered to Classes of High School Students in the Various Types of Schools, 1937-1938	46
28. Daily Schedule of Adult Education in Lee Consolidated District, Kloten, North Dakota, 1937-1938	47
29. Enrollment by Courses in Adult Education in Lee Consolidated District, Kloten, North Dakota, 1937-1938	48
30. The Ranges and Averages in Minutes of Time Spent by High School Students on Various Activities During a Typical School Day, Aneta High School, 1937-1938	50
31. The Ranges and Averages in Minutes on Various Activities Used by Elementary School Pupils Attending a Classified School During a Typical School Day, 1937-1938	54

LIST OF TABLES

Tables	Page
32. The Ranges and Averages in Minutes in Various Activities Used by Elementary School Pupils Attending a Rural School During a Typical School Day, 1937-1938	55
33. Place and Time of Extra-Curricular Activities in the High School Program	57
34. High School Courses Required for Graduation	62
35. Excess Requirements for Graduation in the High Schools of Nelson County, 1937-1938	63
36. Elective Courses Offered the First Semester in High Schools of Nelson County, 1937-1938	64
37. Variable Curricula Offered in the High Schools of Nelson County, 1937-1938	66
38. Pupil Load Based on Number of Pupils and Units of Credit Earned in High Schools During 1937-1938	68
39. Extent of Correspondence Study by Students in Various Districts, First Semester, 1937-1938	69
40. Courses Alternated Under a Definite Plan in the High Schools, 1937-1938	71
41. Non-resident and Transfer Pupils in High Schools of Nelson County, 1937-1938	72
42. Health Services in Classified, Consolidated, and Rural Schools, 1937-1938	76
43. Types of Playground Apparatus in the Rural, Consolidated, and Classified Schools of Nelson County	77
44. Manners and Etiquette and Student Government as Methods of Teaching Civic-Social-Moral Guidance in Classified, Consolidated, and Rural Schools	81
45. The Testing Schedule as Part of the Guidance Program in Classified, Consolidated, and Rural Schools	84
46. School Busses in Operation during 1936-1937	86
47. Boys and Girls Taking Part in Athletic Activities in Rural, Consolidated, and Classified Schools	89

LIST OF TABLES

Tables	Page
48. Boys and Girls Taking Part in Music Activities in the Rural, Consolidated, and Classified Schools	90
49. Boys and Girls Taking Part in Dramatics and Oral Expression in the Rural, Consolidated, and Classified Schools	92
50. Boys and Girls Taking Part in Publications in the Rural, Consolidated, and Classified Schools	92
51. Boys and Girls Taking Part in Clubs in the Rural, Consolidated, and Classified Schools	94
52. Boys and Girls Taking Part in Social Activities in the Rural, Consolidated, and Classified Schools	96
53. A Comparison of the Number of Boys and Girls Taking Part in Extra-Curricular Activities and the Number of Activities in Each Type of School	98
54. Summary of Extra-Curricular Teacher Load and Pupil Participation in Rural, Consolidated, and Classified Schools	99
55. Number of Married and Unmarried Teachers in the Schools During 1937-1938	103
56. College Training of Teachers in Schools of Nelson County, 1937-1938	104
57. Total Semester Hours of College Training of All High School Teachers in the Field of Subjects Offered, First Semester, 1937-1938	105
58. Number of High School Subjects Offered in the Various Fields, First Semester, 1937-1938	105
59. Number of Elementary Teachers with Various Types of Training in Classified, Consolidated, and Rural Schools, 1937-1938	106
60. Average Number of Years Experience of Teachers in the Schools, 1937-1938	107
61. Salary of Teachers in Nelson County Over a Three-Year Period	109
62. Pupil-Teacher Load in the Schools of Nelson County	110
63. Number of Classes Taught per Day by All Teachers, 1937-1938	111
64. Number of Study Hours per teacher in the High Schools, 1937-1938	112

LIST OF TABLES

Tables	Page
65. Hours of Preparation per Week of Teachers, 1937-1938	113
66. The Number of Teachers and the Number of Extra-Curricular Activities in the Classified and Consolidated Schods, 1937-1938	114
67. Number of Library Books Under Division of Dewey Decimal System in Classified, Consolidated, and Rural Schools, 1937-1938	119
68. Number of Books in School Libraries in Relation to State Requirements	120
69. Number of Library Books Purchased and Donated in Schools Together with Annual Expenditures, and Use of State Traveling Library, 1936-1938	122
70. Magazines and Newspapers Subscribed for by the Schools of Nelson County, 1937-1938	124
71. Magazines and Newspapers Subscribed for by the Classified, Consolidated, and Rural Schools, 1938	125
72. Copyrights of Sets of Textbooks Used in Classified, Consolidated, and Rural Schools, 1937-1938	127
73. Per Cent of Textbooks with Copyrights Within Five, Ten, and Over Ten Year Periods in the Schools, 1938	128
74. Methods by Which Textbooks were furnished to Pupils in the Classified, Consolidated, and Rural Schools	129
75. Number of Sets of Readers for Each of the Grades in the Types of School Districts of Nelson County, 1937-1938	131

LIST OF FIGURES

Figures	Page
1. Location of Nelson County	5
2. Railroads and Highways of Nelson County	10
3. Location of Classified, Consolidated, and Rural Schools in Nelson County, 1937-1938	14
4. Location of Ten Selected Rural Schools	17
5. Showing the Number of Recitation Minutes Devoted to the Pupils of the Fourth Grades in Representative Schools, 1937-1938	37
6. Twenty-Four Hour Profiles of Daily Activities of Pupils in a High School	51
7. Time Analysis Profiles of Two Tenth Year High School Girls Showing Amount of Time Spent on Each Item During a Typical School Day, 1937-1938	53
8. Twenty-Four Hour Daily Activities Profiles of Pupils in Elementary Grades of Rural and Classified Schools	56

CHAPTER 1
INTRODUCTION

The recent crisis of economic depression, delinquent tax receipts, and curtailment of public funds for tax-supported institutions in some localities and not in others has created unequal opportunities for children attending the schools in these different localities. Education is still an obligation of the state. If the state is to assume this obligation it is expected that whatever is possible to make educational opportunities equal to every individual attending the public schools will be done.

One of the major criticisms made of the public schools today is that children in some communities are not given the same opportunities as those in other localities. Reputed inequalities are said to exist in different schools of the same district, in various districts of the same county, and in several counties. Van Wyk¹ pointed out some of the inequalities in an educational survey of Burleigh county. He found that these inequalities existed among the rural, graded, consolidated, and the Bismarck schools. He found that the rural schools were operating with the lowest form of program, the least amount of time spent on fundamental studies, the least amount of money spent for education, the lowest average daily attendance, the poorest trained teachers with the least amount of experience, and the lowest teaching salaries.

It seems obvious that if equality in education is to exist for everyone, a change in the entire set-up of school organization is vital

¹Arnold C. Van Wyk, Educational Survey of Burleigh County, North Dakota, with Special Reference to Inequalities in Program of Work, Ability, and Effort (Unpublished Masters Thesis, University of North Dakota, 1936)

together with a complete reversal of teaching practices. Rural schools should no longer be made the "experimental schools" or the "probation schools" for future teachers. As is pointed out in this study, conditions are offered to teachers in rural schools which require a most experienced and tactful teacher. Only those teachers who have had adequate training and experience should be permitted to teach in them.

The Problem

To ascertain the present status of educational offerings in the rural, graded, and high schools of Nelson county, North Dakota, so as to offer suggestions for improvement and recommend possible changes, where necessary, is the purpose of this study. It aims to include a study of all types of school organizations. The daily program of studies for high school and grade pupils and the possible trend of these courses were studied. The personnel of the teaching staff in every administrative unit is of the utmost importance. Library facilities are also of extreme significance. The offerings of the school to their pupils in co-curricular activities adds to the opportunities for building self-expression, confidence, poise, and a host of character traits in individuals. The services of the school to pupils in health study and guidance programs are also included.

Purpose of the Study

The purpose of this study is to make an educational survey of all the types of schools in Nelson county. Definitely it aims to show facts concerning the program of work set up by the types of schools and reveal any inequalities existing among pupils attending these schools. Some schools with financial ability to provide equal opportunities have repeatedly been

known to fail in this respect. Other schools have been considered efficient in a wide variety of opportunities to students, yet, staying within their financial budgets. Again, a third criticism has been made that schools are offering too much variety in their program of work compared with their ability to raise funds to support such a program. The ultimate result as stated, by taxpayers and legislators, is that curtailment of several schools must be made soon, to save other schools if a system of public education shall continue in the state. If this curtailment is a realization, the heirs apparent will be those schools which are doing the most.

Limitations

Geographically, this study is limited to the schools of Nelson county, North Dakota. No attempt is made to survey the content of courses of study, or the extent of integration of courses. All recommendations are applied to the county as a whole.

Sources of Information and Data

Most of the data for this study were obtained by questionnaires and followed up, for details and accuracy, by personal visitations to each of the schools. One hundred per cent report was secured from all districts where combined elementary and high schools existed. Personal visits were made to ten rural schools throughout the county where, according to the county superintendent, both good and bad facilities could be found. Thus a fair sampling of the schools was made. Other sources of information were obtained from the county superintendent's office, the county treasurer, the county clerk, commissioner of agriculture and labor, and the superintendents and principals of the schools in the county. All data were secured for the current school term of 1937-1938.

CHAPTER 2

GENERAL SITUATION IN NELSON COUNTY

A description of the general situation in Nelson county is presented to acquaint the reader with the nature of the county and thereby unite the relationships of this study.

Topographical

Nelson county is located in the grain belt region of North Dakota. The northern boundary near the forty-eighth parallel is fifty-five miles from the Canadian border, and the eastern boundary near the ninety-eighth meridian, is approximately thirty-eight miles west of the Red River of the North. The county has 1,008 square miles of area, sixteen square miles of which make up the alkaline Stump Lake.

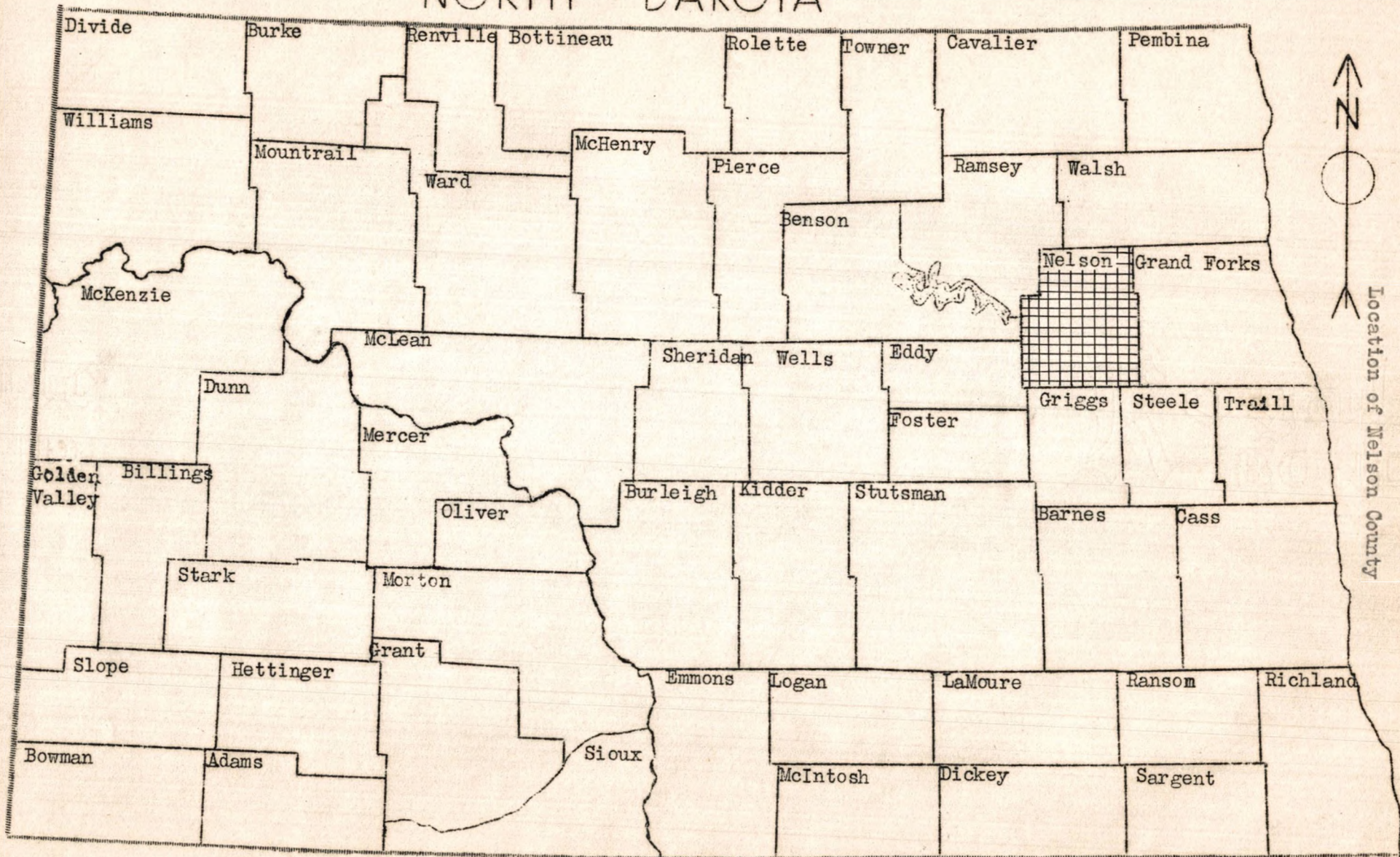
The Sheyenne River cuts diagonally across the lower southwest corner of the county. The rainfall for the eastern division of North Dakota, which includes Nelson county, averages about 19.35 inches a year. The elevation of the county is about 900 feet above sea level. The mean annual temperature is 37.1 degrees.¹ January and February are the most severe winter months; annual average temperatures for these months is 13.3 degrees below zero. There are twenty-eight congressional townships in the county. Except for the Devils Lake Indian Reservation, which cuts in on approximately one section of land in Dayton Township, all of the township boundaries follow lines of the Government Land Survey.

The surface of Nelson county is a gently rolling, till plain characteristic of the glacial drift prairie.² It is modified in the

¹Climatological Data, 1937, Orris Roberts, State Meteorologist

²Andreas' Historical Atlas of North Dakota, (R. R. Connelley and Sons, Lake Side Press, Chicago, Illinois, 1884)

NORTH DAKOTA



Location of Nelson County

Figure 1

southwest corner of the Sheyenne valley with its many small, stream-carved tributary valleys. The glacial drift consists of a heterogeneous mixture of clay, sand, gravel, and boulders which was deposited by the glacier when it retreated.

Several rather small lakes are found in Nelson county. Stump Lake is second in size and interest in the state only to Devils Lake. It shares with Devils Lake an interior drainage basin which lies within the Red River basin of northeastern North Dakota. At the time of the government survey in 1883 the area of Stump Lake was approximately sixteen square miles and its shore line was about thirty-five miles in length, owing to its great irregularity of form. The present area is much less and the depth is about thirty feet.

The glacial drift varies in thickness throughout the county. Near Lakota it is forty feet in depth. Below the glacial drift is found the blue-gray Pierre shale which is bedrock. In the Tolna vicinity is an outwash gravel covering an extensive area with very little clay on the surface.

Population and Agriculture

The total population of Nelson county is 10,203, ranking twenty-seventh among the fifty-three counties in North Dakota. The male population of 5,564 exceeds the female population of 4,639 by 925. A majority of the people are native born and of American parentage as is indicated in Table 1. A large number, however, are of foreign-born or mixed parentage.³ This is especially true of the Norwegians. The other nationalities, predominantly from northern Europe, are fairly well-distributed in numbers

³Data from Office of the County Clerk

(Table 2). The wealth per capita is \$780.21, based on the assessed valuation of the county, which is \$7,960,508.

Table 1

Population by Sex, Color, Heritage, and Age for Nelson County, 1930^a

	Subtotals	Totals
Sex		10,203
Male	5,564	
Female	4,639	
Color		10,203
White	10,182	
Negro	8	
Other Races	13	
Native White		8,437
Native Parentage	3,545	
Foreign Born or Mixed Parentage	4,892	
Foreign Born White		1,745
Age (years)		10,203
Under 5	1,010	
5-14	2,372	
15-24	1,895	
25-34	1,395	
35-44	1,388	
45-64	1,551	
65 and Over	591	
Unknown	1	

^aFederal Census Report, 1930

Agriculture is the principal industry of the county. Farm produce, grains, and livestock are the basic sources of livelihood. According to 1937 reports of the state department of agriculture and labor, there are 5,520 people living on 1260 farms. In 1936 there were 251,135 acres, of the total area of 645,120 acres in Nelson county, planted in crops. Most of the acres planted consisted of wheat, 92,419 acres; barley, 11,456 acres; oats, 10,684 acres; rye, 5,476 acres; and flax, 4,290 acres. Livestock, as cattle and swine, numbered 24,735 during 1936 and 144,157

Table 2

Total Native White Population of Foreign Born or Mixed Parentage, Nelson
County, 1936-1937

Nationality	Number of Native White
Norway	3,086
Germany	369
France	364
Sweden	324
Canada	312
Finland	173
Czechoslovakia	143
Denmark	124
Poland	116
Irish Free State	96
Canada-French	59
England	55
Scotland	33
Northern Ireland	30
Austria	29
Russia	18
Netherlands	6
Switzerland	3
Iceland	1
All Others	11
Total	4,892

^aFederal Census Report, 1930

pounds of wool were produced during the same year.⁴

The three cities and four villages of the county have an agricultural aspect in that they depend primarily on the farming areas surrounding them. None of the cities or villages, including several other small towns, exceed a population of 1,000.

Railroads and Highways

Nelson county is well served with two railroad systems passing through the northern, north central, and southwestern portions of the county.

⁴ Farm Statistics for 1937, compiled by Department of Agriculture and Labor, John N. Hagan, Commissioner

The main line, east and west, is the Great Northern railway which passes through the north central part of the county. A branch line of it begins at Lakota and extends northward crossing a branch line of the Soo railway which cuts east and west across the four northern townships. Another branch line of the Great Northern cuts diagonally across the lower southwest corner of the county. A total of nine-two miles of railroad passes through the county.

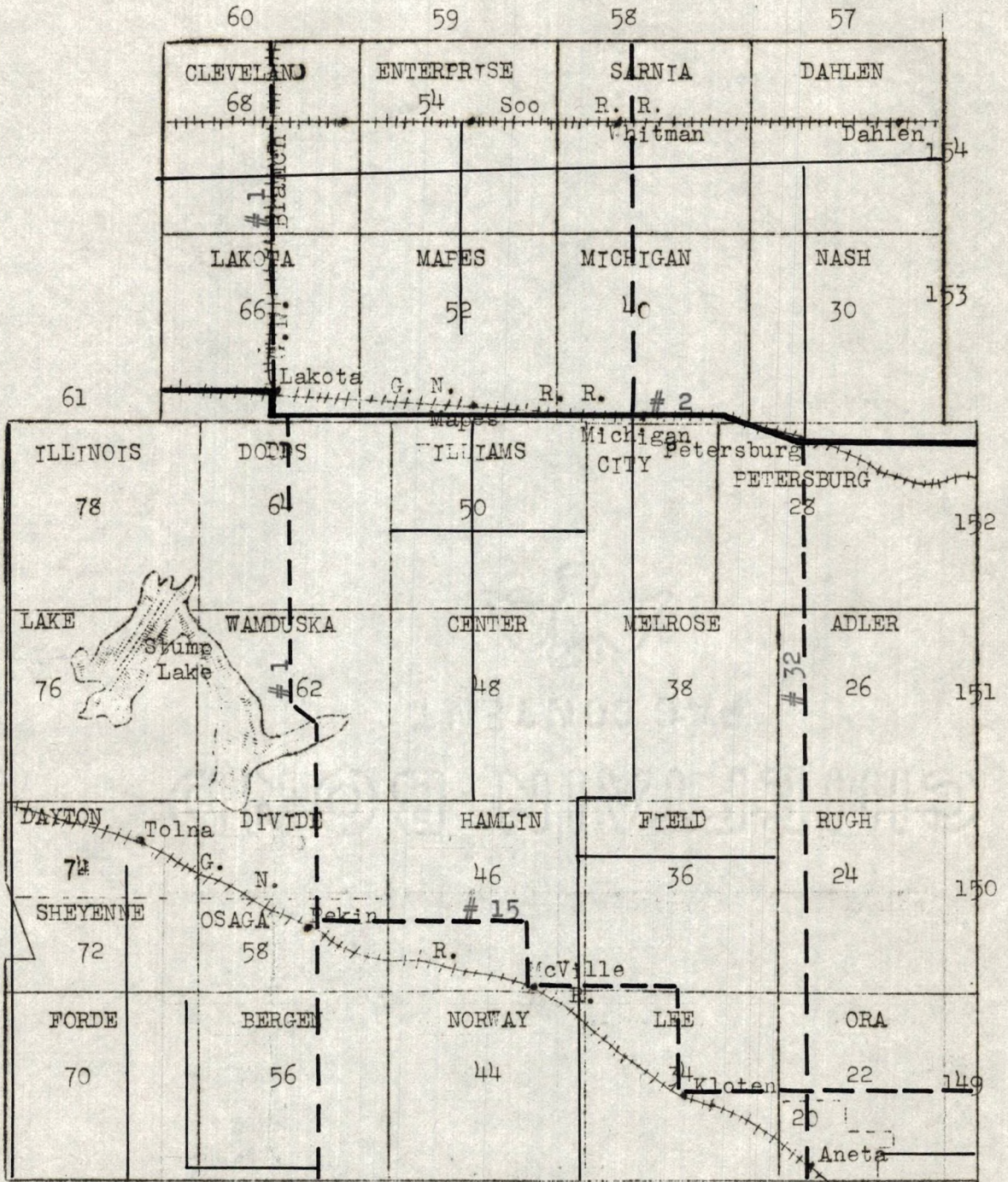
One Federal highway and four state highways have been constructed through the county. Federal highway number two, which by the fall of 1938 will have a bituminous surface throughout the county, runs adjoining to the main line of the Great Northern railway. All other state highways, with the exception of a portion of highway number thirty-two, are improved and graveled. Several other county roads have been recently constructed and graveled, giving the inhabitants excellent access to state highways (Figure 2). During the winter months, when roads are sometimes blocked with snow, the Federal highway has been constantly kept open by snow removal equipment. It is expected that there will be no difficulty in keeping it open at all times following recent improvements that are being made. Snow plows have been proficient in keeping open all state highways as far as has been feasible. Recently constructed county roads have been built high to better insure travel by automobile during the winter months, when drifting snows tend to block them. Higher township roads are being gradually built to meet the county, state, and Federal highways.

Township and School District Organization

The historical development of schools in Nelson county is interesting, due to the fact that several school districts were organized before

Figure 2

Railroads and Highways of Nelson County



Federal Highway (Bituminous)
 20 - ANETA SPECIAL State Highways (Graded or Graveled)
 Township or County Roads (Graded)

Table 3

Dates of Township and School Organizations in Nelson County, North Dakota^a

Name of Township	Date Organized	
	Township	School
Adler	July 2, 1894	April 8, 1885
Bergen	April 28, 1884	February 21, 1885
Center	July 27, 1887	July 27, 1887
Cleveland	October 23, 1886	October 23, 1886
Dahlen	September 1884	July 31, 1886
Dayton (Tolna)	June 7, 1884	June 7, 1884
Dodds	February 21, 1885	April 14, 1885
Enterprise	July 31, 1885	July 27, 1887
Field	May 2, 1885	May 2, 1885
Forde	August 2, 1884	July 27, 1887
Hamlin	June 27, 1884	February 21, 1885
Hoiland (Ora)	August 2, 1884	February 12, 1884
Illinois	August 2, 1884	August 2, 1884
Lake	January 9, 1900	January 21, 1884
Lakota	September 4, 1885	April 25, 1883
Kane	September 22, 1888	April 25, 1883
Lee	August 2, 1884	October 8, 1883
Mapes	April 28, 1884	September 11, 1883
Melrose	April 21, 1888	April 21, 1888
Nash	May 12, 1885	April 23, 1887
Norway	April 28, 1884	February 21, 1885
Osago (PeKin)	June 7, 1884	April 20, 1886
Petersburg	July 13, 1885	June 7, 1884
Rochester	July 13, 1885	September 11, 1883
Rugh	July 23, 1885	July 23, 1885
Samia (Whitman)	August 2, 1884	April 20, 1885
Wamduška	October 2, 1894	July 20, 1885
Williams	April 28, 1884	April 27, 1889

^aFrom Office of the County Clerk

statehood. Such action reveals how important it seemingly was in the minds of the pioneers to set up school organizations at their earliest possible convenience. Furthermore, schools were started before townships were organized. Table 3 indicates the historical background in terms of dates for the townships and school district organizations. The first school districts, Lakota and Kane, were organized on April 25, 1883. Lakota, the county seat was laid out about July 1, 1883, by a syndicate of English capitalists.

Some changes have occurred since the original school districts were organized, but most of the districts are coterminus with the townships. Consolidation of rural schools into one, centrally located, has occurred in several districts. One of the most recently organized was Aneta special district, which was created July 11, 1916.

