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A Survey of the Program of Work Offered in the Public Schools of Stutsman County

Harold Otis McCoy

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A SURVEY OF THE PROGRAM OF WORK OFFERED IN THE
PUBLIC SCHOOLS OF STUTSMAN COUNTY

A Thesis

Submitted to the Graduate Faculty
of the
University of North Dakota

by

Harold O. ^{McCoy} McCoy

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

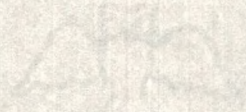
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This thesis, offered by Harold O. McCoy as a partial fulfillment of the requirements for the degree of Master of Science in Education in the University of North Dakota, is hereby approved by the committee under whom the work has been done.

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CHIEFTAIN BOND

REGISTERED

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CHAPTER 1

INTRODUCTION

Education has always been one of the pioneer's first problems. After providing for food and shelter, he has had to consider the possibilities for making the lives of his children a little more broad than his own has been. Maintaining schools was not an easy task "in the early days", but often meant a great deal of planning and sacrifice.

"Public education was left to the states, by the Tenth Amendment to the Federal Constitution, as one of the unmentioned powers reserved to the states."¹ Each state, early in statehood, passed laws setting up its own system of education, and it then became the duty of the local subdivisions to organize its schools under these laws. Most of these subdivisions were organized with the township as the unit for the school district, which school district organized one or more rural schools, as the needs demanded, within its boundaries.

The early rural school did not seem unusually expensive, for the requirements made upon it were not great, and the standards of teacher certification were not high. This early school became a type, and as the years have brought educational advancement, it has become difficult to make changes in long established practices. This is due to the fact that custom is hard to change, and school boards are prone to shun innovations which will incur additional tax levies. In

¹Elwood P. Cubberley, State School Administration, p. 12.

recent years, a series of crop failures in North Dakota, added to the general economic depression in the United States, has made maintenance of schools on pre-depression standards increasingly difficult and has subjected the whole educational system to thoughtful scrutiny. As a result, there has been a growing conviction that school and school district organization might be improved upon to give a greater equality of opportunity to all pupils and to distribute more evenly the tax burden for the support of schools.

General Statement of the Problem

Since the organization of larger schools in towns and cities, with their large buildings, complete equipment, and highly trained and specialized teachers, it has become apparent that the child attending such a school has a greater opportunity for training, and therefore future success, than the child with the rural one-room school background. Since the economic depression has made it almost impossible to keep the rural school in operation at all, there could be no attempt to add facilities that would increase pupil opportunity.

It would seem, too, as if the local unit were no longer the best school district organization, for under this system, the tax burden is not divided equally or according to the ability to pay. The rural school district is unable to match the efficiency of the larger unit. The State of North Dakota has provided an Equalization Fund which was intended to help the situation somewhat, but it does little more than keep open, schools that might otherwise have been closed.

In many instances, it might have been better if they had been closed and their districts consolidated with others into larger units.

In spite of any attempts that have been made to improve conditions, inequalities of opportunity continue to exist in the state, and the burden of school support is not equally divided.

Purpose of this Study

The purpose of this study is to make a survey of the program of work offered in all the public schools of Stutsman County, except Jamestown, for the school year 1937-38, in order to:

1. Make a comparison between educational opportunities offered pupils in the smaller schools, especially the one-room rural schools, with those provided in the town schools. This comparison will be handled under the following headings:

- School organization
- Program of recitations and curricula offered
- Teacher statistics
- Library facilities
- Extra-curriculum activities
- School services

2. Show how many rural eighth grade graduates take advantage of state-paid tuition.
3. Make suggestions for the improvement of the materials, activities, and services used, from the administrative point of view.

Jamestown Public Schools are not included in this survey because their size and organization put them on a different plane. It would be unfair to compare the rural and smaller schools with such a large system.

Limitations

This survey is limited to the programs of work offered in the public schools of Stutsman County. The term "program of work" includes "both the formally organized studies comprising the major portion of the school day, the many allied activities engaged in voluntarily by the pupils as a part of their educational experience, and the many services provided or performed by the administration and staff for the most complete guidance and development of the pupils."² No attempt is made to survey the contents of courses of study, the extent of integration, or the methods of instruction. This study is intended to present the condition, as it exists at present, in the programs of work of the public schools of Stutsman County. It will not solve the problem of inequality of opportunity, but yet it is hoped that this first survey of its kind in the county will contain helpful suggestions for further study and investigation of the subject.

Sources of Data

The data for this study has been secured largely from questionnaires sent to all the schools of the county, both rural and town. Of the 157 rural schools of the county, 114 returned these questionnaires, while eleven of the fourteen town schools returned them. Three of the 114 rural schools reporting are two-room schools. However, two of these will not operate as two-room schools next year.

²Fred Engelhardt and A.V. Overn, Secondary Education, p. 220.