Schools and School Districts in Nelson County

This study of educational opportunities in the various types of schools and school districts in Nelson county was based on three principal groups of schools, namely: classified, consolidated, and rural. This grouping was made so as to conform to the North Dakota Education Directory for 1937-1938, published by the State Department of Public Instruction. The number of schools under each class is listed in Table 4.

Table 4

Classification and Number of Schools in Districts of Nelson County, 1937-1938

Classification and Name of School	District Number	Number of Schools	
		City or Village	Open Country or Rural
Classified			
Aneta	20	1	
Lakota	66	1	
McVille	46	1	
Michigan	40	1	2
Petersburg	28	1	1
Consolidated			
Cleveland	68		1
Dahlen	32	1	
Dayton (Tolna)	74	1	
Enterprise	54		1
Lee (Kloten)	34	1	
Mapes	52	1	1
Osago (Pekin)	58	1	
Sarnia (Whitman)	42	1	
Williams	50		1

Table 4 (continued)

Classification and Number of Schools in Districts of Nelson County, 1937-1938

Classification and Name of School	District Number	Number of Schools	
		City or Village	Open Country or Rural
Rural			
Adler	26		3
Bergen	56		3
Center	48		4
Divide	60		1
Dodds	64		4
Field	36		4
Forde	70		4
Illinois	78		2
Lake	76		3
Melrose	38		3
Nash	30		3
Norway	44		4
Ora	22		2
Rugh	24		3
Sheyenne	72		2
Wanduska	62		2
Total Number of Schools		11	54

The county contains five classified schools located in the three principal cities and two villages, and nine consolidated schools, six of which are located in the other small villages and towns. Fifty-four schools, three consolidated and fifty-one rural, were located in the open country.

All of the classified schools maintained four years of high school work in addition to the eight elementary grades. To distinguish them from other schools in the county the classified schools have attained a degree of proficiency such that they have the qualifications necessary to entitle them to be advanced to a higher class.⁵

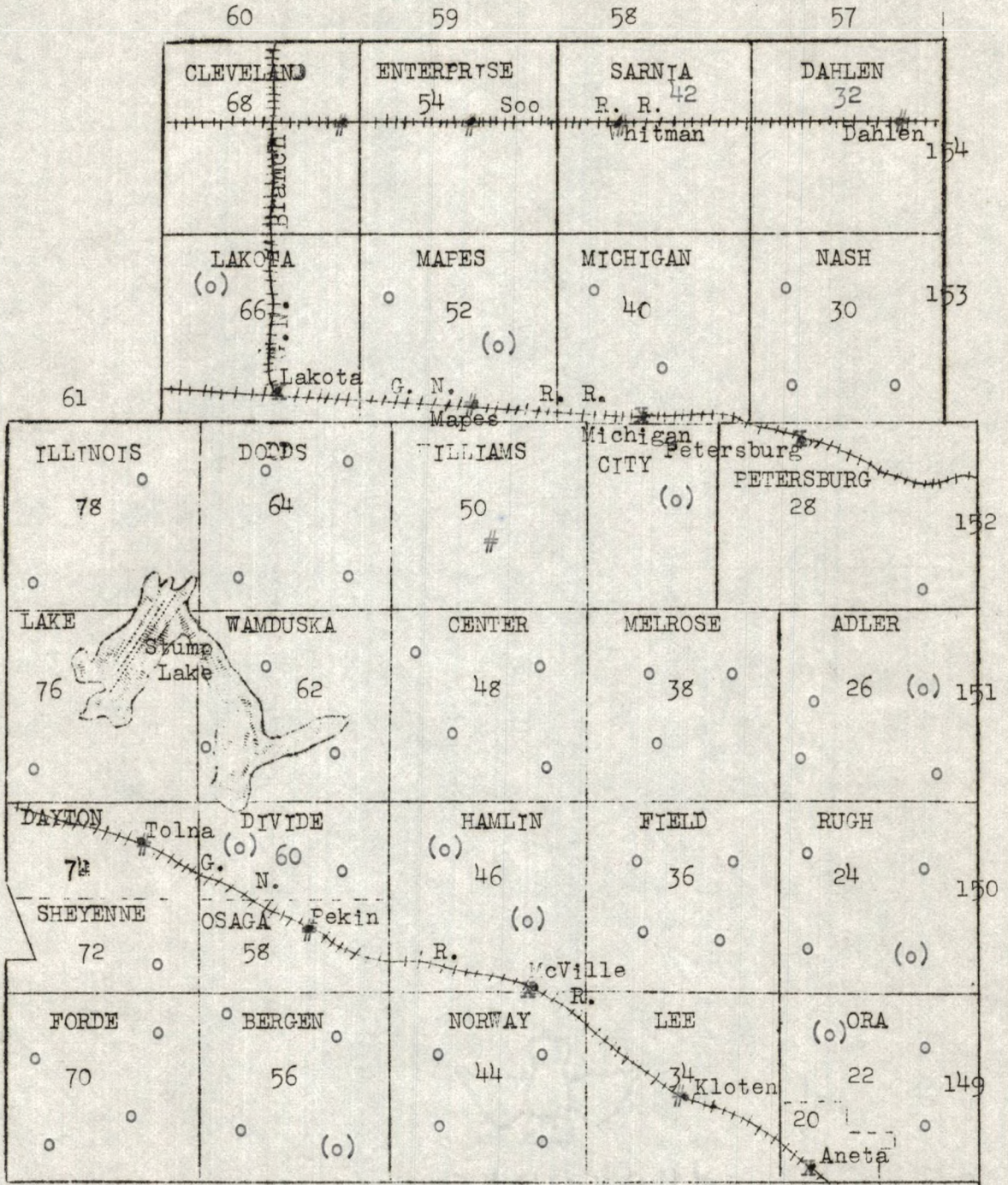
Five consolidated schools maintained four years of high school work and four maintained two years of high school work in addition to the

⁵General School Laws, State of North Dakota, section 274, p. 103

Figure 3

Locations of Classified, Consolidated, and Rural Schools in Nelson County,

1937-1938



20 - ANETA SPECIAL

X - Classified

- Consolidated

o - Rural (open)

(o) - Rural (Closed)

elementary grades. These schools are defined as consolidated after having become so by a vote upon the question. Hence, all such schools which employed not less than two teachers and served not less than eighteen contiguous sections, without regard to their manner of formation were so classified.

All rural schools, regardless of their classification, refer to only one-room, open-country schools, each maintaining all of the elementary grades and each being taught by one teacher.

Table 5

Enrollment and Number of Teachers in Classified, Consolidated, and Ten Selected Rural Schools in Nelson County

School	Elementary Grades		High School	
	Enroll- ment	Number of Teachers	Enroll- ment	Number of Teachers
Classified				
Aneta	114	4	79	4
Lakota	181	8	155	6
McVille	131	4	89	4
Michigan	117	4	64	4
Petersburg	63	3	69	4
Consolidated				
Cleveland	56	2	14	1
Dahlen	90	3	37	2
Tolna	40	2	38	2
Enterprise	25	2	8	1
Kloten	72	3	40	3
Mapes	27	2	4	1
Pekin	46	3	46	2
Whitman	64	3	27	2
Williams	30	2	6	1
Rural				
Adler number three	8	1		
Center number two	8	1		
Dodds number three	4	1		
Forde number one	10	1		
Lake number two	9	1		

Table 5 (continued)

Enrollment and Number of Teachers in Classified, Consolidated, and Ten
Selected Rural Schools in Nelson County

School	Elementary Grades		High School	
	Enroll- ment	Number of Teachers	Enroll- ment	Number of Teachers
Melrose number one	15	1		
Nash number two	10	1		
Norway number one	8	1		
Ora number two	9	1		
Rugh number two	20	1		
Total enrollment in classified schools				1062
Total enrollment in consolidated schools				670
Total enrollment in ten selected rural schools				101
Total enrollment				1833
Total county enrollment ^a				2318

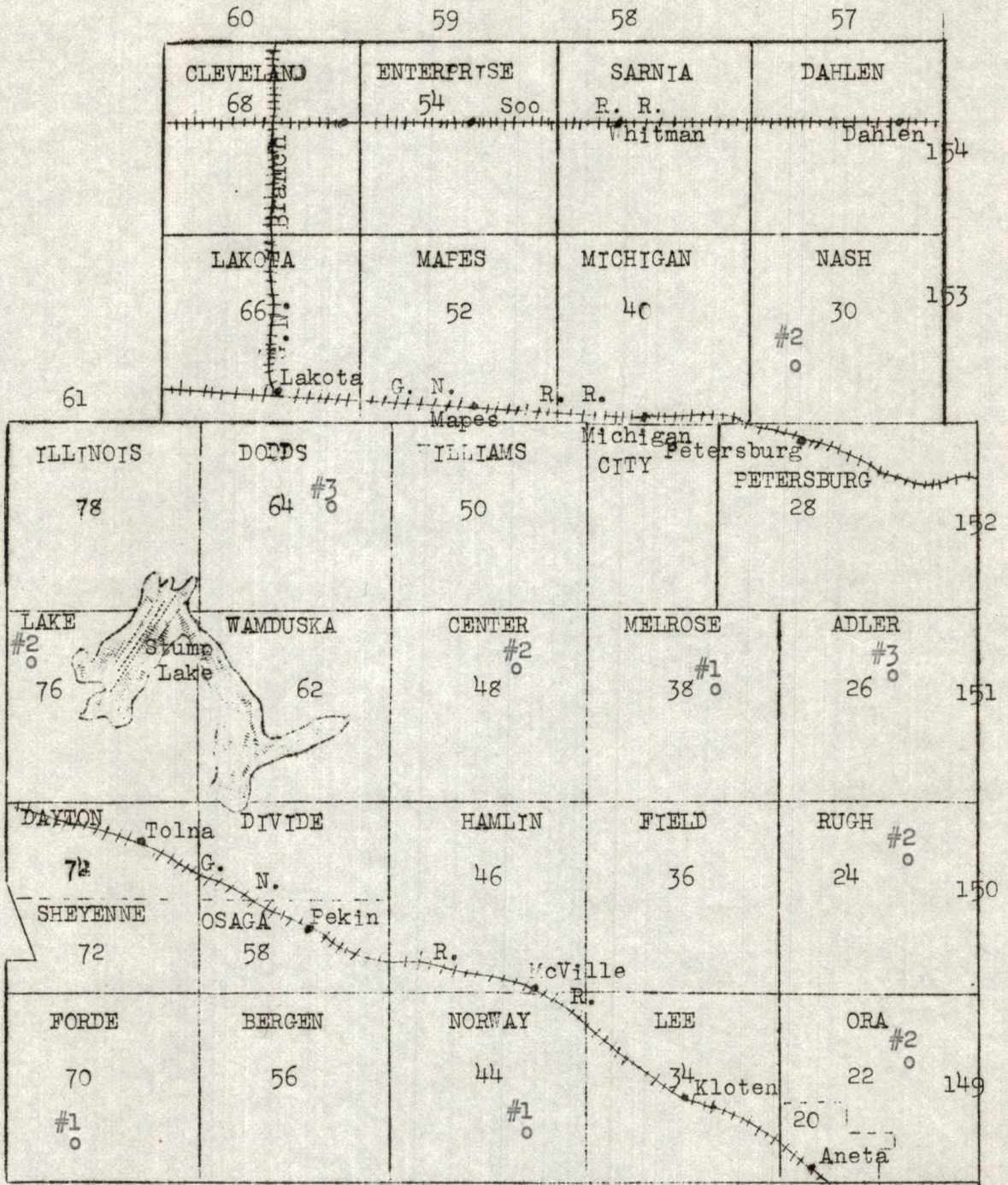
^aFrom Office of County Superintendent

In this study comparisons will be made in the educational opportunities, as they exist in the three types of schools listed above, for the school year 1937-1938. Unless designated otherwise, all comparisons will be made on the basis of five classified, nine consolidated, and ten selected rural schools.

The total enrollment for all of the schools of Nelson county was 2318 pupils as reported by the county superintendent. When comparing the enrollment of the classified schools, which was 1062 pupils, with the county enrollment, it can be concluded that the classified schools represented approximately one-half of the total number of pupils. The consolidated schools, with 670 pupils, represented more than one-fourth of the total enrollment. From deductions, the total enrollment was 586 pupils. This was one-fourth of the total for the county.

To alleviate the problem of studying the offerings of all of the fifty-one rural schools in the county, the author selected ten schools geographically scattered throughout the county. No attempt was made to determine

Figure 4
Location of Ten Selected Rural Schools



20 - ANETA SPECIAL

o - Selected Schools

the reliability of the "representativeness" of this group but the relative agreement in pupil-teacher ratio of all rural schools and the ten selected will give a fair initial estimate (Table 6). The pupil-teacher ratio recommended in the North Dakota Administrative Manual is twenty-five to one. The average ratio of 16.57 for Nelson county was well below the recommended standard. The pupil-teacher ratio for all classified schools in Nelson county was 20.03; for all consolidated schools it was 18.18; and for all rural schools 11.49 respectively. In the case of the ten selected rural schools the ratio was 10.10, a difference of 1.39 less than from the entire group. Measures of reliability of data for all rural schools in the county may then be interpreted with this proportionate difference in view.

Table 6

Pupil-Teacher Ratio of Classified, Consolidated, and Rural Districts

1937-1938

District	Enrollment	Number of Teachers	Pupil-Teacher Ratio
Classified	1062	45	20.03
Consolidated	670	37	18.18
Rural	586	51	11.49
(Ten Rural Schools)	(101)	(10)	(10.10)
Total	2318	133	16.57

Most of the school districts follow township lines and hence contain thirty-six sections of land. Michigan district #40 is the largest, containing sixty sections of land; and Aneta special district is the smallest, containing six and seven-eighths sections. Distinctions in the various types of districts are made in Figure 3.

Summary

Nelson county, with an area of 1,108 square miles, is located in the northeastern portion of North Dakota, and consists of twenty-eight congressional townships. It has one small river system in the southwest corner and one lake which, although rapidly receding, has had an area of about sixteen square miles.

The total population of 10,203 in 1930 consisted of 10,182 whites, eight negroes, and thirteen other races. Of the total population 4,892 were foreign born or of mixed parentage, chiefly Norwegian.

Agricultural industry is the principal source of livelihood. More than one-half of the population lives on farms and raises small grains and livestock. The three small cities, four villages, and several small towns depend almost entirely on the agricultural regions surrounding them.

Two railroads, one Federal highway, and four state highways provide excellent transportation. County and township roads are being built up regularly so as to allow automobile transit during the winter as well as during the summer. These county and township roads are intended to be feeder roads to state and Federal highways.

Many school districts in the county were organized before townships were formed indicating the significance of education in the lives of the early pioneers. Most of the thirty school districts now existing follow township lines.

There were five classified, nine consolidated, and fifty-one rural schools in the county with a total enrollment of 2,318 pupils and 133 teachers. The pupil-teacher ratio of 16.57 is well below the recommended standard for North Dakota.

CHAPTER 3

THE DAILY PROGRAM OF STUDIES

The North Dakota course of study for the elementary grades illustrates the various types of programs of study which may serve as models for teachers who have parallel types of programs to follow. The prescribed programs set the opening and closing time for the school day, as well as the time for each of the class periods. It is impossible to follow the prescribed programs illustrated, in many cases, for the number and training of teachers often varies from year to year. Changing routine from one year to the next often involves the changing of appropriate school hours to meet these conditions. It also affects the number of periods in the school day as well as the length of each period.

For convenience in this chapter the writer has taken representative schools of the county in order to make comparisons in the daily program of study. The various groups of schools in the county are classed as follows:

Classified (elementary grades and four years of high school work)

Consolidated (elementary grades and high school)

a. (two years of high school work offered)

b. (four years of high school work offered)

Rural (one-room schools for elementary grades)

In the five classified schools McVille and Lakota were organized on the 6-6 plan. Aneta, Michigan, and Petersburg were operating on the 8-4 plan. Four consolidated schools were offering two years of high school work with one part-time teacher and five offered four years of high school work with two or three full-time teachers. There were fifty-one rural

schools in the county each being taught by one teacher.

The daily programs of study in schools of the three groups corresponded very closely to each other except that a measureable difference was found when a program of studies from each group was selected for comparison. Hence, a representation of the three groups was made with a few subdivisions of each. The schools selected showed that their programs of study were dependent largely upon the number of teachers in the grades and high school. Representative schools studied included Enterprise consolidated district #54, Osago (Pekin) consolidated district #58, Lee (Kloten) consolidated district #34, Aneta special district #20, McVille district #46, Lakota special district #66, and ten selected rural schools. Enterprise consolidated represented the smallest of that group, with one teacher for the high school department and two in the elementary grades. Pekin consolidated had two teachers for their four-year high school and had three teachers in its elementary grades. Kloten consolidated had a similar situation in its grades but had three teachers in the high school department.

Aneta special district, organized on the 8-4 plan, had four teachers in the high school and four in the elementary grades. McVille common school district was organized on the 6-6 plan. It had three elementary teachers and five high school teachers. Lakota special school district, the largest school in the county, had six elementary teachers and eight high school teachers (Table 7).

Table 7

Representative Types of Schools Selected for Comparison, 1937-1938

School	Enroll- ment	Number of Years High School Work Offered	Number of Grade Teachers Per School	Number of Junior and Senior High School Teachers	Total Number of Teachers
Ten Rural	101	0	1	0	10
Enterprise Consolidated	33	2	2	1	3
Pekin Consolidated	112	4	3	2	5
Kloten Consolidated	112	4	3	3	6
Aneta Special	193	4	4	4	8
McVille Common	220	4	3	5	8
Lakota Special	336	4	6	8	14

Length of School Day

Precedence, but no school law in North Dakota, sets the number of minutes of hours per day that schools shall be in session. The number of minutes in which school was found to be in session, from nine until twelve o'clock, varied only five minutes at the most. The closing hour at noon was either 12:00 o'clock or 11:55 o'clock. Including the recess periods for the grades the number of minutes of the forenoon session was either 175 or 180 minutes for all schools. The afternoon sessions of most of the schools extended from 1:00 o'clock to 4:00 o'clock. With the exception of Aneta and Lakota the afternoon session was 180 minutes, including the recess periods (Table 8).

Cleveland and Kloten consolidated schools and several rural schools were found to shorten the noon intermission to one-half hour so that the afternoon dismissal would be at 3:30 o'clock instead of 4:00 o'clock. Most of the children of those schools lived on farms and were compelled to

remain at the school building during the noon period. This practice had also been used in years preceding in order that they might dismiss earlier in the afternoon, thus allowing farm children to reach their homes before dark during the winter months.

Table 8

Number of Minutes in Forenoon and Afternoon Sessions of Representative Schools, 1937-1938

School	Forenoon Session	Afternoon Session	Length of School Day
Ten Rural	180	180	360
Enterprise Consolidated	180	180	360
Pekin Consolidated	175	165	340
Kloten Consolidated	180	180	360
Aneta Special	180	165	345
McVilleville Common	175	165	340
Lakota Special	180	170	350

The morning sessions were generally ten or fifteen minutes longer than the afternoon sessions in the larger schools. This was not true for the smaller consolidated and the rural schools, however, where both periods were of equal duration.

The number of minutes for noon intermission varied between thirty minutes in some schools to eighty minutes in others. The reason for the short intermission was pointed out in a preceding paragraph. The longer noon intermission is not unusual for most schools. Where noon dismissals were often scheduled at 11:55 the students were generally dismissed at 12:00 o'clock. Furthermore, in schools where students prepared a hot noon lunch, under an organized hot lunch project, sufficient time was given them to complete the necessary duties involved.

Evidently, most of the schools of the county, and also of the state,

have adopted the conventional 360 minute school day as set by local boards of education.¹

Table 9

Recess Periods in Elementary Grades of Classified, Consolidated and Rural Schools, 1937-1938

School	Grades Having Recess								Number of Recesses	Total Minutes
	1	2	3	4	5	6	7	8		
Classified										
Aneta	x	x	x	x	x	x	x	x	2	30
Lakota	x	x	x	x	x	x			2	30
McVille	x	x	x	x	x	x			2	30
Michigan	x	x	x	x	x	x			2	30
Petersburg	x	x	x	x	x	x			2	30
Consolidated										
Cleveland	x	x	x	x	x	x	x	x	2	30
Dahlen	x	x	x	x	x	x	x	x	2	30
Tolna	x	x	x	x	x	x	x	x	2	30
Enterprise	x	x	x	x	x	x	x	x	2	30
Kloten	x	x	x	x	x	x	x	x	2	30
Mapes	x	x	x	x	x	x	x	x	2	30
Pekin	x	x	x	x	x	x	x	x	2	30
Whitman	x	x	x	x	x	x	x	x	2	30
Williams	x	x	x	x	x	x	x	x	2	30
Rural ^a	x	x	x	x	x	x	x	x	2	30

^aThis represents 68 per cent of all rural schools in Nelson county.

Recess periods do cut down the number of minutes of the forenoon and afternoon sessions. Although recesses are not a state requirement, school districts and boards have accepted, traditionally, this break in the school periods. Noticeably has been the trend to eliminate the recess periods in the upper grades of elementary schools, especially after they have been reorganized on the 6-6 plan. Only one school of the classified group and all consolidated schools continued the recess periods for the seventh and eighth grades (Table 9). In all of the rural schools it was conventional to have those grades dismissed also for recess periods.

¹Fred Engelhardt, Public School Organization and Administration (Ginn and Company, 1931) p. 350

Teachers in rural schools have been criticized for conducting shorter school days and longer recess periods than the teachers in larger schools. Such criticism can hardly be justified unless the school board specified the length of the school day and the number of minutes in each recess period.

The Fourth Grade Program of Studies

Much has been said and done in the construction and effectiveness of courses of study for elementary and secondary schools during the last two decades. The sequence of subjects which the programs of study contain is relatively unimportant in this study. The teacher often revises the order of classes to suit the changing needs of the pupils. It is not the intent in this chapter to deal with those qualities.

Another phase of the course of study which actually controls the effectiveness of the program of studies is the time which the teacher devotes with the pupil to class recitations. The recitation period permits the pupil to secure help and guidance directly with very little waste of time. Considerable difference was found in various programs of study of representative schools in Nelson county to indicate that many pupils were under severe handicaps because of the school system which they were forced to attend.

The fourth grade was selected as the most typical grade in the rural, consolidated, and classified schools of the county. It is nearest to being considered the "middle" grade. This grade is also uniform in its subject offering for all types of schools in the county (Table 10).

Table 10

Number of Grades Taught by One Teacher in Representative Schools, 1937-1938

School	District Number	Grades Taught By One Teacher							
		1	2	3	4	5	6	7	8
Ten Rural		1	2	3	4	5	6	7	8
Enterprise Consolidated	54	1	2	3	4				
Pekin Consolidated	58				4	5	6		
Kloten Consolidated	34			3	4	5			
Aneta Special	20			3	4				
McVille Common	46			3	4				
Lakota Special	66				4				

The quality of offerings in the rural schools has been a topic of criticism for some time but not much has been done to alleviate the situation. It is in the rural schools where many difficult teacher problems arise and it would seem that only an experienced teacher would be able to solve them. But, instead, in the rural school it is generally assumed that the teacher shall make his beginning and shall teach at his lowest salary.

Table 11

Name, District, Number of School, Enrollment, and Number of Grades Taught in the Ten Selected One-Room Rural Schools, 1937-1938

District	District Number	School Number	Enrollment	Grades Taught							
				1	2	3	4	5	6	7	8
Rugh	24	2	18	1	2	3	4	5	6	7	8
Ora	22	2	9			3	4	5	6	7	8
Forde	70	1	10	1	2	3	4				
Norway	44	1	8	1				5	6	7	8
Center	48	2	8	1			4	5		7	8
Lake	76	2	9		2			5	6	7	8
Adler	26	3	8	1	2	3	4		6	7	8
Nash	30	2	10	1	2		4	5	6	7	
Melrose	38	1	15	1	2	3	4		6	7	8
Dodds	64	3	4	1		3				7	8

The programs for ten rural schools in as many districts were selected to represent the fifty-one rural schools of the county as found in Table 12. Only one rural school not included in this study contained all eight grades. Enterprise consolidated school was selected to represent the three-teacher schools of its group. Other schools of that group were Mapes consolidated, Cleveland consolidated, and Williams consolidated. They also offered two years of high school work. Pekin and Klotten consolidated schools were both selected in this study, but since they each had three grades for one teacher, Pekin only was selected. In like manner, Aneta and McVille, both first class classified schools, had two grades for each elementary teacher. Aneta's program was selected. Lakota was the only school in the county which was large enough to give one grade to each teacher. Other schools of the classified group were Petersburg and Michigan.

A special feature of the programs of study was the number of minutes devoted by the teacher to the fourth grade of classified and consolidated schools as indicated in each table.

The daily programs of study for the ten rural schools, when compared with one another and with the suggested state course of study, show several differences which emphasize that inequalities in subjects offered exist among rural schools as a group by themselves. Only a few of these differences are pointed out in this study.

Educators are agreed that reading is the most vital subject in the elementary grades. The effectiveness in teaching this subject will depend upon the techniques and methods of the teacher to a great extent. Consequently, time is an important factor.

In reading and literature most of the rural schools were providing one hour per day. Two schools, Lake #2 and Nash #2, had the greatest differences. Lake scheduled fifty-five minutes for five grades whereas Nash scheduled ninety minutes for six grades. Other differences were noticed between Dodds and Rugh. Dodds had four pupils enrolled in four grades and scheduled forty-five minutes for arithmetic. In contrast, Rugh had six grades and twenty pupils but scheduled thirty minutes for arithmetic. With ability of pupils and techniques of teachers being equal the pupils in Rugh were getting much less attention.

Although differences in the daily programs of the rural schools were not alarming, adjustments could be made to equalize the advantages for all the pupils.

Table 13 is the daily program of recitations for the four lower grades of Enterprise consolidated district. The teacher had an enrollment of thirteen pupils in four grades. The program was well-balanced and offered more opportunity for the teacher to give attention to individual groups than was possible for her to give similar groups of the rural schools. The district employed two teachers for twenty-five pupils in the elementary grades and one teacher for eight high school pupils. This program of studies had one extra music period and one period for rhythm band included for enrichment. The teacher had had two years of college training in primary work and eight years of experience. She generally spent two hours a day, after school hours, on extra-curricular activities. Ninety-three and one-half minutes of the teacher's time was devoted to the recitation and observation of fourth grade pupils. Reading, arithmetic, spelling, handwriting, art, music, geography, and language and grammar were taught in all the types of schools.

Table 13

Programs of Studies for the Lower Grades of Enterprise Consolidated
District, 1937-1938

Time	Number Minutes	Recitation	Grade	Fourth Grade Minutes
9:00	15	singing (3)		
		rhythm band (2)	all	
9:15	15	reading	1	
9:30	15	reading	2	
9:45	15	reading	3	
10:00	15	reading	4	15
10:15	15	word study and phonics	1,2	
10:30	15	recess	all	
10:45	15	arithmetic	4	15
11:00	20	numbers	2	
11:20	20	arithmetic	3	
11:40	10	spelling	all	2.5
11:50		dismissal	all	
		noon		
1:00	15	general lesson	all	
1:15	15	reading	1	
1:30	15	reading	2	
1:45	15	geography (3)		
		hygiene (2)	3	
2:00	20	geography (3)		
		hygiene (2)	4	20
2:20	10	penmanship (3)		
		study (2)	all	6
2:30	15	recess	all	
2:45	20	music	all	20
3:05	15	language	1	
3:20	15	language	2,3	
3:35	15	language	4	15
3:50		dismissal	all	
<u>Total fourth grade minutes</u>				<u>93.5</u>

Table 14

Program of Studies for the Intermediate Grades of Pekin Consolidated
District, 1937-1938

Time	Number of Minutes	Recitation	Grade	Fourth Grade Minutes
9:00	10	opening exercises	all	
9:10	20	arithmetic	6	
9:30	20	arithmetic	5	
9:50	20	arithmetic	4	20
10:10	10	language	5,6	
10:20	10	language (2) study (3)	4	4
10:30	15	recess	all	
10:45	15	reading (3) history (2)	6	
11:00	15	reading (3) history (2)	5	
11:15	15	reading (3) history (2)	4	15
11:30	30	spelling	4,5,6	10
12:00		dismissal	all	
noon				
1:00	15	geography	6	
1:15	15	geography	5	
1:30	15	geography	4	15
1:45	15	hygiene (3) agriculture (2)	6	
2:00	30	hygiene (3) nature study (2)	4,5	15
2:30	15	recess	all	
2:45	30	music (2) handwriting (2)	4,5,6	24
3:15	30	art (2)	4,5,6	12
3:45		dismissal	all	
Total fourth grade minutes				115

Table 15

Program of Studies for the Third and Fourth Grades of Aneta Special
District, 1937-1938

Time	Number of Minutes	Recitation	Grade	Fourth Grade Minutes
9:00	10	opening exercises (3) study (2)	3,4	
9:10	20	geography (3) hygiene (2)	3	
9:30	20	history (3) hygiene (2)	4	20
9:50	25	reading	3	
10:15	15	recess	3,4	
10:30	30	arithmetic	4	30
11:00	25	arithmetic	3	
11:25	20	geography	4	20
11:45	15	history	3	
12:00		dismissal	3,4	
noon				
1:15	20	music (3) art (2)	3,4	20
1:35	20	language	3	
1:55	20	reading	4	20
2:30	20	reading	3	
2:50	20	language	4	20
3:10	15	spelling	3	
3:25	15	spelling	4	15
3:40	15	handwriting (3) study (2)	3,4	9
3:55		dismissal	3,4	
Total fourth grade minutes				154

Table 16

Program of Studies for the Fourth Grade of Lakota Special School District
1937-1938

Time	Number of Minutes	Recitation	Grade	Fourth Grade Minutes
9:00	10	opening exercises	4	
9:10	30	arithmetic	4	30
9:40	40	reading	4	40
10:20	15	recess	4	
10:35	40	geography	4	40
11:15	15	handwriting	4	15
11:30	20	study	4	
11:50		dismissal	4	
noon				
1:10	10	opening exercises	4	
1:20	20	study history	4	
1:40	20	history	4	20
2:00	20	spelling	4	20
2:20	15	recess	4	
2:35	30	language	4	30
3:05	25	health and art	4	25
3:30	20	music	4	20
3:50		dismissal	4	
<u>Total fourth grade minutes</u>				<u>240</u>

Table 14 is the daily program of recitations for the fourth, fifth, and sixth grades of Pekin consolidated school. This program includes nature study and art with a good schedule of the core subjects. Recitations are grouped in five subjects but separated in each grade in the others, thus offering more teacher time for the pupils in each grade. The total enrollment for those grades was twenty-three. The teacher had had three years of experience and two years of college training in the primary grades. The teacher time devoted to fourth grade pupils in this school was 115 minutes. The Kloten consolidated daily program for the intermediate grades was very similar to that of Pekin and therefore was omitted.

Table 15 is the daily recitation program of the third and fourth grades of Aneta special school district. Most of the class recitations are separated for each of the grades, giving the teacher opportunity to spend almost one-half of the school day with the pupils in each grade. The enrollment in those grades was thirty-two. The teacher had completed nearly four years of college training in the intermediate grades and had had twelve years of experience. She spent about one and one-half hours per day in preparation for her teaching services. The fourth grade pupils were given 154 minutes a day of the teacher's time.

Table 16 is the daily program of recitations in the fourth grade of Lakota special district. In this school the teacher devoted all of her time to the one grade of twenty-four pupils. Such a program had all of the advantages for pupils to make greater progress than that of any other school in the county. The teacher had completed three and three-fourths years of college training in primary grades and had had three years of

experience. She spent two hours per day in preparation for her services. Pupils in this grade were given 240 minutes of the teacher's time in the subject offerings.

Inequalities in the Fourth Grade Program of Studies

The feature of the programs of studies for the rural, consolidated, and classified schools was the time element of each of the subjects for this grade. The average amount of time which the teacher gave to the fourth grade in recitation was sixty-three minutes in the rural schools, 93.5 minutes for Enterprise consolidated, 115 minutes for Pekin consolidated, 154 minutes for Aneta special, and 240 minutes for Lakota special. Combining the schools into three classes, rural, consolidated, and classified, by averaging the totals for respective schools, the rural school average will remain sixty-three minutes, the consolidated schools 104.25 minutes and the classified schools 197 minutes. On the basis of time, the pupils in rural schools are getting between one-third and one-fourth of the teacher's instruction as compared with the pupils in the classified schools and about one-half as much instruction as the pupils in consolidated schools.

Table 17

Average Number of Minutes of Recitations Devoted to Pupils in the Fourth Grade of Ten Rural Schools, 1938

(1) ^a	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	Total
7	7	6	7	2	3	7	4	3	13	4	63

^aColumn (1) gives the number of minutes for the fourth grade pupils in arithmetic, column (2) gives the number of minutes in art, column (3) geography, column (4) handwriting, column (5) history, column (6) hygiene, column (7) language, column (8) music, column (9) nature study, column (10) reading, and column (11) spelling.

Certain other inequalities existed in the time which the teacher gave the pupils in each of the subjects for the three types of schools. In almost every subject the pupils in the rural schools were given much less instruction from the teacher than the pupils in the consolidated or classified schools.

Table 18

A Comparison in the Number of Recitation Minutes Daily Devoted to Each Subject in the Fourth Grades of Representative Schools, 1937-1938

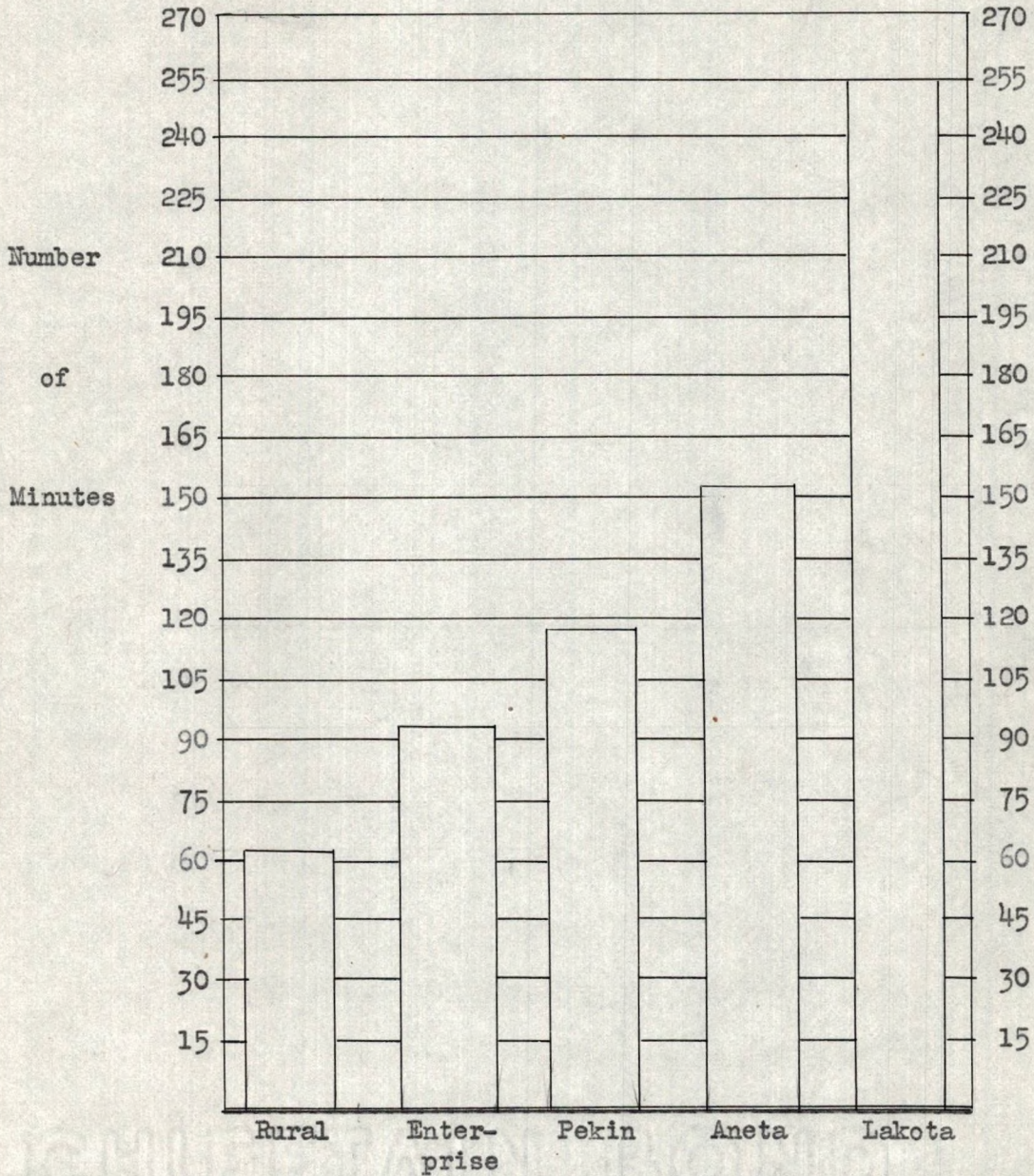
Subject	Rural	Enterprise Consol- idated	Pekin Consol- idated	Aneta Special	Lakota Special	Total
arithmetic	7	15	20	30	30	96
art*	7		12	8	12.5	39.5
geography	6	12	15	20	40	93
handwriting*	7	6	12	9	15	49
history	2		6	12	20	40
hygiene	3	8	9	8	12.5	40.5
language	7	15	4	20	30	76
music*	4	20	12	12	20	68
nature study	3		6			9
reading	13	15	9	20	40	97
spelling	4	2.5	10	15	20	51.5
Total	63	93.5	115	154	240	665.5

*In art, handwriting, and music where instruction was given to all grades at one time it was considered that each grade received full benefit of the teacher's help.

In arithmetic the pupils in rural schools were given seven minutes of the teacher's instruction, in the consolidated schools they were given 17.5 minutes, and in the classified schools, thirty minutes. Art, handwriting, and music instruction were not differentiated. Dividing the recitation time proportionately among the grade levels, geography and history instruction became six minutes and two minutes respectively in the rural schools, 13.5 minutes and three minutes respectively in the consolidated, and thirty minutes and sixteen minutes respectively in the

Figure 5

Showing the Number of Recitation Minutes Devoted to Pupils of the Fourth Grade in Representative Schools, 1937-1938



classified schools. Hygiene and nature study instruction were three minutes each in the rural schools. In the consolidated schools hygiene and nature study were eight and one-half and three minutes respectively (Table 19). Ten and one-fourth minutes of hygiene instruction were given in the classified schools but nature study was correlated with reading and language in the classified schools. Spelling and language instructional time were: rural, four and seven minutes respectively; consolidated, six and one fourth and nine and one-half minutes respectively; and classified, 17.5 and twenty-five minutes respectively.

Table 19

A Comparison of the Teacher's Time Spent on Recitations in the Fourth Grades in Three Types of Schools

Subject	Recitation Minutes		
	Rural	Consolidated	Classified
arithmetic	7	17.5	30
art	7	6	10.25
geography	6	13.5	30
handwriting	7	9	12
history	2	3	16
hygiene	3	8.5	10.25
language	7	9.5	25
music	4	16	16
nature study	3	3	
reading	13	12	30
spelling	4	6.25	17.5
Total	63	104.25	197

Reading, the key subject in the elementary curriculum, was not stressed as much as arithmetic nor any more than geography in either classified or consolidated schools. The rural teacher spent thirteen minutes per day in the fourth grade on reading; the consolidated teacher, twelve minutes; and the classified teacher, thirty minutes. Rural schools, despite the fact that there were more grades per teacher than

in the other schools, assigned more teacher time for reading than did the consolidated schools.

Discrepancies must be considered in these data due to the fact that several schools correlated to some extent history, geography, and language with reading.

The Daily High School Program of Studies

The tradition that secondary education is solely for the purpose of preparation for college has disappeared from modern education. Modern education is designed to be more serviceable than that. It must provide a service toward a livelihood and toward citizenship in a complex society. The extensiveness of the daily high school program of studies is governed by several factors. Enrollment, number of teachers, school facilities, and economic considerations are often the important items. Regardless of the many factors which must be considered it is possible, with well-coordinated activities for a small school to render good service. This can be accomplished by a small teaching staff, but with a single teacher it would be a difficult task.

Table 20

A Comparison in Size of Teaching Staff, Enrollment, and Number of Years of High School Work in Six Schools, 1937-1938

School	Number of High School Teachers	Enrollment			Number of Schools of Each Type
		8-2	8-4	6-6	
Enterprise	1	8			4
Pekin	2		46		4
Kloten	3		40		1
Aneta	4		79		3
McVilleville	5			123	1
Lakota	7			210	1

The daily high school programs of study for students of three consolidated and three classified schools were selected to represent the various types of programs in the high schools of Nelson county (Tables 21-26). These tables represent the types of high school programs offered in the various sizes of schools and the various plans of organization.

The Enterprise consolidated school program was similar to that of three other one-teacher high school systems. Study and recitation periods were all held in the same room in the presence of pupils in the seventh and eighth grades or both.

Although the Pekin high school daily program was not identical with that of three other high schools which had two teachers, it did represent the limit of courses offered to the high school student. The program took care of a larger variety of courses than that of Enterprise. It provided one period of sixty minutes. The remaining periods were divided into lengths ranging from thirty to forty-five minutes. The physical education period continued from 3:30 o'clock and on, for one or two hours every evening. The 4:00 o'clock dismissal was not consistent.

Kloten high school had three teachers on the staff. This arrangement made it possible for students to have a larger selection of courses. Seven required courses were offered and seven electives as compared with nine for Pekin, a two-teacher school. Pekin had an enrollment of forty-six high school students, while Kloten's enrollment numbered forty.

There were three high schools in the county which had a teaching staff of four teachers. The number of electives and required courses were nearly the same in each, as were also the opportunities offered. Table 24 is the daily program of high school courses at Aneta, a first class, four-year high school.

Table 21

Daily Program for High School Students of Enterprise Consolidated District,
1937-1938^a

Time	Number of Minutes	Grades	
		9	and 10
9:00	35	study	
9:35	40	English I	
10:15	25	study	
10:40	40	general science	
11:20	40	laboratory (2) study (3)	
noon			
1:10	30	study	
1:40	40	world history	
2:20	20	study	
2:40	40	junior business training	
3:20	40	physical education (2) dramatics (3)	

^aThis school of two grades alternated courses for the first and second years of high school work.

Table 22

The Daily Program for Students of Pekin High School, 1937-1938

Time	Number of Minutes	Grades			
		9	10	11	12
9:00	45	algebra	algebra	typewriting	typewriting
9:45	45			bookkeeping	bookkeeping
10:30	45	English II	English II	civics	civics
11:15	40			bookkeeping	bookkeeping
noon					
1:00	60	biology	biology	sociology	sociology
2:00 ^a	15	extra-curricular period for all grades			
2:15 ^b	45	vocations	vocations	speech III	speech III
3:00	30	glee club, boys and girls, all grades			
3:30	30	physical education, boys and girls, all grades			

^a2:00 o'clock to 2:45 o'clock is an extra-curricular period for one-act plays, three-act plays, and declamations.

^bOn alternate days vocations and speech III are held from 2:45 o'clock to 3:30 o'clock varying the extra-curricular period.

Table 23

The Daily Program of Studies for Students of Klotten Consolidated High School, Klotten, North Dakota, 1937-1938

Time	Number of Minutes	Grades			
		9	10	11	12
9:00	45	algebra	modern history	English III	English III
9:45	45	biology	biology	typewriting I	typewriting I
10:30	5		intermission		
10:35	45	laboratory	laboratory	home economics	home economics
11:20	40		geometry	home economics	home economics
noon					
1:00	45	citizenship	English II		
1:45	45		typewriting	economics	economics
2:30	5		intermissions		
2:35	45	English I		American history	American history
3:20	40	physical education(2) glee club(2)	physical education(2) glee club(2)	physical education(2) glee club(2)	physical education(2) glee club(2)

Table 24

The Daily Program of Studies for Students of Aneta High School, Aneta, North Dakota, 1937-1938

Time	Number of Minutes	Grades			
		9	10	11	12
9:00	55	general science	biology	American history	English IV
9:55	55			bookkeeping	bookkeeping
10:50	55	algebra	modern history	home economics	home economics
11:45	15		(activity period)		
noon					
1:15	40		geometry	public speaking	public speaking
				business arithmetic	business arithmetic
1:55	40	junior business training	English II	typewriting I	Typewriting I
2:35	40	English I	shorthand	shorthand	economics
3:15	45	music (3)	music (3)	music (3)	music (3)
physical education for all grades (2)					

Table 25

Daily High School Program of Studies, McVille, North Dakota, First Semester, 1937-1938

Time	Number of Minutes	7	8	9	10	11	12
9:00	60	science	science	general science	algebra	journalism	journalism
10:00	40	physical ed- ucation (girls)	physical ed- ucation (boys)		typewriting modern history		present day problems
10:40	40	mathematics	English mathematics	English I	typewriting biology	chemistry shorthand	chemistry
11:20	40			noon			
1:00	40	physical ed- ucation (boys)	physical ed- ucation (boys)	social science		English III	bookkeeping
1:40	40	English	social science	physical ed- ucation (girls)	shop physical ed- ucation (girls)	United States history physical ed- ucation (girls)	physical ed- ucation (girls)
2:20	40	social science		junior bus- iness training	English II	commercial law	commercial law
3:00	60			(music -- all grades) (physical education -- all grades)			

Table 26

Daily High School Program of Studies, Lakota, North Dakota, First Semester, 1937-1938

Time	Number of Minutes	7	8	9	10	11	12
9:00	60	study hall	English	related science (girls) general science (boys and girls)	English II	chemistry	commercial law shorthand
10:00	60	arithmetic	study hall	homemaking	biology	Latin II agriculture II	typewriting agriculture II
11:00	60	history	American history	English I	homemaking I	agriculture II bookkeeping	agriculture II
noon							
1:10	44	study hall	arithmetic	early world history agriculture I	Latin I agriculture I	English III	problems of democracy
1:54	42	English	North Dakota history	agriculture I	plane geometry agriculture I	American history	high school grammar
2:36	42	health geography	study hall	algebra	later world history	typewriting	English IV
3:18	42	(special classes -- any grade) (music -- all grades) (physical education -- all grades)					

The daily programs of the two schools having a junior high school organization were included for study and comparison. McVille with an enrollment of eighty-nine pupils in the four-year high school, and thirty-two in the seventh and eighth grades, was considerably smaller than the six-year plan of Lakota's enrollment. It was interesting to note, however, the unity of courses in the McVille junior high school. Students of each of the three grades -- seventh, eighth, and ninth -- carried a load of four subjects. The Lakota junior high school followed more the traditional subjects as outlined for the seventh and eighth grades in the state course of study. There was no close correlation between the eighth and ninth grade subjects in the Lakota schedule. On the other hand, there was evidence to show that correlation did exist in the McVille schedule.

Inequalities in Curricula Offered High School Students

Tracing the courses offered students in various years of high school to show the curricular opportunities for students in making a selection of courses revealed, somewhat, the inequalities students have in our educational systems as they exist. There is no reason why high school students in one community should not have equal opportunities with those of another. Yet, they do not; nor do they have opportunities on a par in extra-curricular activities such as vocal and instrumental music, dramatics, athletics, and the other social functions.

After the first year of high school work students are beginning to select their subjects in the field which they wish to pursue, whether it is business, college preparation, agriculture, engineering, or nursing.

The opportunities offered to students in curricular courses in the various types of high schools of the county were compared in Table 27.

Table 27

A Comparative Study of Subjects Offered to Classes of High School Students in the Various Types of Schools, 1937-1938

School	Number of Teachers	Grades							Total Subjects Offered
		9	9 and 10	10	10 and 11	11	11 and 12	12	
Enterprise	1	4							4
Pekin	2		4					5	9
Kloten	3	3	1	3	1			5	14
Aneta	4	4		4	1	1		7	18
McVille	5	4		6		3		3	18
Lakota	8	6	1	6		5		2	25

" It is evident from the table that, as the number of teachers increased the number of separate courses for each class also increased. Opportunity for specialization was given to students of McVille and Lakota high schools. Homogeneous grouping of subjects for students of each year was obvious in the Lakota schedule. Enterprise high school offered its students a total of four subjects with no choice. Ninth and tenth year students were compelled to take courses together, and had no option. Lakota offered ninth and tenth year students thirteen courses, six exclusively to freshmen and six to sophomores, with one overlapping. Why could not all students, regardless of the location of their homes, be given similar curricular opportunities? Why should any school attempt to offer high school work to students when a regular high school situation does not and can not exist? What modern advantages can a one-teacher high school offer its students?

During the school year of 1937-1938 there were a total of forty-four subjects offered to high school students in the county. Lakota offered

twenty-five of these. There was very little uniformity in the programs of electives offered by the schools.

Special Schools

One special school, that is, a school doing a special type of work, was operating in Nelson county. The school, located at Klotten, offered adult education classes to those who could not or did not wish to attend a regular high school. It was organized under the Works Progress Administration Educational Department. Classes met in the Klotten school every evening of the week beginning at 7:00 o'clock and continued until 10:00 o'clock (Table 28). Each class met twice a week and was ninety minutes in length. Heat, lights, and room were furnished free of charge.

Table 28

Daily Schedule of Adult Education Classes in Lee Consolidated District,
Klotten, North Dakota, 1937-1938

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 P.M.	shorthand	typewriting	arithmetic	shorthand	typewriting
8:30 P.M.	bookkeeping	bookkeeping	bookkeeping	arithmetic	shorthand

Instruction alone was paid by the Federal government. Students bought their own materials and books. Equipment, such as typewriters, was furnished free of charge by the school. The year was divided into quarterly enrollment periods which began the first of the months of January, April, July, and October. An adult was permitted to enroll at any time, however. Instruction was given by a qualified teacher in the locality and the enrollment was according to subject offerings as indicated in Table 29.

Table 29

Enrollment by Courses in Adult Education in Lee Consolidated District,
Kloten, North Dakota, 1937-1938

Courses Offered	Number of Students Enrolled
shorthand	11
bookkeeping	7
typewriting	12
arithmetic	5
Total	35

Pupils' Daily Activity Analysis

The daily activities of pupils while they are in school has been indicated in this chapter by the programs of study presented for the various groups of schools which they have opportunity to attend. A clear picture of a pupil's activities outside of school hours unquestionably will have some effect upon his activity during school hours. For example, it has been known that some pupils have been compelled to spend several hours a day doing domestic duties at home whereas other pupils have had nothing else to do but sleep and eat. It, therefore, becomes a problem to school administrators and teachers, in their guidance programs, to adjust proper activities for as many cases as possible.

To determine how a pupil, whether in the elementary grades or high school, spent his day while school was in session, the writer briefly investigated the activities of pupils in three schools. It was assumed that many pupils were spending a good deal of time on extra-curricular work, other were expected to do considerable work helping at home, while others were generally known to have much 'leisure' time. Scholastic work in most instances was suffering. A lack of understanding by the teacher and pupil often resulted.

The time analysis was given first to high school pupils in two forms. The first form consisted of twenty-nine simple questions of inquiry on activities during a typical day and the second form was a time table given a day later on which pupils posted the events listed the preceding day. By means of the questions pupils could analyse the day by following the question implications. The second form was an eighteen-hour time table, on which, with ten-minute intervals, students posted the activities from the first form.

To select the proper or typical day, the students were asked to take 'yesterday', 'today', 'tomorrow', or 'any day' during the year so long as it represented the average day of the school year. The eleventh and twelfth year students were encouraged to select a representative day of the year after being reminded by the author of the various activities which they encountered during the seasons of the year. The ninth and tenth year students varied. Some were asked to take the immediate day and others to take the representative day. Seventy-five students reported. This number gave a fair spread for each class as well as for the entire school. Frankness in replies was carefully emphasized. All replies indicated that the students had expressed themselves freely and in candor. Analysis of elementary pupils was administered by the teacher in a classified school and by the teachers of two rural schools.

The high school analysis indicated that the typical day could be split into eleven divisions -- eating, walking to and from school, riding to and from school, working at home, class periods, studying, extra-curricular activities, reading, leisure, and sleep. A brief analysis was made to compare the four classes to determine the differences, if any.

Table 30

The Ranges and Averages in Minutes of Time Spent by High School Students
on Various Activities During a Typical School Day, Aneta
High School, 1937-1938

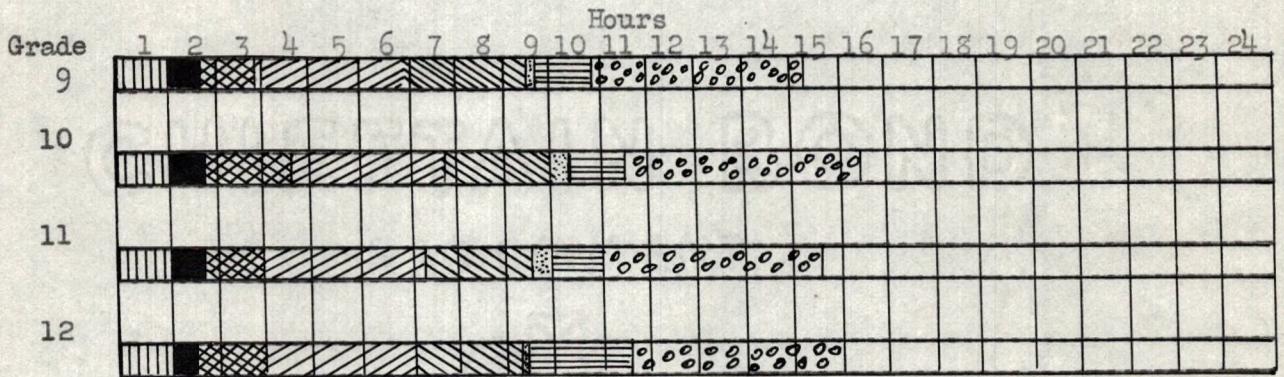
Grade	Eat	Walk	Work	Class	Study	Read	Activ- ities	Lei- sure	Sleep	Total
9 Range	50- 80	10- 65	30- 150	0- 190	105- 260	30- 40	20- 250	125- 375	420- 660	
Average	61	29	73	190	162	9	70	275	571	1440
10 Range	50- 85	15- 50	10- 220	0- 190	70- 265	0- 80	20- 160	105- 410	420- 668	
Average	65	29	103	190	142	22	71	285	533	1440
11 Range	50- 100	15- 40	15- 230	175- 245	85- 270	0- 125	10- 235	140- 370	420- 610	
Average	66	31	83	202	136	24	78	263	557	1440
12 Range	50- 80	15- 40	40- 200	135- 190	105- 180	0- 20	20- 255	205- 410	340- 630	
Average	63	28	85	185	142	4	122	272	536	1440

The twelfth year students spent, on the average, more than two hours a day on extra-curricular activities such as music practice and rehearsals, athletic practices, and dramatics. More time was spent in classes than in studying (Table 30).










There was a good degree of agreement along all classes in time spent on most of the divisions. Sixty-five minutes per day was the average time allotment for meals, twenty-five minutes for walking, seven minutes for riding to and from school, eighty-seven minutes for working at home, 190 minutes in class, 145 minutes of studying, 125 minutes of leisure, seventeen minutes for reading books, newspapers, and similar literature, 544 minutes for sleeping, and 150 minutes unaccounted for and added to leisure. The unaccounted period included personal chores, waiting for meals, visiting with kin near meal time and elapses of time when arising or going to bed and 'loafing'.

Figure 6

Twenty-Four Hour Profiles of Daily Activities of Pupils in a High School



Legend

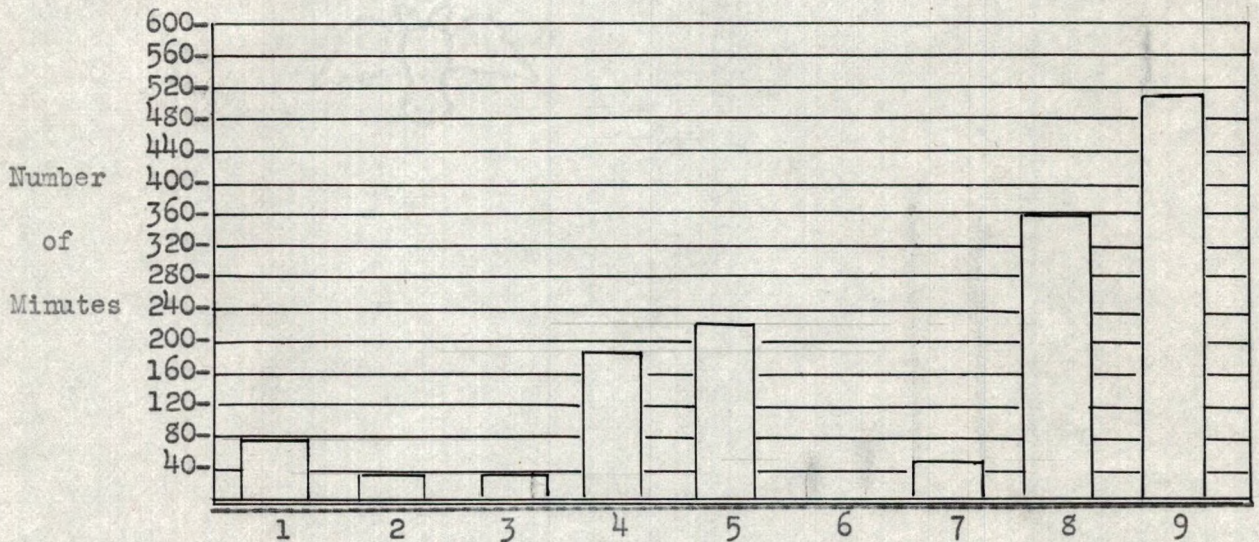
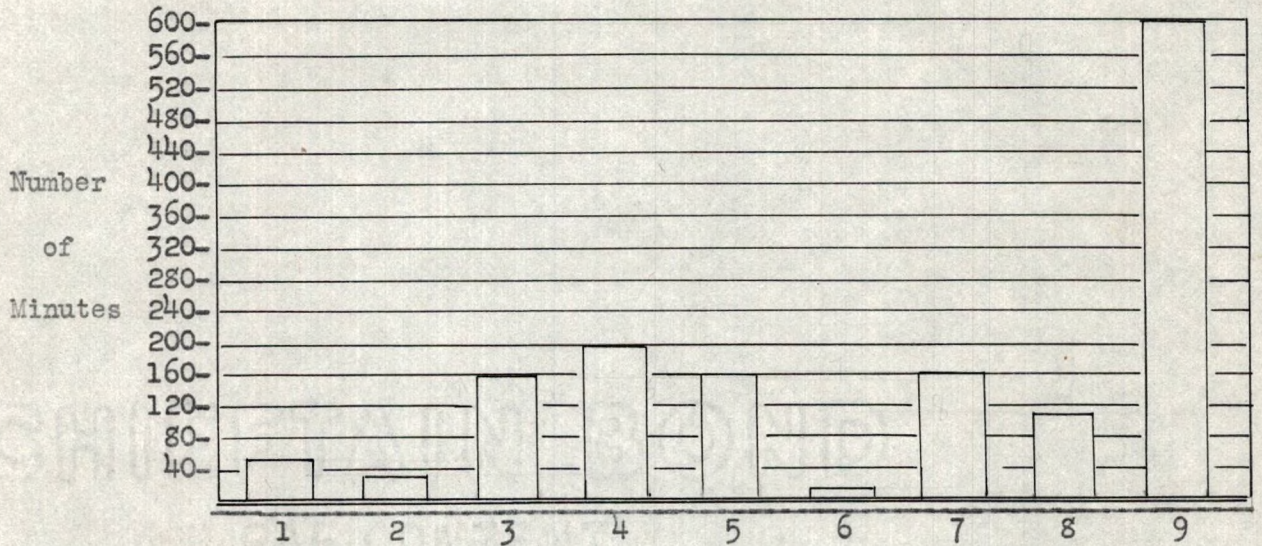
- | | | | | | |
|---|------|---|-------|---|------------|
|  | Eat |  | Class |  | Activities |
|  | Walk |  | Study |  | Leisure |
|  | Work |  | Read |  | Sleep |

The significance of the time analysis for an entire group as a whole was questionable. Startling and revealing facts did appear in individual cases and were of value when studying the problems of individual students. To illustrate, it was found that a tenth-year girl worked 165 minutes during the day, spent 160 minutes on extra-curricular activities, and had 105 minutes for leisure. In scholarship, she was the highest ranking student in her class during the year. Another student, whose home was on a farm but stayed in town during the school term, worked thirty minutes per day at home, spent forty minutes on extra-curricular activities, and had 350 minutes at 'leisure' or a period of time in which she recorded no activity. In scholarship, she ranked lowest in the same class. Profiles of these two students are shown in graphic form in Figure 7. The merits of such a graphic representation of time would have its place in the guidance program of most schools. Teacher-pupil relationships would be better understood and extra-curricular activities could be compared with curricular work in the daily program of students.

In the elementary grades, of the classified school and two rural schools, the analysis became more a comparison between three divisions -- work at home, 'leisure,' and amounts of sleep. The time for walking or riding to and from school, class periods, studying, reading, and eating were much the same for students of the same class or age. In the classified school walking time, to and from school, averaged 15 to 40 minutes per day (Table 31). Riding time was negligible. The average number of minutes spent for the other divisions were as follows: class periods, 147 to 200; studying, 73 to 245; reading, 8 to 40; 'leisure', 193 to 430; sleeping, 575 to 715; eating, 60; and extra-curricular activities,

Figure 7

Time Analysis Profiles of Two Tenth Year High School Girls Showing Amount of Time Spent on Each Item During a Typical School Day, 1937-1938



Legend

- | | | |
|-----------------------|--------------|---------------------------------|
| (1) Eating | (4) Class | (7) Extra-curricular activities |
| (2) Riding or Walking | (5) Studying | (8) Leisure |
| (3) Working | (6) Reading | (9) Sleeping |

Table 31

The Ranges and Averages in Minutes in Various Activities Used by Elementary School Pupils Attending a Classified School During a Typical School Day, 1937-1938

Grade	Eat ^a	Walk	Work	Class	Study	Read ^b	Activ- ities ^b	Lei- sure	Sleep	Total
1 Range		20- 40	0- 10	180- 185	70- 75			335- 435	660- 770	
Average	60	30	3	182	73			377	715	1440
2 Range		40	0- 10	185	70- 80			405- 455	630- 660	
Average	60	40	5	185	75			430	643	1440
3 Range		20- 40	0- 120	150	120 175			295- 395	660	
Average	60	30	60	150	150			330	660	1440
4 Range		12- 40	20- 40	150	110- 180	0- 45		353- 445	570- 630	
Average	60	24	30	150	155	20		311	590	1440
5 Range		20- 60	0- 60	145- 150	225- 265			260- 305	600- 690	
Average	60	20	40	147	245			288	640	1440
6 Range		4- 20	0- 220	155	155- 215			170- 436	600- 630	
Average	60	15	97	155	175			328	610	1440
7 Range		12- 20	10- 75	170	175- 190	0- 15	0- 90	215- 335	630- 660	
Average	60	17	48	170	182	8	30	285	640	1440
8 Range		20- 25	45- 80	200	190- 200	0- 150	0- 150	35- 290	570- 585	
Average	60	22	65	200	198	40	77	193	575	1440

^aNo range was computed for this column due to the fact that time consumed in eating was approximately the same for all pupils.

^bNo time was recorded where figures are omitted.

Table 32

The Ranges and Averages in Minutes in Various Activities Used by Elementary School Pupils Attending a Rural School During a Typical School Day, 1937-1938

Grade	Eat ^a	Walk	Work	Class	Study	Read ^b	Activ- ities ^b	Lei- sure	Sleep	Total
1 Range ^c										
Average	60	35	15	95		80		465	690	1440
2 Range		30- 35	0- 90	85- 125	80- 115	50- 90		260- 410	660- 720	
Average	60	38	45	105	97	70		335	690	1440
3 Range		30	155- 170	115- 125	140- 145	95- 110		220- 255	570- 600	
Average	60	30	162	120	143	103		237	585	1440
4 Range		10	30- 190	130- 140	70- 140	75- 95	0- 45	200- 345	570- 720	
Average	60	10	110	130	105	85	23	272	645	1440
5 Range		20	90- 105	100- 115	95- 145	100- 115		275- 285	630- 660	
Average	60	20	98	108	120	109		280	645	1440
6 Range ^c										
Average	60	20	240	155	140	30		240	555	1440
7 Range ^c										
Average	60	60	170	125	120	30		305	570	1440
8 Range ^c										
Average	60	30	160	105	140	100		275	570	1440

^aNo range was computed for this column due to the fact that time consumed in eating was approximately the same for all pupils.

^bNo time was recorded where figures are omitted.

^cNo range computed

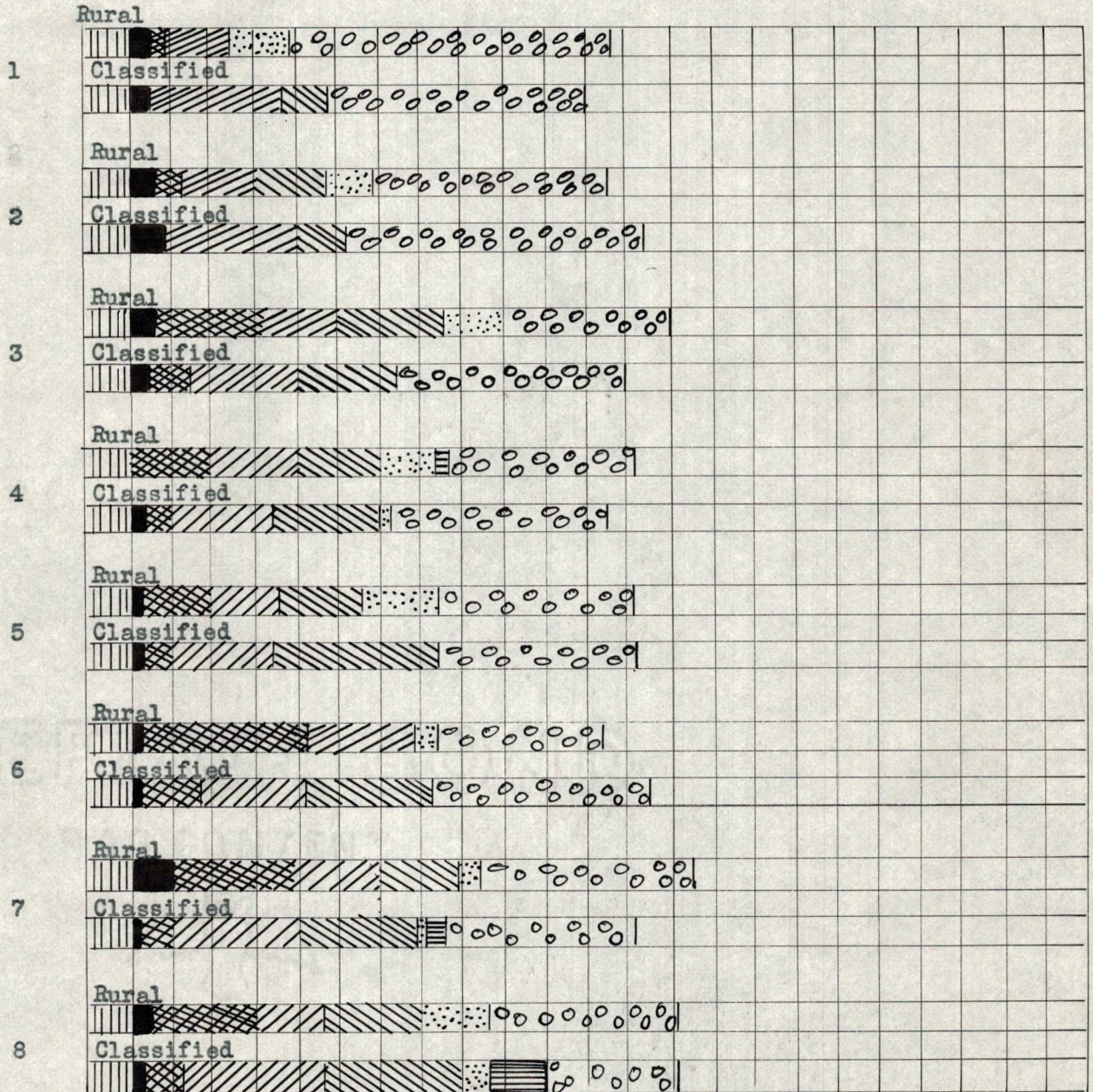
Figure 8

Twenty-Four Hour Daily Activities Profiles of Pupils in Elementary Grades
of Rural and Classified Schools

Grade

Hours

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24



Legend:

- | | | |
|------|-------|------------|
| Eat | Class | Activities |
| Walk | Study | Leisure |
| Work | Read | Sleep |

30 to 77 minutes per day. Table 32 is a similar analysis of elementary pupils in two rural schools.

Place of Extra-Curricular Activities in the Program

Extra-curricular activities had a prominent place in the program of the larger schools where curricular opportunities were also prevalent. The increased number of teachers, larger enrollments, and better facilities for promoting these activities made the classified and larger consolidated school programs more capable of offering greater opportunities. (See Chapter 7).

Table 33

Place and Time of Extra-Curricular Activities in the High School Program

School	Number of Teachers	Enrollment	Morning			Afternoon			Total
			7:30 9:00	9:00 12:00	12:00 1:00	1:00 4:00	4:00 7:00	7:00 10:00	
Enterprise	1	8	10	20	30	20			80
Pekin	2	46		20		30	60		110
Kloten	3	40	15		10	45	60	90	220
Aneta	4	79	60	30	20	45	105	30	290
McVilleville	5	103	20	40	10	60	40	40	210
Lakota	7	208		30		45	120	120	315

Much less time was devoted to these activities during school hours than at any other part of the day. Enterprise devoted 40 minutes to extra-curricular activities during school hours and 40 minutes before school hours or during the noon hour. Pekin devoted 60 minutes after school hours and 50 minutes during the day. Kloten devoted 45 minutes during school hours and 175 minutes before, between, and after school hours. Aneta carried a heavier program, devoting 75 minutes during the school day, and 215 minutes during other hours. McVilleville, on the 6-6 plan, devoted 100 minutes during school hours and 110 minutes during other hours. Lakota used more time for these activities than any other school in the

county. This school devoted 75 minutes of school hours and 240 minutes divided evenly between after school and after 7:00 o'clock in the evening.

The number of minutes listed for each of the sample schools was secured through the superintendent's or principal's estimate in each case. Irregularity in time devoted must be taken "for granted" in many cases, for the activities are generally seasonal. The superintendents' estimates were based on the spread of all the activities over a period of nine months.

Conclusions

The first portion of this chapter involved the programs of study as the teacher presented it and the inequalities accruing the pupils therefrom. The last portion of the chapter showed how far a pupil is able to profit by his school life from the standpoint of home environment, social and economic status, and attitude.

It must be assumed forthwith that although the representative schools do not include all of the schools in the county, they do represent the various groups, as noted by the writer during his nine years of experience in the classified and consolidated schools of the county. Furthermore, inequalities as revealed in this chapter are only vistas of what the actual condition in the schools is like. It has been a cross-sectional view of the programs of study to single out inequalities which existed and thereby make inferences as to what could be expected if a more complete investigation were made. The time analysis of pupils' daily activities was a suggested study from which no reliable conclusions could be drawn for the whole county. It brought out the environmental factors which affected the school life of pupils in a localized area.

Summary

This chapter has dealt primarily with the programs of study in representative schools of the county. Summaries may be combined under the following divisions:

1. There were fifty-one rural schools in operation -- ten of them were selected, geographically, for comparisons in their programs of study. Five of the nine consolidated schools were organized on the 8-4 plan and four on the 8-2 plan. Of the five classified schools two were organized on the 6-6 plan and three on the 8-4 plan of school organization.

2. The state school laws do not define the length of a school day but it was found that the classified, consolidated, and rural schools maintained the customary length -- opening at 9:00 o'clock and closing at 4:00 o'clock with a one-hour noon intermission and a fifteen-minute intermission for each morning and afternoon session.

3. The programs of study for the rural schools were patterned according to the suggested course of study for rural schools. Reading, the key subject, was given one hour a day in most of the rural schools to an average of four or five grades. Each rural pupil in the fourth grade received thirteen minutes of the teacher's time and each consolidated school pupil received twelve minutes as compared with thirty minutes in the classified schools. Rural pupils, getting only about one hour of the teacher's help, were denied the opportunities offered similar pupils in classified schools.

4. Programs of study for consolidated schools gave more opportunities for enrichment and provided more teacher time to the pupils. About one and three-fourths hours a day were given to fourth grade pupils. The teachers in consolidated schools were better trained than rural teachers.

5. Pupils in classified schools were given the greatest advantages in subject offerings. The programs of study were more flexible. The teachers were the best trained and they gave more time to pupils' needs.

6. The high school program of study in the two-year high school was like a "closed fist" to the pupils subjected to it. The teachers of this group of schools were not trained for high school work and facilities in the schools were not conducive to fair opportunities as were those of four-year high schools.

7. The four-year high school programs of consolidated schools gave opportunity for more selection of subjects and offered better facilities.

8. The four-year high school program of classified schools was the most flexible for the variety of interests of pupils. The program of study of the two six-year high schools served the greatest needs.

9. Adult education was offered by the Federal government in one community of the county.

CHAPTER 4

THE CURRICULA OFFERED

The type of community, whether it is by nationality, industry, or religious preferences, has some effect upon the type of courses offered to students in that community. The public sentiment will impress the school system with a necessity of particular courses which should be consistently offered to the students. The older and more firmly established high schools of the county have set up definite requirements of their own over and above those required by the state department. Some have set up these requirements for the sake of economy in textbooks and supplies, as well as for the purpose of giving better balance to the semester and yearly program of courses.

In the classified high schools of the county it was noticeably true that a definite curriculum had been followed over a period of years. This was not true for the smaller high schools of the county. In the latter schools the curriculums were set up in accordance with state requirements. The smaller schools were offering courses year after year in order that students might earn their credits with no additional equipment for teaching. The larger high schools of the county, employing four or more teachers, were more specialized in their teaching force, as well as in equipment, for a complete variable curriculum based on pupil needs. The one, two, or three-teacher high schools had to be content with the courses offered which only those few could teach. Boys and girls in the smaller schools were forced to take only the limited subjects or courses, so that they might graduate. Serious disciplinary problems had arisen from time to time in these schools where dissatisfied students had to follow the "one way" curriculum.

State and Local Requirements

Before a student may graduate from a state high school, of any one of the three classes, he must have satisfactorily completed the state requirements as listed in Table 34. These courses must be included among

Table 34

High School Courses Required for Graduation^a

Course	Units of Credit
English I (a and b)	1
English II (a and b)	1
English composition	.5
English (other)	.5
United States History	.5
European history	1
problems of democracy	1
general science (laboratory)	1
(any other natural science)	1
physical education	1
Total	8.5

^aCredit for the required Automobile Driving course, for all seniors, did not apply on this list.

those which will give the student the minimum of sixteen units of credit required for graduation.¹

According to Table 35, six high schools of the county had added local requirements in excess of those for the state. Aneta required one unit of mathematics, and one unit of United States history. McVille required the same two courses, but added biology as a required subject. Lakota, the largest high school, had added algebra, one unit of United States history, and four units of English including journalism. Michigan added algebra, newswriting, and public speaking. Two other smaller high schools of the county required the same standards which included four units of English and one of algebra. The last group of four schools not offering four years of high school work, required no other courses for graduation other

¹Administrative Manual and Course of Study for North Dakota High Schools, 1931 p. 12

Table 35

Excess Requirements for Graduation in the High Schools of Nelson County,
1937-1938

School	Local Excess Requirements
Lakota	algebra, United States history (one unit) ^a , English (four units)
McVille	mathematics (one unit), United States history (one unit) ^a , biology
Aneta	mathematics (one unit), United States history (one unit) ^a
Michigan	algebra, newswriting, public speaking
Petersburg	none
Pekin	algebra, English (four units)
Kloten	algebra, English (four units)
Tolna	none
Dahlen	none
Whitman	none
Cleveland ^b	none
Enterprise ^b	none
Williams ^b	none
Mapes ^b	none

^aThe state requires but one-half unit

^bNo High school graduation in these schools where only two years of work were offered.

than those prescribed by the department of public instruction.

Electives Offered

The number of electives offered in any high school system can be used as a measure to determine the educational opportunities students are given in those schools. A school providing a sufficient number of courses to take care of the variety of interests in pupils unquestionably is offering its students opportunity for better training than schools which are forced into offering the state requirements, and a few other subjects, if the teachers had the time.

A total of thirty-two elective courses were offered the first semester of 1937-1938 in the high schools of Nelson county (Table 36). Lakota, having the highest pupil enrollment and the largest teaching staff, offered

Table 36

Elective Courses Offered the First Semester in High Schools of Nelson
County, 1937-1938

Courses Offered	Number of Classified Schools	Number of Consolidated Schools	Total
agriculture	1	2	3
algebra		3	3
biology	4		4
bookkeeping	3	1	4
chemistry	2		2
citizenship		2	2
commercial arithmetic	1	2	3
commercial law	4	2	6
cooperative marketing	1		1
economic geography		1	1
geometry	3	1	4
high school geography		1	1
high school grammar	1		1
home economics	3	1	4
international relations	1		1
journalism	2	1	3
junior business training	4	4	8
Latin I	1		1
Latin II	1		1
music appreciation	1	1	2
physiology and hygiene		1	1
physical geography		1	1
physics	1		1
psychology	2		2
shop	2		2
shorthand I	4		4
shorthand II	1		1
social science	1		1
typewriting I	5	5	10
typewriting II	1	1	2
vocations		1	1
world history		1	1
Total	50	32	82

the largest number of electives. Four other schools, all classified, were offering nine or ten electives. These numbers did not bear particular significance when it was considered that three of the other four schools were first class schools and had to offer sixteen units of credit each year.² Eight of the sixteen units are state requirements. Hence, it was necessary for these schools to offer at least eight more units.

The five smaller four-year high schools could not offer more than an average of five electives during any one year. It was necessary for their programs of study to include one-half the number of required courses every year. The students of these high schools followed only the prescribed courses made out for them, based more often on the teacher's ability to teach them than on the general demand or desire of the students.

The last four consolidated schools did not offer more than two years of high school work. The courses were taught by teachers who did not have a college degree. Their extra-curricular activities, too, were very much limited as shown in Table 66 of Chapter 7.

The courses offered consistently in all schools of the county are also shown in Table 36. The most consistent was typewriting. This course was being offered in all four-year high schools of the county. Junior business training, commercial law, home economics, and shorthand were also popular courses in especially the classified schools.

Variable Curricula

The number of pupils enrolled in high school and the number of high school teachers employed have much bearing on the types of courses to be offered in the school. Nelson county, a relatively strong agricultural county, should have courses offered in the high schools which would give

²Administrative Manual and Course of Study for North Dakota High Schools, 1931 p. 18

training along the more practical lines. Preparing a majority of high school students for entering college is no longer the aim of very many school systems. Yet there were many schools where the aim of the school, due to limited enrollment and teachers, was not to offer any particular course, but to bring into the curricula a sufficient number of the general courses to open a field of study for as many students as possible. A brief picture of the types of curricula offered is shown in Table 37.

Table 37

Variable Curricula Offered in the High Schools of Nelson County, 1937-1938

School	General	Commer- cial Courses	College Prepar- atory	Smith Hughes, Agri- culture, and Home Economics
Lakota		x	x	x
McVille	x	x		
Aneta	x	x		
Michigan	x			
Petersburg	x			
Pekin	x			
Kloten	x			
Tolna	x			
Dahlen	x			
Whitman	x			
Cleveland	x			
Enterprise	x			
Williams	x			
Mapes	x			
Total	13	3	1	1

Here the types of curricula are set up into four main divisions -- general, college preparatory, commercial, and Smith-Hughes agriculture and home economics. Lakota was the only school in the county which offered courses preparatory for college as well as Smith-Hughes agriculture and home economics. To date the Smith-Hughes agriculture course at Lakota is relatively new, having been in the curriculum for the first time during the 1937-1938 school year. Home economics courses were taught formerly,

but not under the provisions of the Smith-Hughes Act. This school, through its larger list of electives, can offer more college preparatory courses than any other. Three schools of the county offered a sufficient number of commercial courses, taught by qualified commercial teachers, to make a basic commercial curriculum. All other schools offered the general curriculum which, as mentioned previously in this chapter, did not emphasize any particular field. These schools attempted, so far as possible, to include a few subjects under various curricula.

Pupil Load

No school in the county included a distinct junior high school organization. Two schools, Lakota and McVille, included the seventh and eighth grades under the 6-6 plan of school administration. These plans did not entirely bridge the gap between the high school department and the upper grades. The plan did alleviate a teacher problem, permitting an exchange of teachers for the upper grades and high school. In considering the pupil load of high school students, the regular four-year or two-year high school was kept in view. Pupils of the seventh and eighth grades were not classed as high school students unless they were enrolled in such courses as were prescribed by state requirements and had successfully completed the eighth year of elementary training.

The academic load was only a part of the regular load of most pupils in the schools. It was shown that most students were taking at least one extra-curricular activity, were carrying four regular subjects with from five to seven recitation periods per week, and were enrolled in one music activity which met twice each week. A glimpse at the academic load of

high schools of the county may be seen in Table 38. The loads, implied from this table, indicate the number of high school subjects based on the number of units of credit given. The majority showed that they were taking four units of work which meant in most cases, that they took four subjects. It could be expected also that one of the four classes included a laboratory science requiring two extra periods per week in addition to the regular load.

There was no doubt but that the largest number of students of all high schools were taking four units of work each year. It is a bit strange that so many students in the four-year high schools were taking

Table 38

Pupil Load Based on Number of Pupils and Units of Credit Earned in High Schools during 1937-1938

School	Units of Credit Earned							Total
	Less Than 3	3	3½	4	4½	5	5½	
Lakota	0	2	1	114	31	7	0	155
McVille	0	0	1	88	0	0	0	89
Aneta	0	2	0	70	7	0	0	79
Michigan	0	0	6	52	6	0	0	64
Petersburg	0	0	2	58	7	1	1	69
Pekin	0	1	0	42	3	0	0	46
Kloten	0	0	11	15	13	0	1	40
Tolna	0	2	4	10	18	3	1	38
Dahlen	0	0	0	33	2	2	0	37
Whitman	0	0	0	5	20	2	0	27
Cleveland	0	0	0	14	0	0	0	14
Enterprise	2	0	0	6	0	0	0	8
Williams	0	0	0	6	0	0	0	6
Mapes	0	0	0	4	0	0	0	4
Total	2	7	25	517	107	15	3	676

four units of regular curricular work plus one-half unit of typewriting. This subject caused a situation which became a problem to many school principals and administrators, that is, whether to permit typing students

to take four or three additional units of credit. Should four additional units be permitted the student would be burdened with at least five curricular classes per day. If the school is organized on a forty-minute period basis, eight classes per day are possible, allowing the student one or two periods per day for study. It is doubtful if students will attempt such a serious academic load without frequently sacrificing preparation. If typewriting, which is a skill subject, but a very essential one, were put on a full unit basis with minimum essentials provided, a more balanced student academic load could be followed and more systematic preparation of assignments by the students would result.

Correspondence Courses in High School

It was not always possible for each school to offer all of the courses in which students were particularly interested. School administrators and teachers assisted pupils in getting the courses by becoming their supervisors in correspondence work. Rural boys and girls who do not find financial means so that they may stay in town and who do not have a means

Table 39

Extent of Correspondence Study by Students in Various Districts, First Semester, 1937-1938^a

Schools	Number of Students	Number Subjects Pursued
Classified	2	3
Consolidated	3	3
Rural	6	32

^aIt was impossible to compute the number who had finished their study due to the fact that many were still pursuing their work when this study was made.

of transportation may have the opportunity of taking some high school work while residing at home, thereby lessening the time they will need to spend

in a town when they wish to complete their work.

Several students took advantage of the opportunity of correspondence work as offered by the Department of Correspondence Study, Agricultural College, Fargo, North Dakota. Table 39 gives a brief account of the number of students and courses pursued by them in the town and rural districts of Nelson county during the first semester of 1937-1938. Although extension courses have their merits they are limited in their fields, hence an integrated school curriculum better satisfies the needs of the pupil.

Alternation of High School Constants

Smaller high schools cannot offer all the courses necessary for graduation without a plan of alternating them year after year. This practice results in grouping upper and lower classes which is inadvisable. The effects of one class on another in the same subject is an impairment to one and a bit of discouragement to the other. The problem is more acute in the high schools where there is a shortage of teachers and the school is attempting to offer four years of high school work. The two-year high schools, according to Table 40, must follow a definite plan of alternating the required freshmen and sophomore subjects and only a few other. Lakota, with the greatest facilities, did not alternate any of its courses. There was no distinct relation between the number of courses alternated and the enrollment in the school, although it was true that several smaller high schools alternated courses more frequently than the larger. It was necessary to consistently alternate subjects in the two-year high schools.

Table 40

Courses Alternated Under a Definite Plan in the High Schools, 1937-1938

Schools	Courses and Subjects Alternated
Lakota ^a	
McVille	geometry, commercial law, economic geography, journalism, physics, chemistry, English
Aneta	physics, chemistry, commercial law, commercial arithmetic, international relations, commercial geography
Michigan	general science, biology, chemistry, physics, English, home economics, commercial law, junior business training, bookkeeping
Petersburg	commerce, English, social studies, science
Pekin	science, English, history, home economics
Kloten	English, science, algebra, geometry, problems of democracy, American history
Tolna ^b	English, science, social science
Dahlen	history, science
Whitman	science, English, agriculture, history, junior business training
Cleveland	science, English, agriculture, history, junior business training
Enterprise	science, English, agriculture, history, junior business training
Williams	science, English, agriculture, history, junior business training
Mapes	science, English, agriculture, history, junior business training

^aDid not alternate courses

^bNo definite plan of alternating courses

Transfer and Non-resident Pupils

Some schools have realized the problem of having high school students transfer from their institution to another. A brief study of these causes indicates several reasons for transfer. The two-year high school students obviously transferred to four-year high schools following completion of the first two years in order that they might complete their high school training. Moving of the parents from one district to another, often for educational opportunities of their children was another reason for transfer. A few years ago it was the experience of one of the smaller four-year high schools to witness the transfer of a student from its school to that

of another neighboring four-year high school for the reason that educational opportunities were more prevalent in the latter school.

Disregarding other causes for transfer of students, it becomes necessary for students who do not reside in a district where a four-year high school is maintained to go elsewhere. Table 41 represents the trend that most students who become non-resident seek a high school where best educational opportunities are available. 32.9 per cent of the pupils in classified schools and 27.3 per cent of the consolidated school pupils lived outside the district. For the entire county, 30.1 per cent of the students attending high school did not have high school advantages in their home district. It, therefore, becomes a problem of the state rather than of the district to provide educational opportunities for those who are unfortunate in this respect.

Table 41

Non-resident and Transfer Pupils in High Schools of Nelson County, 1937-1938

District	Enrollment	Number of Non-resident and Transfer Students	Per Cent of Enrollment
Classified	456	150	32.9
Consolidated	220	60	27.3
Total	676	210	30.1

Summary

The larger schools of the county have set up required courses for graduation in excess of state requirements, thus meeting the changing conditions faster than the smaller schools which followed state requirements.

Lakota had the largest list of elective courses to offer students of any high school in the county.

Six schools have set up local requirements for graduation in excess of the state. All of these schools required either one year of algebra, or one year of some other mathematics. Three of the schools required four years of English.

Over thirty elective courses were offered in the high schools of Nelson county. All high schools, offering four years of work, gave typewriting as the basic commercial course. Five smaller schools were unable to offer other courses than state requirements, in order that their seniors might graduate.

A general curriculum was being offered to all high schools except Lakota. Lakota emphasized commercial, college preparatory, and Smith-Hughes agriculture and home economics curriculums.

No school in the county offered a junior high school organization although Lakota and McVillage operated on the 6-6 plan.

A large majority of all high school students were taking a load of four subjects. Many more students were taking more than four subjects than were taking less. The normal work for most high school students in the county was integrated to the extent that most of them had only one or two forty-minute study periods per day during school hours.

Eleven students, a majority of them from rural districts, were taking high school correspondence courses. Courses being studied were history, English, biology, art, and commerce.

Lakota was the only high school which did not alternate courses from year to year. Subjects most frequently alternated were in the science, English, and commercial courses.

Inequalities in the types of curricula offered were found in several schools where attempts were made to set up small high schools with only a limited series of subjects. Students, recognizing better opportunities in other schools, transferred to the schools which offered the most. Over thirty per cent of the high school students in Nelson county had to attend school away from their home district.

CHAPTER 5

SCHOOL SERVICES

The American public school organization corresponds to the typical American family. Functions belonging to one are functions of the other. Educational trends have tended to make the school a large-scale community family such that civic and individual interests can be combined to give it the best possible support. Most children between the ages of six and sixteen years are attending a public school six hours a day for nine months of the year. This comparatively long period of time makes it imperative that schools assume responsibility in checking progress of pupils in every possible way for the benefit of parents and teachers alike. Economy and expediency are vital factors which govern the extent to which such services as health, guidance, and civic leadership may be cultivated.

Precedence must be broken down to allow schools to carry out a complete program of school services in which the health of the pupil is safeguarded. Dental, medical, and optical services, erection of good playground apparatus, and effective health programs are significant features of programs to insure more wholesome relationships between parent, teachers, and pupils. Scientific determination of students' aptitudes and abilities is also significant in providing a more efficient service. A democratic control over student affairs of the school, in which the student is given an opportunity to put into practice his training in leadership, citizenship, and parliamentary procedure, has led to the fostering of student self-governing bodies in many of the schools in the county.

This chapter deals with the extent of these services in the rural, consolidated, and classified schools of Nelson county and shows the

Table 42

Health Services in Classified, Consolidated, and Rural Schools, 1937-1938^a

Schools	Examinations			Number of High School Inspections ^c	Number of Grade Inspections ^d
	Dent-al	Opti-cal	Medi-cal ^b		
Classified					
Lakota	1	1			
McVille			1	1	
Aneta	1	1	1		
Michigan	1	1	1		
Petersburg	1	1			
Consolidated					
Pekin	1	1	1		1
Kloten			1	1	1
Tolna					1
Dahlen	1	1			1
Whitman	1	1			1
Cleveland			1		1
Enterprise	1	1			1
Williams	1	1			1
Mapes	1	1			1
Rural					
Ora #2	1	1			1
Dodds #3	1	1			1
Lake #2					1
Rugh #2					1
Forde #1					1
Norway #1					1
Center #2					1
Adler #3	1	1 ^e			1
Nash #2					1
Melrose #1					1

^aThis table is limited to the 1937-1938 school year. Through fear of small pox epidemics several schools the preceding year had secured cooperation of parents for complete inoculations of all pupils.

^bMedical services in this column were the Mantoux tests for tuberculosis. Medical examinations for students taking part in athletic contests were not included.

^cThis column represents the number of inspections by the State Director of Secondary Education.

^dThis column represents the number of inspections by the county superintendent in rural and consolidated schools.

^eIn this school a serious measles epidemic threatened, making it necessary for a physician to make a thorough examination of all pupils.

Table 43

Types of Playground Apparatus in the Rural, Consolidated, and Classified
Schools of Nelson County

Schools	Merry-go-rounds	Pairs of rings ^a	Parallel Bars	Swings	Slides	Teeters	Trap-ezes	Total
Classified								
Lakota			2					2
McVille		1		1		2		4
Aneta	1	1	1		1	3		7
Michigan		2	2	3	1	3		11
Petersburg	1	1	1	1	1	2		7
Total	2	4	6	5	3	10		31
Consolidated								
Pekin			1	1	1	1		4
Kloten			1	6	1	4	1	13
Tolna	1	1		2	1	1		6
Dahlen		1	1	1			1	4
Whitman			1	1	1	1		4
Cleveland				2	1	2		5
Enterprise	1		1	3	1			6
Williams			1					1
Mapes	1	1	2	1				5
Total	3	3	8	17	6	9	2	48
Rural								
Ora #2		1						1
Dodds #3	1				1			2
Lake #2	1	1	1	1		2	1	7
Rugh #2				4		1		5
Forde #1								
Norway #1								
Center #2								
Adler #3								
Nash #2				2		2		4
Melrose #1			1					1
Total	2	2	2	7	1	5	1	20

^aGiant strides are included in this column.

inequalities existing in these types of schools. In the appendix is found a skeletal form of a student self-governing organization as it is functioning in one of the classified schools at the present time.

Health Examination

The Nelson County School Officer's meeting held at Dahlen, North Dakota in June, 1937, emphasized the need of a more effective welfare service to schools and communities. The results of this meeting led to the appointment of a county nurse with instructions to give medical, dental, and optical examinations to all grade and high school pupils of the county. Furthermore, the nurse was expected to make home-to-home investigations, as recommended by the county board of health. The large task of visiting the fifty-one rural, nine consolidated, and five classified schools of the county was far beyond expectation. During the 1937-1938 school term she visited four classified and six consolidated schools of the county and gave dental and optical examinations to all the elementary and high school pupils in these schools. Dental service consisted of inspection of teeth and the sending out of warnings to parents concerning their children if the teeth were in need of immediate care. Optical service was similar in nature and consisted of testing sight by a letter chart.

Although records of all examinations are kept in the superintendent's office, the chief criticism to be made is that corrective measures were not always taken to remedy the causes. A second criticism to be made is that a county nurse is not technically trained to give careful inspection. Her position is significant in making schools and patrons more health conscious and in encouraging better medical care. The services rendered, through the county nurse, were especially lauded and appreciated by those parents who could not afford medical inspection.

Three schools of the county gave medical services beyond that which is recommended for participation in athletic contests. These schools followed the suggestions of the North Dakota Anti-Tuberculosis Association by giving the Mantoux tests to all children of the grades and high school and as many adults as consented. These three schools were McVille, Aneta, and Kloten. McVille, the pioneering school of the county in this behalf, gave the test to 219 individuals of the school and community in February, 1938. The Mantoux tests were administered by two local physicians and the county nurse. Readings were made after twenty-four and forty-eight hours respectively. Thirty-two individuals showed a positive test. These thirty-two individuals were given X-ray examinations shortly afterward to determine the seriousness of the tubercular infection. One high school student was ordered by the physicians to take a complete rest for a month. Several others were warned that particular attention must be given to the necessity for rest if serious infection was to be warded off. The cost of the test to each individual was twenty-five cents, paid by the individual. X-ray costs, at \$6.00 per case, were borne by the individual family where possible, and relief cases were paid for through the Red Cross funds and the sale of Anti-Tuberculosis Christmas seals of which 40 per cent was used for local health purposes. To take the expression of the school administrator, the conducting of this clinic was "the finest piece of work we have done all year".

In the county, 515 pupils in classified, 239 in consolidated, and 52 in rural schools were tested for tuberculosis. In the classified schools the county furnished glasses to twelve pupils with defective vision, and in the consolidated schools two pupils received glasses. These were furnished to children of relief families.

Health instruction was not a formal part of the students' program in any of the classified, consolidated, and rural schools. In the elementary grades it was being taught as one of the subjects in the daily program up to and including the seventh grade. Beyond this grade instruction in health was correlated with other subjects but the extent of integration was not determined in this study.

All of the classified and consolidated schools were well-equipped with playground apparatus for children of the elementary grades. Lakota, of the classified group, had only two sets of parallel bars but their well-equipped gymnasium offset the need of as many kinds of apparatus as others. Four of the ten rural schools had no playground apparatus whatsoever. No evidence was found to indicate that there had been any for several years. Most of the classified and consolidated schools were well-equipped with apparatus consisting of merry-go-rounds, pairs of rings, giant strides, parallel bars, swings, slides, teeters, and trapezes (Table 43).

Guidance Service

None of the schools in the county was large enough to carry on a formal guidance program. It was a noticeable factor of integration on a broad scale which included educational, vocational, physical, moral, and emotional guidance in all of the classified schools and five of the consolidated. Guidance services were carried on informally by members of the teaching staff and class advisors through courses in the curriculum, class meetings, study hall supervision, and teacher-pupil conferences.

The school that is able to provide an intelligent four-fold¹ guidance program which includes educational, vocational, health, and civic-social-moral guidance is rendering a service far beyond the curricular program of

¹A. V. Overn, The Teacher in Modern Education (New York: D. Appleton-Century Company, 1935) p. 95.

Table 44

Manners and Etiquette and Student Government as Methods of Teaching
Civic-Social-Moral Guidance in Classified, Consol-
idated and Rural Schools

School	Methods of Teaching Manners and Etiquette			Type of Student Government ^a
	Home Economics Class	Correl- ating	Special Class	
Classified				
Lakota	x			
McVille				president and council
Aneta				president and council
Michigan		x		president and council
Petersburg	x			president and council
Consolidated				
Pekin				
Kloten	x		weekly	president and council
Tolna				
Dahlen				
Whitman		x		
Cleveland		x		
Enterprise		x		
Williams		x		
Mapes		x		
Rural				
Ora #2		x		Young Citizen's League
Dodds #2		x		
Lake #2		x		Young Citizen's League
Rugh #2		x		
Forde #1		x		Young Citizen's League
Norway #1				
Center #2			daily	Young Citizen's League
Adler #3				
Nash #2		x		
Melrose #1		x		Junior Red Cross

^aStudent government in rural schools was based on plans prescribed by the Young Citizens League or the Junior Red Cross. Student governments in the classified and consolidated schools are of the high school departments only.

traditional schools. It renders service to a number of pupils whose home environment does not provide the minimum guidance. Manners and etiquette could well be taught to all boys and girls instead of merely through the home economics course as it is in three of the schools of the county. It is better than none, however, and in the schools where such training is correlated with other courses it is questionable sometimes to what extent this correlation is giving valuable service. In one of the schools a course in manners and etiquette was given to all students of the high school by the teacher of domestic science. The class met forty minutes every Friday afternoon during the semester. At first the significance of the class was scoffed at but gradually the teacher, through careful planning, provided a vitally interesting course which was eagerly awaited by both sexes.

Methods of teaching students how to study were very similar in all of the schools. The method of only one school was unique in that the psychology class studied the basic laws of learning and drew up general rules of effective study. These rules were mimeographed and a copy given to each student of the upper grades and high school. In all other schools where some emphasis was given to methods of effective study the teacher was trusted to correlate this phase of her teaching with the subjects she taught.

One of the methods of offering civic and social guidance in the small school was through a democratic form of student self-government. Four of the five classified schools and one consolidated school maintained permanent bodies of self-government from one year to the next. To describe the working principles in one of the schools, the executive officers for each year were elected in the preceding spring. The council or representative

body was elected at large in the fall. As many committees and committee members were elected by the council as were found necessary in the school. (See appendix). The aim was to get a majority of all the students in the school represented in some committee and to keep him civic-minded. Parliamentary procedure was followed and minutes of all meetings were kept neatly and reported at the opening of each meeting. The possibilities of civic and social guidance, under the direction of a faculty advisor, were unlimited in this type of government.

In rural schools the work of the Young Citizen's League and the Junior Red Cross provided convenient procedures for civic and social guidance. Five of the ten rural schools were charter members. This organization has grown rapidly during the last ten years and has also found an important place in upper and intermediate grades of consolidated and classified schools. The county superintendent has taken the initiative to have every rural school a member of one of these two organizations. Consolidated and classified schools are simultaneously enlarging upon the work of this organization in the elementary grades.

Testing Service

Achievement, mental, and diagnostic tests were given in most of the classified and consolidated schools of the county but with some degree of irregularity. Regularity is followed in giving achievement and mental tests at Lakota and Petersburg but in the other schools of the classified group these tests, and the diagnostic, were given only occasionally. All of the classified schools gave achievement tests during the past school year (Table 45). However, only three of them gave them again in the spring and four gave them again in the fall. Full benefits are questionable where both tests were not given during a school year.

Table 45

The Testing Schedule as Part of the Guidance Program in Classified,
Consolidated and Rural Schools

School	Types of Standardized Tests					
	Achievement		Mental ^a (Frequencies)		Diagnostic	
	Fall	Spring	Fall	Spring	Fall	Spring
Classified						
Lakota	1	1	1 in 2 years		1	
McVille		1	occasionally			
Aneta	1		occasionally			
Michigan	1		1 in 2 years			1
Petersburg	1	1	1 in 2 years		1 in 2 years	
Consolidated						
Pekin	1	1			1	1
Kloten			every year		1	1
Tolna					1	1
Dahlen	1	1			1	1
Whitman					1 in 3 years	
Cleveland						
Enterprise	1	1	1 in 2 years			1
Williams						
Mapes	1	1				
Rural						
Ora #2						
Dodds #3						
Lake #2						
Rugh #2						
Forde #1						
Norway #1						
Center #2	1	1				
Adler #3						
Nash #2			1 in 3 years			
Melrose #1						

^aMental tests were given to new pupils in the high school every year at Tolna, every other year to new pupils of the grades and high school at Lakota, Michigan, Petersburg, and Enterprise, and occasionally to grade and high school pupils at McVille and Aneta. They were given to high school pupils at Aneta the current year.

Fewer, in proportion, of the consolidated schools gave standardized tests, but it was found that in the four schools that did give achievement tests they were also given twice and achievement was accurately measured. Mental and diagnostic tests were seldom given.

Only two rural schools reported that standardized tests had been given during the last two years. Lack of funds do not explain, entirely, the neglect in this behalf in rural schools. It seems obvious that the direct benefits obtained from standardized tests could be very effectively used by the one-room teacher whose daily schedule is already too crowded for any extensive service of diagnosing pupil abilities.

Tests, made out by the teacher, as a check on daily assignments or for monthly, six weeks and semester periods were found to be consistently of the objective type in the rural schools. In the consolidated schools a few used a combination of objective and subjective tests, whereas, in the classified schools the combination type was prevalent. Arguments, pro and con, have often been made regarding the values of each type. No discussion was made as to the reason for the type indicated, but it was indicated by administrators of the classified schools that the combination of the two groups would serve the most students most satisfactorily.

In order that pupils may have better educational opportunities, transportation services have not been denied. This service was given by eleven districts to 571 pupils during the 1936-1937 school year (Table 46). Busses were operated, on contract, to transport pupils directly from their homes to the school. Seven consolidated and three classified school districts provided funds for transportation. One rural school operated a bus route to one of its rural schools.

Table 46
 School Busses in Operation during 1936-1937^a

District	Number of Pupils Transported	Number of Busses	Total Cost	Average Cost Per Pupil
Cleveland	62	6	\$1693.84	\$27.32
Dahlen	77	6	2526.50	33.07
Enterprise	42	6	1981.53	47.18
Hamlin (McVilley)	49	7	2542.95	51.85
Lee (Kloten)	120	8	2498.40	20.82
Mapes	25	3	639.00	29.56
Michigan City	52	3	1381.54	26.57
Sarnia (Whitman)	58	6	1634.77	28.18
Williams	55	4	1414.35	25.71
Petersburg ^b	24	4	976.05	40.66
Wanduska	7	1	270.00	38.57
Total	571	54	17558.43	30.75

^aCounty Superintendent's Annual Report, 1936-1937

^bFamily bus system

Per-pupil transportation costs, which ranged from \$20.82 to \$51.85, have been much higher than the districts could afford, however. These high costs have resulted in curtailment of funds for teachers' salaries and school equipment.

Summary

Although agencies such as health, guidance, and testing services were not fixed in any of the schools of the county, a considerable degree of effort has been put forth in the larger schools.

Dental and medical services, as rendered by a county nurse, were given to all of the pupils in four of the five classified and six of the nine consolidated schools. Medical services, during the current year, included administering the Mantoux tests to three classified and three consolidated schools. Pupils of the classified schools were generally given attention first as noted from the proportions of schools serviced.

Playground apparatus was ample in the classified and in most of the consolidated schools but many of the rural schools had nothing whatsoever.

Guidance services were carried on informally by teachers of classified and some of the consolidated schools but overlooked by the rural teachers.

Student council organizations for teaching civic-social-moral guidance were noteworthy in four classified high schools and one consolidated school. The Young Citizen's League or the Junior Red Cross served similar functions in five rural schools.

Testing services, although irregular, were carried out through achievement, mental, and diagnostic tests in most of the classified and several consolidated schools but in only one of the rural schools.

Transportation services were provided by eleven districts to 571 pupils during the 1936-1937 school year.

It is apparent that most of the pupils in classified, about one-half of the pupils in consolidated, and few, if any, of the pupils in rural schools were given the benefit of coordinating school services.

CHAPTER 6

EXTRA-CURRICULAR ACTIVITIES

Students who have an opportunity to belong to and take part in one or more extra-curricular activities gain a sense of independence and assurance that goes far toward developing individuality and self-reliance.

The more activities in the school, the better able will be the pupil's opportunity for membership in one or more activity for which he has the capacity and interest. If schools can provide the six major types of activities -- athletics, music, dramatics, publications, clubs, and social gatherings -- they will meet the demand in at least a minimum of extra-curricular activities. Students of all types may be grouped such that they will be interested in at least one of the six types. Schools providing activities in each type have a greater holding-power than those providing only a few activities.

A large number of activity pupils in the school will tend to bring parents and patrons into closer relationship with the school and hence better friendly interest in the school's work.¹

Athletics

The disputed statement that athletics is not being offered equally to boys and girls can hardly be considered significant in Nelson County. The athletic program in rural schools is very limited. Lack of facilities is one reason and lack of numbers to participate in each is another reason for their limited program. One-fourth or more of the boys and girls in ten rural schools took part in one of the eight athletic events indicated in Table 47.

¹Fred Engelhardt and A. V. Overn, Secondary Education, (D. Appleton-Century Company, New York, 1937) p. 229.

Table 47

Boys and Girls Taking Part in Athletic Activities in Rural, Consolidated,
and Classified Schools

Activity	Ten Rural Schools		Consolidated Schools		Classified Schools		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Baseball			59	19			78
Basketball	5	4	106	73	147	80	415
Boxing			14		6		20
Football			10		67		77
Kittenball	5	5	78	69	157	132	446
Tennis					14	10	24
Track	4	5	59	28	158	95	349
Volleyball			32	56		70	158
Total	14	14	358	245	549	387	1567
Enrollment	51	50	333	337	480	543	1794
Per cent enrolled	27.4	28.0	107.5	72.7	114.3	71.2	87.3

In consolidated and classified schools more boys than girls took part in the various athletic contests. This is obvious since the athletic contests involving inter-school competition were participated in chiefly by boys. Girls' activities are fostered more through physical education classes in which health, posture, physical training, and cleanliness were taught. Generally, boys taking part in one athletic contest will take part in several. If 100 per cent represents every pupil in one activity, the classified schools will have 114.3 per cent and the consolidated schools 107.5 per cent pupil participation. More than seventy per cent of the girls in these two groups of schools participated in some form of athletics. Students in classified schools showed a larger percentage of participation than those in consolidated.

Table 48

Boys and Girls Taking Part in Music Activities in the Rural, Consolidated,
and Classified Schools

Activity	Ten Rural Schools		Consolidated Schools		Classified Schools		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Band			14	20	65	52	151
Glee Club			56	80	89	158	383
Mixed Chorus	3	7	27	33	58	64	192
Orchestra			4	11	16	20	51
(others) ^a	8	2	8	16	24	43	101
Total	11	9	109	160	252	337	878
Enrollment	51	50	333	337	480	543	1794
Per cent enrolled	21.5	18.0	32.7	47.4	50.4	62.0	50.7

^aIncludes quartets, trios, duets, vocal and instrumental solos, and other combinations of these.

Music

The ideal in every school is to have all students participating in this form of activity. Aside from music instruction in the regular classroom, only about fifty per cent of the pupils of the grades and high schools in the county participated in one of the following: band, glee club, mixed chorus, orchestra, and other small vocal or instrumental groups and solos (Table 48). The classified schools showed the largest percentage with more than fifty per cent of the boys and girls participating. Consolidated schools had about forty per cent of their enrollment participating.

In the rural schools it was found that a few of them were providing opportunities for pupils to participate in choruses and small vocal groups. It was also found, however, that music was neglected in several rural schools. In three schools there were no musical instruments. The teachers

too, were untrained in music and, hence, the extent of music training was unison singing of familiar songs for ten minutes two or three times a week. In one of the rural schools the teacher had started a rhythm band and a harmonica band in addition to her regular music period. No other teacher attempted a richer program than that of regular music instruction as prescribed by the state course of study. About twenty per cent of the rural children had opportunity to participate in music activities.

Dramatics and Oral Expression

Class plays, debates, declamations, extemporaneous speaking, play-makers, and school plays are branches of verbal and self-expression which are desired by a large number of students. The greatest opportunities for participating in such activities were found in the classified schools where fifty-two per cent of the boys and sixty-eight per cent of the girls were active in the six forms indicated in Table 49. Thirty-three per cent of the boys and twenty-seven per cent of the girls participated in five of these activities in the consolidated schools. In rural schools declamations and school plays were the only activities in which about one-half of the pupils took part. However, it was not to be expected that elementary pupils, rural or town, took part in very many activities of this nature.

The variation in the number of boys and girls enrolled in these activities was not emphasized for it often fluctuated from year to year.

Publications

Publishing of school papers and yearbooks not only provided training in newswriting for the pupils, but it also gave publicity to the school and community. These publications became service agencies to the parents

and patrons. An active teacher will provide a means of school publicity. The pupils take pride in their own work when it is put into print for the public to read.

Table 49

Boys and Girls Taking Part in Dramatics and Oral Expression in the Rural,
Consolidated and Classified Schools

Activity	Ten Rural Schools		Consolidated Schools		Classified Schools		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Class Plays			50	56	51	65	222
Debates			9	9	3	7	28
Declamations	14	14	16	4	152	224	424
Extemporaneous Speaking			2	2	7	6	17
Playmakers					16	32	48
School plays	11	7	34	23	24	37	136
Total	25	21	111	94	253	371	875
Enrollment	51	50	333	337	480	543	1794
Per cent enrolled	49.1	42.0	33.3	27.8	52.7	68.3	48.7

Table 50

Boys and Girls Taking Part in Publications in the Rural, Consolidated and
Classified Schools

Activity	Ten Rural Schools		Consolidated Schools		Classified Schools		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
School Paper	12	21	17	25	48	50	173
Year Book			2	12	13	36	63
Total	12	21	19	37	61	86	236
Enrollment	51	50	333	337	480	543	1794
Per cent enrolled	23.5	42.0	5.7	10.9	12.7	15.8	13.1

All of the classified and four of the consolidated schools published a school paper, In the classified and consolidated schools these were

published, either as sections of the town paper or mimeographed, every week or every two weeks. In the rural schools copies were made in handwritten form three or four times a year. In the five classified schools 15.8 per cent of the girls and 12.7 per cent of the boys, and in the nine consolidated schools 10.9 per cent of the girls and 5.7 per cent of the boys were getting experience in school publications (Table 50). Larger percentages were found among rural schools although it was generally understood from the county superintendent that there were only a few in which such publication projects were active. More girls than boys took part in this activity.

Yearbooks were published by two classified schools and one consolidated school during the 1937-1938 term. Annuals had been published in other classified schools within two, three, or four year intervals. A few of the consolidated schools published annuals within a four-year period but none had been published in the rural schools.

Clubs

A broader participation of all pupils in the extra-curriculum may be made through school clubs. In these the student learns to subordinate his own thinking, assume responsibility, and accept opinions and criticisms of others. They help to mold the significance of his studies and his interests.

There were nine active clubs in the schools of Nelson county. Six of these were in classified, two in consolidated, and four in rural schools. The Future Farmers of America and the Home Economics clubs were the only ones which were exclusive to either boys or girls. Other than the Young Citizen's League, one Literary club was known in the consolidated schools. In this school the entire high school enrollment met as a club every two weeks.

Table 51

Boys and Girls Taking Part in Clubs in the Rural, Consolidated, and
Classified Schools

Activity	Ten Rural Schools		Consolidated Schools		Classified Schools		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Future Farmers of America					36		36
Health and Posture					8	12	20
Home Economics		5				50	55
Junior Red Cross	6	9					15
"Make It"	5	5					10
Literary			26	22			48
Pep					8	44	52
Science					9	24	33
Young Citizen's League	13	10	70	56	30	53	247
Total	24	29	96	78	91	183	501
Enrollment	51	50	333	337	480	543	1794
Per cent enrolled	47.0	58.0	28.8	23.1	18.9	33.7	27.9

The Young Citizen's League, as indicated in Table 51, had the largest number of memberships. This league is recommended by the state course of study for the teaching of citizenship and character to pupils in the small schools. It generally meets once in two weeks for a half-hour period on Friday afternoons. Thirty-five of the fifty-one rural schools in the county maintained charters in this organization. Four other rural schools belonged to the Junior Red Cross. The cultural values of the two organizations are somewhat the same although the Young Citizen's League encourages good citizenship whereas the Junior Red Cross provides health and sanitation studies and helps pupils secure foreign correspondence.

There were three league charters in classified schools and six in

the consolidated schools. The larger representation in rural schools likewise indicates a larger percentage of enrollment of its pupils. The differences in number of pupils participating in the classified and consolidated schools was not significant. Approximately twenty-five per cent of the pupils in both classes belong to a club or to a league.

Social Activities

Banquets, carnivals, dances, hobodays, parties, picnics, senior days, and skip days were the forms of social activities found in the schools. These social activities were largely initiated by the pupils and approved by the administrator or teacher. Some of the activities such as carnivals, parties, and dances were put on, not only for the social contacts, but as money-raising schemes. Funds secured from these activities were generally used in purchasing additional equipment, such as a radio, phonograph, artificial lighting equipment, or latest novels for the library. Other activities were sponsored primarily for the purpose of creating a more wholesome school spirit. Carnivals were open to the public but the dances were attended by students and a limited number of out-of-school guests. Dances were permitted at Lakota, Michigan, and Petersburg of the classified group and at Pekin of the consolidated group.

Activities such as dances, parties, and banquets were held several times during the school year. To indicate the extent of participation the product of the number of such activities held during the year and the number of pupils involved was used to give the number of activity pupils. As previously mentioned, the per cent enrolled was the relation between the number of activity pupils and the enrollment as is shown in Table 52.

The classified schools had the largest per cent of pupils participating in social activities, with percentages of 440 and 437 for the boys

Table 52

Boys and Girls Taking Part in Social Activities in the Rural, Consolidated,
and Classified Schools

Activity ^a	Ten Rural Schools		Consolidated Schools		Classified Schools		Total ^b
	Boys	Girls	Boys	Girls	Boys	Girls	
Banquets			42	20	135	55	252
Carnivals	2	2	169	181	310	368	1032
Dances	6	7	26	20	500	605	1164
Hobo Days			52	42			94
Parties	109	110	460	406	516	717	2318
Picnics	51	48	254	311	558	537	1759
Senior Days			7	7	64	45	123
Skip Days			3	4	32	46	85
Total	168	167	1013	991	2115	2373	6827
Enrollment	51	50	333	337	480	543	1794
Per cent enrolled ^c	329	334	304	294	440	437	380

^aThe number of banquets, dances, and parties held during the school term varied in the different schools and varied from year to year.

^bTotals include the product of number of activities held during the year and number of students attending each.

^cTo the nearest per cent.

and girls, respectively. These percentages indicate that all boys and girls attended four or more social activities during the school year. The consolidated schools had a larger variety of activities but fewer of them during the year and smaller numbers participating. They provided approximately three activities for each pupil during the year. In the ten rural schools parties were held quite frequently. Carnivals, dances, parties, and picnics were the forms of social activity in these schools. One school, Dodds #3 put on a carnival, and two schools, Dodds #3 and Lake #2, each had school dances in which admission was open to the public. All other schools had parties which were held during school hours three or four times a year. Picnics were customary on one of the last days of the school term. The per cent of activity for the boys in rural schools was

329 and for the girls 334 per cent. The activity for the county was 380 per cent which indicated that all pupils participated in three or four social activities a year.

Inequalities in Opportunities for the Extra-Curriculum

Activities in a school are determined largely by the teaching staff, the desire of pupils, and the influence of the community on the school system. Activities for boys and girls of school age, such as Boy Scouts and Girl Scouts, were not included in this study as they are not directly affiliated with the schools. These organizations were active in most of the town schools of the county.

Very little difference existed in the number of extra-curricular opportunities prevalent for boys as for girls. In each of the three groups of schools the number of boys and girls participating was nearly the same. Table 53 shows that the girls in the clasafied schools showed a larger number of participants than the boys, but this was due primarily to their larger enrollment.

Opportunities for extra-curricular activities in rural schools were hardly more than what the teacher could find time to supervise. With the congested programs of these systems it was useless to expect much more. Sixteen forms of activities were found in the ten rural schools. Many of these were in the same schools. The average number of activities for each was four and five-tenths. This meant that not more than five activities could be found in any one school.

In the nine consolidated schools there were twenty-nine forms of activities with an average of nine and seven-tenths activities per school. The larger number of forms of activities had little bearing on the total offerings in each school since many of the smaller schools could not

Table 53

A Comparison of the Number of Boys and Girls Taking Part in Extra-Curricular Activities and the Number of Activities in Each Type of School

Types of Activities	Ten Rural Schools			Consolidated Schools			Classified Schools		
	Boys	Girls	(1) ^a	Boys	Girls	(1)	Boys	Girls	(1)
Athletics	14	14	3	358	245	7	549	387	7
Music	25	28	3	109	160	5	252	337	5
Dramatics	25	21	2	111	94	5	252	371	6
Publications	12	21	1	19	37	2	61	86	2
Clubs	24	29	3	96	78	2	91	183	6
Social	168	167	4	1013	991	8	2115	2373	7
Total	268	280		1706	1605		3321	3737	
Total Number of Pupil Activities			16			29			33
Number of Schools			10			9			5
Number of Activities per School			4.5			9.7			21.4

^aThis column represents the number of activities of each type in each of the three groups of schools.

afford to provide facilities for such programs.

There were, on the average, 21.4 activities per school in each of the classified schools and a total of thirty-three various forms. Thus the larger schools of the county were able to provide more activities for their pupils and serve the greatest number of pupil desires. To some students the extra-curriculum may become as important as the curriculum. Students may profit materially from these whereas if they had difficulty, scholastically, they would profit but little.

The rural teachers had, on the average, four and five-tenths activities and spent three tenths of an hour per day preparing for them. The consolidated teacher took charge of two or three activities and spent from

Table 54

Summary of Extra-Curricular Teacher Load and Pupil Participation in Rural, Consolidated, and Classified Schools

Averages	(10) Rural	(9) Consolidated	(5) Classified
Number of Activities	4.5	9.7	21.4
Number of Teachers	1	4.1	9
Number Activities per Teacher	4.5	2.3	2.3
Hours Spent by Teacher per Day	.3	1.6	1.5
Number of Pupils in School	10	74.4	204.6
Number of Pupils per Activity	2.2	7.8	9.6
Number of Pupils per Teacher	9.9	18.4	22.8

one to two hours per day in preparation for them. The classified teacher had a similar load but had a larger number of pupils enrolled in each activity and hence was responsible for a larger number of pupils.

Credit Given

Credit is offered to students doing extra-curricular work in music, as prescribed by the state course of study, when they come under any of three types: (1) regular class work courses, (2) classes in applied music, and (3) private lessons in applied music under accredited private teachers. Only four units may be used toward graduation, three of which may be of the first type and not more than two from the second or third.²

²Administrative Manual and Course of Study for North Dakota High Schools, 1931, p. 192.

Students in the classified and consolidated schools where such types of courses could be offered were given credit toward graduation as prescribed by the state course of study. At Lakota the publication of the school paper was a project of the journalism class and hence students were given one-half unit of credit toward graduation. Students in gléeclubs and mixed choruses could earn one-half unit in all of the other schools where such activities existed. No other credit was given toward graduation in any of the other schools.

At Aneta a system of acknowledging activity in curricular and extra-curricular work had been functioning for several years. This system aimed to encourage scholarship and create an incentive to participate in activities according to the students' interests. It also aimed to create leadership and train for character as qualities of good citizenship. Permanent records were kept of students who participated in the extra-curriculum. No limits were set on the number of activities per pupil, but the pupil capacities governed the number of activities to which they could belong. An award for scholarship, leadership, and character was made to the highest ranking graduate at commencement. The activities and point merits for each are shown in the appendix.

Summary

This chapter has dealt with the opportunities available to pupils in the extra-curriculum of rural, consolidated, and classified schools. Six types of extra-curricular activities were studied -- athletics, music, dramatics and oral expression, publications, clubs, and social activities.

In athletics very few opportunities existed for pupils of rural schools. The consolidated and classified schools offered greatest opportunities.

Music has been neglected in several rural schools. Likewise, several schools of the consolidated group offered unequal opportunities in this activity. The classified schools had the largest per cent of their enrollments participating. They also offered greatest opportunities and had larger percentages of their enrollments participating in dramatic, oral expression, and publications. Opportunities for club work and social entertainment were more prevalent in the larger schools.

The opportunities for boys and girls were almost equal in every type of activity. More boys participated in athletics but more girls took part in publications and clubs.

It may be concluded that, although the classified schools were offering more extra-curricular activities and the teachers were giving their services to more pupils than the consolidated and rural schools, all of the schools of the county were earnestly putting forth much effort to provide a well-balanced extra-curriculum.

Mention was not made of the annual all-county contests in various types of activity. (See appendix). These contests, as sponsored by the County Schoolmasters' Club and the county superintendent, undoubtedly tended to make the pupils, teachers, and parents more interested in higher achievement despite many criticisms made against the competitive features of them.

CHAPTER 7

TEACHER QUALIFICATIONS AS AN INFLUENCE ON THE EDUCATIONAL OFFERING

Classroom instruction has been regarded as the key to our educational system, and the classroom teacher as the fundamental unit. Good teachers are an asset to any school system; poor teachers are a liability. The poor teacher can undo the work of many good teachers. The pupil, the school system, the parents, and the patrons all suffer when a part of the instructional machinery lags. The indefensible pupils under the guidance of a poor teacher must suffer most. Equality in education demands that pupils be entitled to the best teaching obtainable. The opportunity of providing pupils with the best teachers must never be neglected.

How can a school system be equipped with the best teachers? The layman may comment, "by raising the salaries", something which the tax-supported schools usually cannot afford to do. Undoubtedly, this is true, but only in part. The teacher, or any other professional man, expects a reasonable living from his chosen occupation. Tenure of position and a place in the civic-social life in the community must be insured for him. More and more responsibilities have been placed on the teacher today. To meet these added responsibilities the teacher has found it necessary to be better trained. Better training requirements and laws have led teachers into the profession as a life work.

Nelson county had a total of 133 teachers for the 2318 elementary and high school pupils attending the rural, consolidated, and classified schools during the current term of 1937-1938. Fifty-one teachers, three men and forty-eight women were in the rural schools where the total enrollment was 586 pupils. In the consolidated schools there were thirty-seven teachers for a total of 670 pupils, and in the classified schools

Table 55

Number of Married and Unmarried Teachers in the Schools during 1937-1938

School Districts	Married		Unmarried		Total
	Men	Women	Men	Women	
Classified	8	1	5	31	45
Consolidated	8	1	7	21	37
Rural		3	3	45	51
Total	16	5	15	97	133

there were forty-five teachers for 1062 pupils. Of the total number of teachers only twenty-one were married. Sixteen of the twenty-one were men and five were women (Table 55). On the other hand, there were fifteen unmarried men and ninety-seven unmarried women teaching in the county. This did not indicate that the teachers deemed themselves secure in their profession.

Training

In a foregoing statement mention was made that present-day trends in added responsibilities demand better training of teachers. If better training is demanded in some schools it should be demanded in all in order to equalize the opportunities for pupils who must be taught. This condition does not exist in Nelson county.

All of the teachers in the classified and consolidated schools had had two years or more of college training (Table 56). About one-half of the teachers in the classified schools and one-third of the teachers in consolidated schools were college graduates. Six of them, four administrators and two classroom teachers in the classified schools, had advanced degrees. The extent of training in both groups of schools was very commendable. Pupils in the rural schools were not so fortunate in having

Table 56

College Training of Teachers in Schools of Nelson County, 1937-1938

District	Less than One Year	One Year	Two Years	Four Years	Advanced Degree	Total
Classified			18	21	6	45
Consolidated			25	12		37
Rural ^a	10	20	20	1		51
Total	10	20	63	34	6	139

^aReported from Office of County Superintendent

well-trained teachers. Thirty of the fifty-one teachers had had only one year or less of college training. Ten of them were teaching on the lowest certificate obtainable -- one issued on completion of a state examination or six to twelve weeks of college training.¹ Only one teacher had a college degree and twenty had had two years of college training.

Training in Field Taught

Not always are well-trained teachers the best classroom teachers. Some differences in this respect occur when a teacher, through circumstances, has found it necessary to accept a position for which he is not well-trained. North Dakota school laws do not discriminate between training in various fields and related courses to be taught. This is a weakness in the state requirements which should be corrected.

An investigation was made requesting all high school teachers to explicitly state the number of semester hours of college training they had had in the related fields which they were teaching. Some were unable to report accurately on the number of hours but indicated by approximate figures. An analysis was made to find out if teachers in Nelson county were teaching courses in their relating fields and to compare the total

¹General School Laws for the State of North Dakota, Sec. 582, p. 224.

Table 57

Total Semester Hours of College Training of All High School Teachers in the Field of Subjects Offered, First Semester, 1937-1938^a

Subject	District		Total
	Classified	Consolidated	
Applied Arts	156.5	12	168.5
Commerce	96.5	34	130.5
English	184	144	328
Health and Physical Education	35	5	40
Foreign Language	40		40
Mathematics	80.5	87.5	168
Music	127.5	35	162.5
Natural Science	299	117.5	416.5
Social and Political Science	276	122	398
Psychology	12		12
Total	1295	557	1852

Table 58

Number of High School Subjects Offered in the Various Fields , First Semester, 1937-1938^a

Subject	District		Total
	Classified	Consolidated	
Applied Arts	9	1	10
Commerce	21	15	36
English	20	20	40
Health and Physical Education	5	9	14
Foreign Language	2		2
Mathematics	8	7	15
Music ^b	1		1
Natural Science	14	13	27
Social and Political Science	16	16	32
Psychology	1		1
Total	97	81	178

^aSubjects listed in the Fields are according to Administrative Manual and Course of Study for North Dakota High Schools, 1931

^bExtra-curricular activities, for which credit is given, are not included.

Table 59

Number of Elementary Teachers with Various Types of Training in Classified, Consolidated, and Rural Schools, 1937-1938

Types of Training	Number of Teachers			Total
	Classified	Consolidated	Rural ^a	
Primary	6	7	8	21
Intermediate	9	8	7	24
Upper Grade	6	9	4	19
High School	1	1	1	3
Rural			16	16
Total	22	25	36	83

^aRepresents sixty-eight per cent of all rural schools in the county.

number of semester hours of training with the number of related subjects taught in the two groups of schools. Tables 57 and 58 show the results of this study. The figures are not conclusive since they do not include the number of teachers in each field but they do indicate that there is a closer relation between the number of semester hours of training in classified teachers than in consolidated teachers. There were twenty-four classified, and fifteen consolidated high school teachers. All of the classes conducted in the high schools are included in Table 58 and, hence, there were as many teachers in the respective fields as there were classes taught. A few teachers taught two classes of the same subject.

The type of training -- primary, intermediate, upper grade, high school, or rural -- of elementary teachers was listed on the questionnaire by the teachers themselves (Table 59). A remarkable agreement was found in the classified and consolidated schools. Only in rare instances were there teachers who were not teaching in their field of training. Twenty of the thirty-six teachers in rural districts were not especially prepared to teach rural schools. Eight were prepared for primary work, seven for intermediate work, four for upper grade work, and one for high school.

Sixteen of them had been trained for rural school teaching. Although the specialized training was vital, rural teachers were not properly trained for teaching in rural schools. Hence, rural school pupils must suffer because of the deficiency in the teacher's training.

Experience

Teachers with experience are generally preferred to those without. The teaching profession upholds the experienced teacher as the better teacher. From this point of view the teachers of Nelson county ranked high. The classified teachers had an average of 7.39 years of experience; the consolidated teachers, 3.32 years; and the rural teachers, 5.25 years. The average amount of experience for all teachers was 5.32 years. These data are summarized in Table 60.

Table 60

Average Number of Years Experience of Teachers in the Schools, 1937-1938

District	Average Number of Years		Total
	Rural	City	
Classified	1.04	6.35	7.39
Consolidated	1.59	1.73	3.32
Rural ^a	4.14	1.11	5.25
<u>Average</u>	<u>2.25</u>	<u>3.07</u>	<u>5.32</u>

^aData represents sixty-eight per cent of teachers in the county

An important consideration in teaching experience which must not be overlooked, is the aim that teachers in rural schools have toward securing a position in a larger system. Rural schools have been the "proving ground" of teachers for a long time. In the rural schools an inexperienced teacher has very little supervision, while in the city schools the teacher is regularly supervised by one who is experienced. City schools are generally hesitant to employ inexperienced teachers. In Nelson county the rural

teachers had an average of 1.11 years of city experience, and the classified teacher had 1.04 years of rural experience. Statistically, the rural teachers in Nelson county had taught in city schools, but the number of years is high due to four elderly teachers, each with many years of experience. Actually, very few of the younger, progressive teachers had had their experience in city schools preceding their teaching in rural schools. Rural pupils, therefore, may be given inferior instruction, due to lack of the teacher's experience.

Salaries

Like any other worker, the teacher demands remuneration in return for services rendered. When he has the proper qualifications, is fitted for the task, and renders efficient service, he should be expected to receive sufficient pay to make his work a source for a reasonable standard of living.

The rapid decline in teachers' salaries, during the years of economic distress, has been exceedingly slow at readjustment. The decline had its serious effects on the teaching profession in turning back many potential teachers to more remunerative professions. In Nelson county the salary scale for the school term of 1937-1938 in the classified, consolidated, and rural schools varied considerably. The average salary for all teachers in the county was \$81.48 per month. However, the average range was from \$58.04 per month for rural teachers to \$99.29 per month for classified teachers. The consolidated teacher's average salary was \$82.92. This information is found in Table 61.

It must be questioned whether the cause for the low salaries paid to teachers in rural schools did not fall on the teachers themselves. The very low salary may be justified on the basis of training and services rendered. Rewards for training and services rendered have been more

Table 61

Salary of Teachers in Nelson County Over a Three-Year Period^a

District	Average Monthly Salary			Per cent of 3 Yr. Increase
	1936-1937	1937-1938	1938-1939	
Classified	\$93.71	\$99.29	\$102.48	9.3
Consolidated	80.68	81.43	83.92	4.0
Rural	56.60	58.04	58.04	2.5
Average	77.00	79.59	81.48	5.3

^aData from office of the county superintendent

noticeable in the classified schools where salaries have increased 9.3 per cent over the three-year period from 1936-1937 through 1938-1939. The county salary scale for the 1938-1939 school year was also obtained from the county superintendent for comparisons. The salaries of consolidated teachers increased four per cent during the three-year period whereas the salary for rural teachers increased but 2.5 per cent. Although the 1938-1939 salaries have merely been set, no change was made from the 1937-1938 schedule in the salaries of rural teachers. The average salary for the coming year will remain at \$58.04 per month on the nine month basis. The median for continental United States, 1929-1930, was \$98.11.² For at least one year, the future salary status for rural teachers is not hopeful. Better trained teachers command higher salaries.

Teacher Load

How does the teacher-load in the various types of schools agree with the salaries paid? On a comparative basis, elementary teachers in the classified schools had an average of 218.6 pupils per teacher, the consolidated schools had 163.0 pupils per teacher, and the rural schools 90.2 pupils per teacher as compiled in Table 62. The significance of these

²L. M. Chamberlain, The Teacher and School Organization, (Prentice-Hall Inc., 1936) p. 216.

Table 62

Pupil-Teacher Load in the Schools of Nelson County, 1937-1938

Number of Pupils	Classified		Consolidated		Rural
	Elementary	High School	Elementary	High School	Elementary
0-20		1			
21-40		1	1	1	1
41-60		1		3	5
61-80	1	5	2	7	10
81-100		5	1	2	14
101-120	2	4	4	2	3
121-140	1	2	3		
141-160	1	3	2		
161-180	1	1	2		1
181-200	1		1		1
201-220	4	1	1		1
221-240	3		3		
241-260	2				
261-280	1		1		
281-300	1				
301-320	1				
321-340					
341-360					
361-380	1				
381-400	1				
401-420					
421-440					
441-460			1		
Number of Teachers	21	24	22	15	36
Average Pupils per Teacher	218.6	101.3	163.0	72.6	90.2

loads is debatable as elementary teachers are more responsible for teaching a certain number of subjects than for the number of pupils in the class. No doubt, a larger number of pupils involves additional duties on the part of the teacher.

In like manner, high school teachers of classified schools have a larger pupil-teacher load than consolidated teachers. The average number of pupils taught per day by classified teachers was 101.3 and for consolidated teachers 72.6. Teaching efficiency was not endangered in the

Table 63

Number of Classes Taught per Day by All Teachers, 1937-1938

Number of Classes	Classified		Consolidated		Rural
	Elementary	High School	Elementary	High School	Elementary
1					
2		1			
3		4			
4	1	4		1	
5		7		7	
6		7		3	
7				3	
8		1			
9	2			1	
10	1				
11	1				
12	2		1		
13	3		3		1
14	2				
15	3		4		
16	2		2		1
17	1				
18	2		2		
19					5
20			5		8
21	1		5		2
22					5
23					
24					4
25					2
26					
30					1
Number of Teachers	21	24	22	15	36
Classes per Teacher	13.5	4.8	18.3	5.8	20.4

school due to excessive assignments of work through pupil-teacher ratios. One elementary teacher in a consolidated school had an excessive load ranging between 441 and 460 pupils per day. There was no other exceptional case.

The capacity of a Teacher's load must also be recognized through the number of classes taught per day. From Table 63 the greatest burden fell on rural teachers who taught an average of 20.4 classes per day. The

complexity of teaching many subjects effectively to pupils in many grades is a big problem for tactful, experienced, and well-trained teachers, but it is in the rural schools where the least-trained and most inexperienced teachers make their beginning with little or no supervision. Pupils who must attend schools under instructional problems such as these, certainly are given undue disadvantages.

The consolidated elementary teacher taught an average of 18.3 classes per day and the classified teacher 13.5 classes. The teacher-load for high school teachers is often based on the number of pupils per class. Computing from Tables 62 and 63, the classified high school teacher had an average of twenty-one pupils per class and the consolidated high school teacher about thirteen pupils per class. Several small consolidated high schools employed a full-time teacher for less than fourteen pupils.

The study halls in modern high school systems provide opportunities for pupil-teacher consultations and supervision of pupil activities. The teachers must assume this responsibility with that aim. Eighteen of the twenty-four classified and twelve of the fifteen consolidated high school teachers were responsible for at least one study hall per day as summarized in Table 64. Seldom does the study hall provide a place for teachers to prepare their own work.

Table 64

Number of Study Halls per Teacher in the High Schools, 1937-1938

Number of Study Halls	Classified	Consolidated	Total
0	6	3	9
1	9	4	13
2	7	8	15
3	2		2
Total Number of Teachers	24	15	39

Table 65

Hours of Preparation per Week of Teachers, 1937-1938

Hours per Week	Classified		Consolidated		Rural
	Elementary	High School	Elementary	High School	Elementary
1					
2					
3					
4					
5	1		1		1
6	1	1			
7	2		1		
8		2	1	1	3
9		1	2	3	
10	7	3	1		2
11					
12	2	3	2	1	6
13				1	3
14	1	1		1	1
15	6	5	2	2	3
16			3		1
17		1	2		
18		1	1	1	4
19	1				
20		6	2	2	6
21			1		
22					
23					
24				2	2
25				1	
26					
27					
28					1
29					
30			2		2
35			1		1
Number of Teachers	21	24	22	15	36
Average Hours Per Teacher	11.5	14.2	16.2	15.6	17.3

Preparation for daily classes and routine work must invariably be done before or after school hours and on Saturdays. The best trained teachers required less time for preparation than those with the least amount of training. The classified elementary teachers required an average of

11.5 hours per week for preparation and the consolidated teachers 16.2 hours per week. The less-trained rural teachers required an average of 17.3 hours of preparation per week (Table 65). The greatest number of hours of preparation per week was thirty hours reported by two elementary teachers -- one in a consolidated school and the other in a rural school. This is equivalent to seven hours a day on the five days during which school is in session. High School teachers in classified and consolidated school required an average of 14.2 and 15.6 hours respectively per week.

Extra-curricular activities have become closely associated with the curricular program. The employment of teachers has become more and more concerned with the type of activity which the teacher can direct. Table 66 shows that almost every teacher in all the classified and consolidated schools directed one or more extra-curricular activities.

Table 66

The Number of Teachers and the Number of Extra-Curricular Activities in the Classified and Consolidated Schools, 1937-1938

School	Number of Teachers	Number of Extra-Curricular Activities	Number of Activities Per Teacher
Classified			
Lakota	14	12	.85
McVille	8	7	.87
Aneta	8	10	1.25
Michigan	8	11	1.37
Petersburg	7	4	.57
Consolidated			
Pekin	5	9	1.80
Kloten	6	5	.83
Tolna	4	6	1.50
Dahlen	5	2	.40
Whitman	5	5	1.00
Cleveland	3	3	1.00
Enterprise	3	6	2.00
Williams	3	4	1.33
Mapes	3	3	1.00

Summary

The status of the teaching personnel in the schools of Nelson county had not reached the level of a professional group. Evidences in this respect were indicated by: the small number of married men and women in the profession compared with the unmarried, the lack of training, and the low salaries among rural teachers.

Briefly summarized:

Teachers in classified and consolidated schools were much better trained than rural teachers.

Teachers in classified high schools had more semester hours of college training than consolidated high school teachers.

Elementary teachers in classified and consolidated schools were well-trained for the positions they held. A large number of rural teachers, whose problems were complex, were not trained particularly for teaching in rural schools.

Salaries had been gradually increasing in classified and consolidated schools but the salaries for rural teachers had been very slightly raised. Salaries for rural teachers had been set for the ensuing year with no change.

Pupil-teacher load in classified schools was greater than that for consolidated and rural teachers. Teachers in rural schools taught more classes per day and spent more time in preparation for services than did consolidated and classified teachers due to their lack of training and greater number of classes per day.

High school teachers in classified and consolidated schools had an average of from four to six classes and one or two study halls per day.

Teachers in classified and consolidated schools were responsible for at least one extra-curricular activity in the school system.

The two-year high school systems in consolidated schools provided the poorest offerings to pupils in their schools. Inequalities of opportunities among high school pupils were greatest in the small consolidated schools.

Elementary pupils of rural schools were subjects of the most undue inequalities. Their teachers were less-trained, less-skilled, underpaid, and rarely supervised.

CHAPTER 8

LIBRARY FACILITIES AS AN OFFERING IN THE EDUCATIONAL PROGRAM

The adequateness of library facilities such as reference books for courses offered, current periodicals, and newspapers have a real significance in the educational program of a school system. Through grade and high school library reading the pupil should:¹

1. Form a taste for good reading.
2. Learn to use books as tools.
3. Acquire a basis for judging books.
4. Become familiar with certain standard books.

Every high school library must be supplied with at least one good daily newspaper and four good magazines.

In high schools enrolling less than 100 high school students the library must contain at least ten books for each student enrolled. If the enrollment is between 100 and 200, 1,000 volumes are required. In the elementary school 3 books per pupil are required for grades 1-3 inclusive, and 4 books per pupil are required for grades 4-8 inclusive.

Most of the subjects of the curriculum in the schools today make greater demands on the school library than was made a decade ago. This is partly the result of the new textbooks which suggest the use of much reference work. The teacher can no longer depend on the use of but one textbook.

The modern inventions have brought more leisure time to the majority of people, and it is the added responsibility of the school to train the students for the worthy use of it. Increased emphasis has been made for the students to gain, through reading, greater spiritual and intellectual experiences. In the progressive school the library should be the center of activity for work and recreation.

The functions of the school library, in the secondary schools, can be

¹Administrative Manual and Course of Study for North Dakota High Schools, 1931, p. 10.

classed into three primary groups:²

1. To enrich the curriculum and supply reference material.
2. To provide for worthy use of leisure time.
3. To train pupils in the use of books and the library.

Books open up wider fields of interest and stimulate desires for further information that can be met only through adequate library facilities, libraries filled with books that picture home and community life, books that grip pupils with the thrill of modern scientific progress, books that provide good stories which the child will read with pleasure and profit.

School and classroom libraries are of primary importance in initiating and establishing satisfactory reading attitudes and habits. A generous supply of attractive and suitable books enriches instruction, satisfies the reading interests of pupils, and modifies to a large extent the procedures adopted in teaching and study. The need for an adequate supply of available reading material cannot be over-emphasized in view of the broader purposes that the curriculum must now serve.³

Number of Books Under the Dewey Decimal System

The five classified schools had a larger number of books in almost every division of the Dewey Decimal System than did the nine consolidated schools. Hence, they were much better supplied with supplementary texts for the courses offered in their schools. In the literature division most of the books were fiction. More than one-half of the books in both classified and consolidated schools were classed in this division. In the rural schools this division contained approximately two-thirds of the total. History, general works such as periodicals, encyclopedias, dictionaries, sociology, natural science, useful arts, and fine arts divisions were fairly well-represented in the classified and consolidated schools. Books in the philosophy, religion, and philology divisions were less numerous in all of the schools.

²The Secondary School Library, Bulletin No. 17, 1938, p. 7

³Thirty-Sixth Yearbook on Reading, Part I, 1937, Chapter 1, p. 20

Table 67

Number of Library books under Divisions of Dewey Decimal System in Classified, Consolidated, and Rural Schools, 1937-1938

Divisions	Classified	Consolidated	Rural
General Works	487	339	280
Philosophy	31	24	12
Religion	23	21	11
Sociology	285	156	15
Philology	91	68	10
Natural Science	252	240	62
Useful Arts	272	229	19
Fine Arts	120	260	15
Literature	2791	1952	957
History	689	359	107
Total	5041	3553	1483
Number of Schools	5	9	10
Books per School	1008.2	394.7	148.3
Average Enrollment	204.6	72.2	10.1
Books per Pupil	4.9	5.4	14.6

The average number of books per school in the classified group, according to Table 67 was 1008.2, in the consolidated group 394.7, and in the rural group 148.3. Considering these numbers of books on the enrollment basis, where average enrollments were 204.6, 72.2, and 10.1 pupils in the classified, consolidated, and rural school respectively, there were approximately five or more books per pupil in each of the schools. This does little more than meet the requirements prescribed by the Department of Public Instruction for elementary grades, specifying three books per pupil for the first three grades and four books per pupil for the next five grades. It falls far short of the number required for high school pupils if each school is to have an equivalent of ten books per pupil. This standard demands 4430 books in the high school libraries of classified

Table 68

Number of Books in School Libraries in Relation to State Requirements

Districts	Number of Books in Libraries	Number of Books Required	Difference
Classified	5041	6750	-1709*
Consolidated	3553	4000	- 447*
Rural	1483	404	1079

*Deficient in number of volumes

schools and 2,200 in the consolidated high school libraries. In the elementary grades of classified schools it would require 2,320 books, considering a minimum of four books per pupil, and in the consolidated schools 1,800. The total number of books required for the classified schools would be 6,750, resulting in a shortage of 1,709, or about 342 books per school. In the consolidated schools the situation was not so critical. They were required a total of 4,000 books but had 3,553, a deficit of 447 books or approximately fifty books per school (Table 68).

In the rural schools the excess was more than twice the requirement but this was of little significance. It was learned that the ten rural schools had added only forty-three books to their libraries in the last two years and had expended a total of but \$35.00. How valuable their libraries may be is very questionable.

Books Added to the Libraries in the Last Two Years

The two-year period of 1936-1938 was investigated so as to insure that every school adding books to its library would have shown the usual number added each year and the annual expenditure for libraries. The expenditures for library books for this period were greater than usual as several schools in the county had purchased sets of encyclopedias and costs

of these added considerably to the annual expenditure.

Books were added to the libraries either by purchases through district funds or donated by civic organizations and patrons of the school. There was no budget set up for this purpose, but expenditures were made according to needs as recommended by the librarian or the school administrator. Financial distress in most of the districts had had its serious effects on school libraries the last six years. Some of the communities had felt this curtailment in school libraries and had campaigned homes for books which could be donated provided they were approved by school authorities. This method has its good and bad effects. It adds to the library lists even though many of the books are worthless.

Within the last two years the classified schools with a total enrollment of 1,203 pupils have purchased 555 books and have received 126 by donations for a total of 681 books. This is an average of 328 books a year, or approximately one book for every three pupils. The total expenditure by these schools in this period was \$521.00 or \$260.50 a year (Table 69). In the nine consolidated schools the total number of books added by purchases was 533 and by donations 24, a total of 557 books. This is an average of $278\frac{1}{2}$ books per year, and, based on the enrollment of 670 pupils, two books for each five pupils.

In the ten rural schools a total of forty-three books had been added the last two years. All books had been added by purchases, amounting to a mere \$35.00. That the rural school libraries were stocked with old and out-of-date books seems quite apparent. In a discussion with three of the ten rural teachers it was explicitly stated that the district would allow no funds for the purchase of "more" library books. To illustrate, and this shows that financial distress was not the cause for neglect in all

districts, district number 22 had a valuation of \$179,894, a mill levy of 2.65 mills, and had a cash balance on hand June 30, 1936, of \$5,892.10.⁴ This district had purchased two library books the last two years for one of the two one-room schools it operated. No money had been expended for books during the 1937-1938 school term. Old books are not only a discouragement to the pupils attending the school, but, coupled with many other handicaps in the one-room rural school, such practice makes for unjust inequality.

In general, the rural districts are not providing the minimum of ten dollars for each of their schools, on the basis of this survey, for their

Table 69

Number of Library Books Purchased and Donated in Schools Together with Annual Expenditures, and Use of State Traveling Library, 1936-1938

District	Books Purchased	Books Donated	Total	Books per School	1936-1938 Expenditure	Used Traveling Library
Classified	555	126	681	156.2	\$521	1
Consolidated	533	24	557	61.8	620	3
Rural	43		43	4.3	35	5

libraries.⁵ In the classified and consolidated schools the amount expended was well over this minimum, but the writer is aware of the fact that even classified schools of the county do not follow the law, strictly, thus failing to provide the minimum in many schools (Table 69). It has been the problem of the teaching staff and the school administrator to raise funds for the maintaining of their libraries.

⁴M. R. Lazenby, A Financial Survey of School Districts in Nelson County, (Unpublished Master's Thesis, University of North Dakota Library, 1937) p. 56.

⁵General School Laws, State of North Dakota, 1935, Sec. 113, p. 51.

Magazines and Newspapers

The five classified schools had a total of fifty-seven newspapers and magazines during the 1937-1938 school year, making an average of more than eleven current publications for each school. There were twenty-eight different titles with no more than three schools subscribing for any one publication. Each subscribed for at least one daily newspaper (Table 70).

Of the nine consolidated schools seven subscribed for magazines and newspapers. Two schools, Williams and Enterprise, reported none. At Enterprise the teacher brought his own daily newspaper to the school and the children brought whatever magazines they could from home. The consolidated schools subscribed for forty-three magazines and newspapers. This made, for the nine schools, an average of about five publications for each. There were seventeen different titles of publications. Two of the consolidated districts, where four years of high school were maintained, did not subscribe for a daily newspaper. None of the rural districts provided funds for magazines and daily newspapers.

The most popular magazines were the Readers Digest, American Girl, American Observer, Pathfinder, Popular Science, Scholastic, American, American Boy, National Geographic, and Time in the classified and consolidated districts. Popular newspapers were the Grand Forks Herald, Fargo Forum, and the Minneapolis Journal. In the rural schools four teachers reported that they bought their own magazines for school purposes. The most purchased by any one teacher were three magazines. Funds were provided by a district for securing the Junior Red Cross News, the only magazine in the rural schools. Very little time was devoted to a discussion of current events in these schools.

Table 70

Magazines and Newspapers Subscribed for by the Schools of Nelson County
1937-1938

Publication	Classified	Consolidated	Rural	Total
American	1	3		4
American Boy	2	2		4
American Childhood			1*	
American Girl	3	2		5
American Observer	3	2		5
Athletic Journal	2			2
Better Homes and Gardens	1			1
Boy's Life	2			2
Boy's Open Road		1		1
Child Life	1			1
Children's Activities		1		1
Correct English	1	1		2
Current Events Magazine		1	1*	1
Current History	1			1
Fargo Forum	1	3		4
Good Housekeeping	1			1
Grade Teacher		1	2*	1
Grand Forks Herald	3	3		6
Grade Instructor		2	1*	2
Hygeia	2	1		3
Junior Red Cross News			1	1
Literary Digest	2	1		3
Lutheran Herald		1		1
National Geographic	4	1		5
Nature Magazine		1		1
News Week	1			1
Minneapolis Journal	2			2
Modern Mechanics	1	1		2
Parents	1			1
Pathfinder	2	3		5
Popular Mechanics	1			1
Primary Education			1*	
Readers Digest	3	4		7
Review of Reviews		1		1
Scholastic	3	3		6
Scholastic Coach	1			1
School Activities	2			2
Science News Letter	1			1
Time	3	1		4
Weekly News Reviewer	1			1
Wee Wisdom			1*	
Wilson Bulletin	1			1
Young America	1	1		2
Total	57	43	1	101

*Purchased by the teacher and not included with totals as purchased by the districts.

Table 71

Magazines and Newspapers Subscribed for by the Classified, Consolidated,
and Rural Schools, 1938

School	Magazines	Newspapers	Name of Publication
Classified			
Lakota	16	2	American Girl, American Observer, Athletic Journal, Better Homes and Gardens, Boy's Life, Correct English, Current History, Fargo Forum, Good Housekeeping, Hygeia, Literary Digest, National Geographic, Popular Mechanics, Popular Science, Parents, Minneapolis Journal, Time, Pathfinder
McVille	9	1	American Observer, Grand Forks Herald, National Geographic, News Weekly, Popular Science, Readers Digest, Scholastic, School Activities, Time, Weekly News Reviewer
Aneta	7	1	American Boy, American Girl, Athletic Journal, Readers Digest, Scholastic, Time, Minneapolis Journal, Wilson Bulletin
Michigan	11	1	American, American Boy, American Girl, American Observer, Child Life, Hygeia, Literary Digest, Popular Science, School Activities, Pathfinder, National Geographic, Grand Forks Herald
Petersburg	8	1	Boy's Life, Grand Forks Herald, Modern Mechanics, National Geographic, Scholastic, Scholastic Coach, Readers Digest, Science News Letter, Young America
Consolidated			
Pekin	4	1	American, Scholastic, English Journal, Pathfinder, Fargo Forum
Kloten	8	1	American Boy, American Girl, American Observer, Hygeia, Modern Mechanics, Scholastic, Literary Digest, Grade Teacher, Fargo Forum
Tolna	5	0	American, Readers Digest, Pathfinder, Review of Reviews, Scholastic, Fargo Forum

Table 71 (continued)

Magazines and Newspapers Subscribed for by the Classified, Consolidated,
and Rural Schools, 1938

School	Magazines	Newspapers	Name of Publication
Consolidated			
Dahlen	7	0	American, American Boy, National Geographic, Readers Digest, Popular Science, Instructor, Children's Activities
Whitman	3	1	Time, Nature Magazine, Readers Digest, Grand Forks Herald
Cleveland	3	1	Grade Instructor, Lutheran Herald, Young American, Grand Forks Herald
Enterprise*			
Williams*			
Mapes	7	1	American Girl, American Observer, Boy's Open Road, Popular Science, Pathfinder, Current Events Magazine, Readers Digest, Grand Forks Herald
Rural**	0	0	

* None reported

**Rural districts did not furnish magazines or newspapers.

Table 72

Copyrights of Sets of Textbooks Used in Classified, Consolidated, and
Rural Schools, 1937-1938

School	Number of Sets of Textbooks with Following Copyright Dates										Total	
	1937	1936	1935	1934	1933	1932	1931	1930	1929	1928		Before 1928
Classified												
Lakota		4	4	5	5	9	17	21	6	10	13	94
McVille	1	17	3	6	16	7	13	13	7	9	4	96
Aneta	2	8	6	7	7		2	1	1	3	27	64
Michigan	2	6	4	6	10	7	6	15	8	9	30	103
Petersburg	2	9	6	4	4	3	5	12	4	3	18	70
Total	7	44	23	28	42	26	43	62	26	34	92	427
Consolidated												
Pekin			3		12	4	3				15	37
Kloten	2	2	3	5	4	1	4		2	6	24	53
Tolna	5	8	3	3	5	4	2	3	3	1	6	43
Dahlen	1	2	4	6	5	3		8	6	6	21	62
Whitman	4	4	8	6	5	3	3	6	2	2	16	59
Cleveland	1	2	4	12	3	4	4	8			12	50
Enterprise		5	5	1	5	5	6	7	8	6		48
Williams	1	4	6	8	6	7	5	4		3	9	53
Mapes		3	14	7	3		2	10	11			50
Total	14	30	50	48	45	34	29	46	32	24	103	455
Rural												
Ora #2		2		1	3		3	3		4	47	63
Dodds #3		7	1				1		3	5	40	57
Lake #2				1	2		2		1	6	48	60
Rugh #2			2	7	3	4		3	7	4	25	55
Forde #1		3	3	6	1			1	1	1	23	39
Norway #1			1		2	1		3	2	2	35	46
Center #2		8	3	8	3			2	1	2	17	44
Adler #3		12	4	5		2	3	3	7		4	40
Nash #2		3	2	2	1			3	2		11	24
Melrose #1		7	2	4	2		2	1	1	1	32	52
Total		42	18	34	17	7	8	19	28	25	282	480

Copyright Dates of Textbooks Used

It is generally agreed that the art of making textbooks has been to favor the child or the student. Up-to-date texts with interesting and attractive reading are an inducement to pupils who are often reluctant to study and they ease many of the problems of the teacher. Old texts, often marred by rough usage, with out-of-date information, discourage the pupil's impulse to learn and necessitate better planning of the parts taught by the teacher. A teacher whose program is already too crowded must curtail her work. It is often her teaching methods that suffer thereby. In the classified schools, more than twenty per cent of the textbooks in use were over ten years old. Exactly 45.6 per cent were six to ten years old, and 33.8 per cent were five years old or less (Table 73).

In the consolidated schools 21.6 per cent of the books used were over ten years old, 36.3 per cent were six to ten years old, and 42.1 per cent were purchased within the last five years. These were not critical situations for some texts do not, as a rule, change very much in ten years.

Table 73

Per Cent of Textbooks with Copyrights Within Five, Ten, and Over Ten Year Periods in the Schools, 1938

Type of School	Per Cent			Total
	0 to 5 Years Old	6 to 10 Years Old	Over 10 Years Old	
Classified	33.8	45.6	20.6	100
Consolidated	42.1	36.3	21.6	100
Rural	24.1	18.1	57.8	100
Total	100.0	100.0	100.0	

Table 74

Methods by Which Textbooks were Furnished to Pupils in the Classified,
Consolidated, and Rural Schools^a

School	Grades			High School		
	Free	Rent	Purchase	Free	Rent	Purchase
Classified						
Lakota		x			x	
McVille		x			x	
Aneta			x			x
Michigan			x		x	x
Petersburg	x			x		
Consolidated						
Pekin	x					x
Kloten	x			x		
Tolna	x		x		x	
Dahlen	x				x	
Whitman	x				x	
Cleveland	x			x		
Enterprise	x			x		
Williams	x			x		
Rural						
Ora #2	x					
Dodds #3	x					
Lake #2	x					
Rugh #2	x					
Forde #1	x					
Norway #1	x					
Center #2	x					
Adler #3	x					
Nash #2	x					
Melrose #1	x					
Total	20	2	3	5	6	4

^aBy state requirement, all school districts must furnish at least three sets of readers for each grade. This table refers to all other texts.

The situation in the rural schools was more serious. In these schools 57.8 per cent of the texts used daily during the school year were more than ten years old. In some of the schools the writer discovered texts being used that were dated 1897 as their latest copyrights. Approximately one-third of those texts had copyright dates in the second decade of this century. It was evident that in the rural schools books had been retained year after year until shelves became filled with old copies and nobody took the responsibility of removing them. Eighteen and three-tenths per cent of their books were more than five years old, and 22.9 per cent of them had been purchased within the last five years.

Whether the district is rendering a service by furnishing free textbooks to the schools is a moot question. In the classified schools they were furnished free at Petersburg, purchased by the pupils at Michigan and Aneta, and rented by the pupils at Lakota and McVillage for both grades and high school. In the consolidated grades they were furnished free in all of the schools and to high school pupils in four (Table 74). In three of the consolidated schools books were rented to high school pupils and purchased by them in two others. Textbooks were furnished free to the pupils in all rural schools.

When comparing tables it seems quite evident that where classified schools do not furnish free texts the dates of texts used are more recent than in the consolidated and rural schools where they are furnished. This is particularly true in the rural schools. It is not to be expected that pupils in the elementary grades should purchase their own texts but that a regulation should be followed in securing new texts when the old ones are out-of-date. Nor does it imply that textbooks should be changed oftener than every five years.⁶

⁶ Session Laws, North Dakota, 1935, Chapter 262

Sets of Readers

As referred to earlier in this chapter, every school district is required by law to provide at least three sets of readers for each of the first six grades of all public schools in the state. Reading is the basic subject on which the curriculum is constructed. It is therefore one of the most vital subjects taught. Libraries of the elementary grades must include a sufficient number of interesting and attractive readers to stimulate progress for as many types of pupils as possible.

This section deals with the number of readers provided by each of the types of districts. The copyright dates of these readers were included with the number and copyright date of textbooks indicated in Table 72.

The number of sets of readers for the first six grades was nearly the same for the classified, consolidated, and rural schools. The average number of readers for each grade in the three types of schools exceeded the state requirement of three. The greatest number for any grade was found in

Table 75

Number of Sets of Readers for Each of the Grades in the Types of School Districts of Nelson County, 1937-1938

District	Grade						Total
	1 ^a	2	3	4	5	6	
Classified	32	26	22	19	19	20	138
Average	6.4	5.2	4.4	3.8	3.8	4	27.6
Consolidated	47	42	48	41	40	39	257
Average	5.2	4.7	5.3	4.6	4.4	4.3	28.5
Rural	61	54	43	40	35	43	276
Average	6.1	5.4	4.3	4.0	3.5	4.3	27.6

^aSets of readers in this column do not include primers.

the first grade where the classified schools had an average of 6.4 sets.

The rural schools, too, had the largest number of sets in this grade but

in the consolidated schools the third grade had more (Table 75).

In the analysis of each of the schools it was found that one of the consolidated schools was deficient in every grade but the first. All others in this group had at least four sets for each grade. In the rural schools deficiencies were found in five schools. Some had as many as nine and ten sets for a few grades and one or two sets for others. Considerable irregularity and inequality was found among rural schools as a group. None of the classified schools showed deficiencies.

Summary

Library facilities as an offering in the educational program are at a low ebb in all three groups of schools in Nelson County. Both classified and consolidated schools were below the recommended minimum. Rural schools libraries exceeded the minimum in numbers but very little had been expended to maintain them during the past ten years. Hence, they contained primarily older books. No funds were provided for libraries in most of the rural schools; hence, they were not being supplied with current literature such as magazines and newspapers, or recent books. The classified schools offered the greatest opportunities for reading current literature. Each school subscribed for at least one daily newspaper and seven periodicals. The consolidated schools varied considerably in these offerings but the rural schools furnished practically nothing.

The classified and consolidated schools contained textbooks which were more up-to-date than the rural schools. More than one-half of the textbooks used by the latter were over ten years old.

Many discrepancies existed in the number of sets of readers for each of the grades in the rural schools. The average number of sets for each of the grades in all of the types of schools was above the state requirement.

CHAPTER 9

SUMMARY AND CONCLUSIONS

Education has been of vital importance to the people of Nelson county from the date of the first school organization April 25, 1883, to the present date. Schools were provided for before the county was formed and before Lakota, the county seat, was laid out. Interest and need of good schools began in the hearts and minds of the early pioneers and has prevailed in the minds of the people to the present time.

Nelson county is chiefly agricultural as indicated by the many small cities and villages none of which have a population of over 1000 people. Most of the thirty school districts follow township lines. Dayton, Sheyenne, Divide, Osago, and Aneta special have been subdivided, whereas Michigan City and Petersburg have been enlarged from township areas. All other districts are coterminus with townships.

The total enrollment in the schools of Nelson county was 2,318 pupils and 133 teachers were employed. The five classified schools had a total enrollment of 1,062 pupils and employed 45 teachers. The pupil-teacher ratio was twenty to one. Two schools, Lakota and McVillage, were organized on the 6-6 plan and the remaining three schools were organized on the 8-4 plan.

There were nine consolidated schools having a total enrollment of 670 pupils. These schools employed thirty-seven teachers. Five of the nine schools offered four years of high school work and four offered two years of high school work in addition to the elementary grades. The pupil-teacher ratio was eighteen to one.

During the past year there were fifty-one rural schools in operation with a total enrollment of 586 pupils and fifty-one teachers. The

pupil-teacher ratio was eleven to one.

Chapter 3 dealt with the daily program of studies in typical schools of the three groups mentioned above. The typical programs illustrated only the differences in studies offered to pupils of the schools. They did not include the many other activities and opportunities that were offered to some pupils in other schools of the county. The subjects offered were very nearly the same in all of the schools except McVille and Lakota. In these two schools the seventh and eighth grades were operated under the 6-6 plan, thus affording these elementary pupils many of the usual high school opportunities.

The fourth grade pupils' programs for all elementary schools were selected for comparison. The subjects offered in most of the schools were: geography, hygiene, history, arithmetic, music, art, reading, language, spelling, and handwriting. Nature study was added in one of the consolidated schools and history was omitted in another consolidated school and in several rural schools. The subject offerings, as a whole, were approximately the same for all pupils of the rural, consolidated, and classified schools with the exception that the more pronounced inequalities came to pupils of the rural and smaller consolidated schools where the teacher's time did not permit sufficient observation or recitation time with the various grade levels. Fourth grade pupils in rural schools received sixty-three minutes a day and fourth grade pupils in classified schools received 197 minutes a day of the teacher's time. Such inequality is bound to cause retardation of pupils in all grades of those schools where such conditions exist. Reading, the key subject in the fourth grade, was emphasized more than any other subject in the rural schools but somewhat

neglected in the consolidated schools. It was given most consideration in the classified schools.

High school programs of study were flexible and enriched in all of the classified and in some of the consolidated schools where four years of work were offered. The two-year high school programs such as that of Enterprise, were closely limited to four or five subjects each year. Every student was forced to take the same subjects. Classes were conducted in the presence of upper grade pupils, and few, if any, extra-curricular activities were possible. Opportunities for civic, social, and moral training and concomitant learnings were lacking. The teacher was not fully trained for high school teaching. In contrast, Lakota, only fourteen miles away, offered twenty-four subjects and had the largest number of extra-curricular activities. This school also had eight well-trained teachers in its high school classrooms. Cleveland, another consolidated school similar to Enterprise, is only ten miles from Lakota, but, like Enterprise, did not possess Lakota's richer educational opportunities.

Adult education was offered by the Federal government under the Works Progress Administration at Klotten where facilities were made available by the consolidated school district. This was the only special school operated in the county.

Profiles of pupils' daily activities were included in Chapter 3 to show the integration of school offerings in terms of two factors: (a) pupil load in subjects offered, and (b) pupil activities in and out of school. The profiles can be used in any small school system to advantage in revealing the various circumstances under which the program offerings are submitted to different individuals and groups. Similar, but simplified forms can be easily drawn up for any school situation.

The teachers, a third factor, which linked the programs of work with the pupils in a school system were better trained in classified and consolidated schools than they were in the rural schools.

More extensive curricula were offered in the classified institutions than was possible in the consolidated high schools. Lakota offered the most variable program of courses including a general high school course, commercial course, college preparatory, and Smith Hughes agriculture and home economics. Five hundred and seventeen of the total of 676 high school students in the county were earning four units of credit, or an equivalent of four subjects. One hundred seven students were earning four and one-half units of credit. Correspondence work was offered through classified, consolidated, and rural schools to eleven students.

Over thirty per cent of the students in high schools of Nelson county were non-resident. A majority of them attended classified schools where opportunities were more equal and available to all students.

Health services rendered through the local administrators and the county nurse had begun making excellent progress by testing for tuberculosis in several schools of the county. Schools of the county had the services of a county nurse who contacted most of the classified and consolidated schools. Only a few rural schools were given the benefits of her inspection, however. Playground apparatus was lacking in many rural schools but well-supplied in classified and consolidated schools. Testing services were good in the larger schools but were lacking in the rural schools.

Extra-curricular activities were much more numerous to pupils in classified schools than in the consolidated or rural schools. Teachers in rural schools found little time and were generally untrained for extra-curricular activities.

Teachers in rural schools were not as well-trained but had had several years of experience. Many were untrained for the type of teaching they were doing. All of the rural school teachers were underpaid and as a result reduced the level of a reasonable living salary for the teaching profession in the county as a whole.

Teacher loads of rural and larger schools were heavy but not on a comparative basis. The teacher in the larger schools had a larger pupil-teacher ratio but the rural teacher spent much more time on preparation for teaching services.

Library facilities in all of the schools, on the whole, were not maintained as required by law. The rural schools did not subscribe for newspapers or current magazines. Classified and consolidated schools did not provide a sufficient number of books for their pupil enrollment, but maintained a good supply of current reading materials.

Conclusions

Equality of educational opportunity has been the virtue of the American system of education. Setting up a system of public education in North Dakota has been left entirely to the state as prescribed in the Enabling Act. It was intended that education should be equal to all pupils regardless of their location. However, it can be concluded that a few good schools are improving more and more in their offerings but the differences in opportunities for the less-fortunate in rural schools are getting greater and greater.

What the solution to the problem shall be is a greater question than this study attempted to solve. It is obvious that with the coming of better roads several of the consolidated high schools could be eliminated and the pupils could be transported to nearby larger classified high

schools. This plan was substantiated by the county superintendent who also informed the writer that the Williams consolidated high school will be closed for the coming year. Such a scheme is the only solution to insure fair opportunities for students attending such schools but it creates a transportation problem. This problem would be but little greater for motor vehicles than for the many bus routes operated in various districts during the 1936-1937 school year.

Figure 2 gives the diagram of the township and county roads and the state and Federal highways at the present time. Federal highway #2 will have an oil surface throughout the county by 1939. All state highways, except #32 and most of the county roads are graveled. Township roads recently built are high and are seldom blocked by snow during the winter. State highways are generally blocked a few days during January and February.

Reorganization of districts to provide larger schools and equal opportunities to pupils could well be made because of the wide distribution of better schools in the county at the present time. Classified schools along the Great Northern railroad and Federal highway #2 could serve the needs of pupils in the northern half of the county. Two classified schools and two evenly distributed consolidated schools could well serve the southern half of the county. It seems apparent that Cleveland, Enterprise, and Mapes all within a fifteen mile radius from Lakota and served with good roads could feasibly transport their high school students to Lakota. The transportation problem is too great for the present districts to support. The situation could be solved, however, if the state assumed about sixty per cent of the school costs. This would require considerable legislative action.

Should all districts be eliminated on a county or state-wide basis and the grading levels in schools eliminated, the problems involved become of greater scope than could be reasonably handled by this study.

Some suggestions for immediate changes, though not supported by all necessary data, may be grouped as follows: (1) grouping areas in rural districts so as to provide better opportunities for increased facilities and larger enrollments; (2) boundary changes to increase the area of the following districts: Aneta special, Osago, and Sheyenne, and boundary changes to reduce the area of Michigan City and Petersburg; (3) training qualifications of teachers in rural schools which are now at the two-year level of college work be required by district boards; (4) increase service agencies to provide equality to all pupils, rural and city; (5) general elimination of old and obsolete books in rural school libraries, and the bringing of libraries in classified and consolidated schools up to present state requirements.

BIBLIOGRAPHY

- Burton, W. H., Supervision and the Improvement of Teaching (New York : D. Appleton and Company, 1922)
- Chamberlain, L. M., The Teacher and School Organization (New York : Prentice-Hall Inc., 1936)
- Engelhardt, Fred, Public School Organizations and Administration (Chicago : Ginn and Company, 1931)
- Engelhardt, Fred; and Overn, A. V., Secondary Education (New York : D. Appleton-Century Company, 1937)
- Overn, A. V., The Teacher in Modern Education (New York : D. Appleton-Century Company, 1935)
- Tink, E. T., Certain Phases of County Educational Organization (New York : Bureau of Publications, Teachers College, Columbia University, 1929)
- Deffenbaugh, W. S.; and Zeigel, William H. Jr., "The Selection and Appointment of Teachers", National Survey of Secondary Education, Bulletin, Number 17, 1932, Monograph Number 12, United States Government Printing Office, Washington
- Gray, William S., "A Decade of Progress", Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Illinois : Public School Publishing Company, 1937)
- Johnson, B. Lamar, "The Secondary School Library", National Survey of Secondary Education, Bulletin, 1932, Number 17, Monograph Number 17, United States Government Printing Office, Washington
- Lazenby, M. R., A Financial Survey of School Districts in Nelson County (Unpublished Master's Thesis, University of North Dakota Library, 1937)
- Van Wyk, Arnold C., Educational Survey of Burleigh County, North Dakota, with Special Reference to Inequalities in Program of Work, Ability, and Effort (Unpublished Master's Thesis, University of North Dakota Library, 1936)
- Administrative Manual and Course of Study for North Dakota High Schools, Department of Public Instruction, Bismarck, North Dakota, 1928
- Andreas' Historical Atlas of North Dakota, (Chicago : R. R. Connelley and Sons, Lake Side Press, 1884)
- Annual Reports of the County Superintendent of Schools, Nelson County, 1937

- Climatological Data, United States Department of Agriculture, Weather Bureau, Bismarck, North Dakota, Orris Roberts, State Meteorologist, 1937
- Farm Statistics for 1937, Compiled by Department of Agriculture and Labor, John N. Hagan, Commissioner
- Federal Census Report, 1930
- General School Laws, State of North Dakota, Department of Public Instruction, Bismarck, North Dakota, 1935
- North Dakota Elementary Course of Study, Department of Public Instruction, Bismarck, North Dakota, 1931
- Standard Atlas, Supplement, Nelson County, 1909

APPENDIX

Appendix A
Student Activity-Point Rating

Class _____ Semester _____
Year _____ Name _____

Activity	Points Allotted (full year)	Your Points
1. Scholarship	"A" - - - - - 5	_____
	"B" - - - - - 4	_____
	"C" - - - - - 2	_____
	"D" - - - - - -1	_____
Conduct	"A" - - - - - 5	_____
	"B" - - - - - 4	_____
2. Athletics		
Basketball: Team member - -	3	_____
Squad member - -	2	_____
Captain - - - -	5	_____
Football: Team member - -	3	_____
Squad member - -	2	_____
Captain - - - -	5	_____
Track: Team member - -	3	_____
Squad member - -	2	_____
Captain - - - -	5	_____
Class Teams - - - - -	$\frac{1}{2}$	_____
3. Piano Accompaniment		
Glee Club - - -	$\frac{1}{2}$	_____
Small Group - -	$\frac{1}{2}$	_____
For grades - - -	$\frac{1}{2}$	_____
For instruments -	$\frac{1}{2}$	_____
4. Music		
Glee Club - - -	$\frac{1}{2}$	_____
Small group - -	$\frac{1}{2}$	_____
Instrumental group - - - -	$\frac{1}{3}$	_____
Instrumental solo - - - - -	$\frac{1}{3}$	_____
Band - - - - -	3	_____
5. Dramatics		
3-Act Play - - -	1	_____
1-Act Play - - -	$\frac{1}{2}$	_____
Dramatic Reading	1	_____
6. Librarian		
- - - - -	1	_____

Appendix A (continued)

Student Activity-Point Rating

Activity	Points Allotted (full year)	Your Points
7. Class Officers		
President - - - -	1	_____
Vice-president - -	$\frac{1}{2}$	_____
Secretary -		
Treasurer - - -	$\frac{1}{2}$	_____
8. Student Council		
President - - - -	2	_____
Officer - - - -	1	_____
Member - - - -	$\frac{1}{2}$	_____
Chairman of Committee - - -	1	_____
Committee - - - -	$\frac{1}{2}$	_____
9. Review Staff		
Editor-in-chief -	3	_____
Associate Editor -	2	_____
Staff Member - -	1	_____
10. Pep Squad		
Leader - - - -	3	_____
Assistant Leader -	2	_____
Member - - - -	1	_____

Appendix B

Skeletal Form of Student Self-Governing Organization in the Michigan High
School, Michigan, North Dakota

A. STUDENT COUNCIL

1. Constitution (In written form)
2. Membership
 - a. Apportionment:
 - Senior class 2
 - Junior class 2
 - Sophomore class 1
 - Freshman class 1
 - Junior high 2
 - b. Qualifications:
 - Minimum scholastic average C
 - Minimum pupil load 4 subjects
3. Officers
 - President
 - Vice-president
 - Secretary
 - Treasurer
4. Committees
 - a. Duties
 - Study hall rules
 - Fire squad
 - Library
 - Study hall monitors
 - School parties
 - b. Tenure
 - One year
 - c. Ballot
 - Secret
5. Class Officers (Distinct from council officers)
 - President
 - Vice-president
 - Secretary-Treasurer
 - Council member or members
6. Significant Functions
 - Appoint library monitors
 - Appoint fire-drill monitors
 - Appoint study hall monitors
 - a. Tenure of monitors, one semester
 - Removable by vote of council

Appendix B (continued)

Skeletal Form of Student Self-Governing Organization in the Michigan High
School, Michigan, North Dakota

7. Powers and Duties

- a. Setting study hall rules
- b. Appointing study hall and library monitors
- c. Appointing fire squad members
- d. Controlling school parties
- e. Disciplinary control to the extent of loss of privileges
- f. Providing a court for trying disciplinary cases
 - (1) Limited by faculty advisor who sits in on all council meetings

8. Meetings

- a. Council meetings held twice a month
- b. Committee meetings whenever problems occur

B. FACULTY

1. Presence of a faculty member acts as a check and balance on legislative power
2. Principal of the high school or any high school faculty member who has had one year or more of experience in the system
3. Faculty advisor appointed by the superintendent

C. ATTITUDE

1. Initiative to keep the council alive comes entirely from the students
2. A traditional function of the student body at the beginning of each school year

Appendix C

County Contests Held for Rural, Consolidated, and Classified Schools,
1937-1938

Contest	Date Held
High School	
One-act Play	April 8
Volley Ball	April 9
Track	May 7
Typewriting	April 8
Grade	
Spelling	April 8
Athletics (Play Day)	May 16
Both Grades and High School	
Music	April 22
Declamations	April 22
Basketball	February 11 and 12
Band	May 16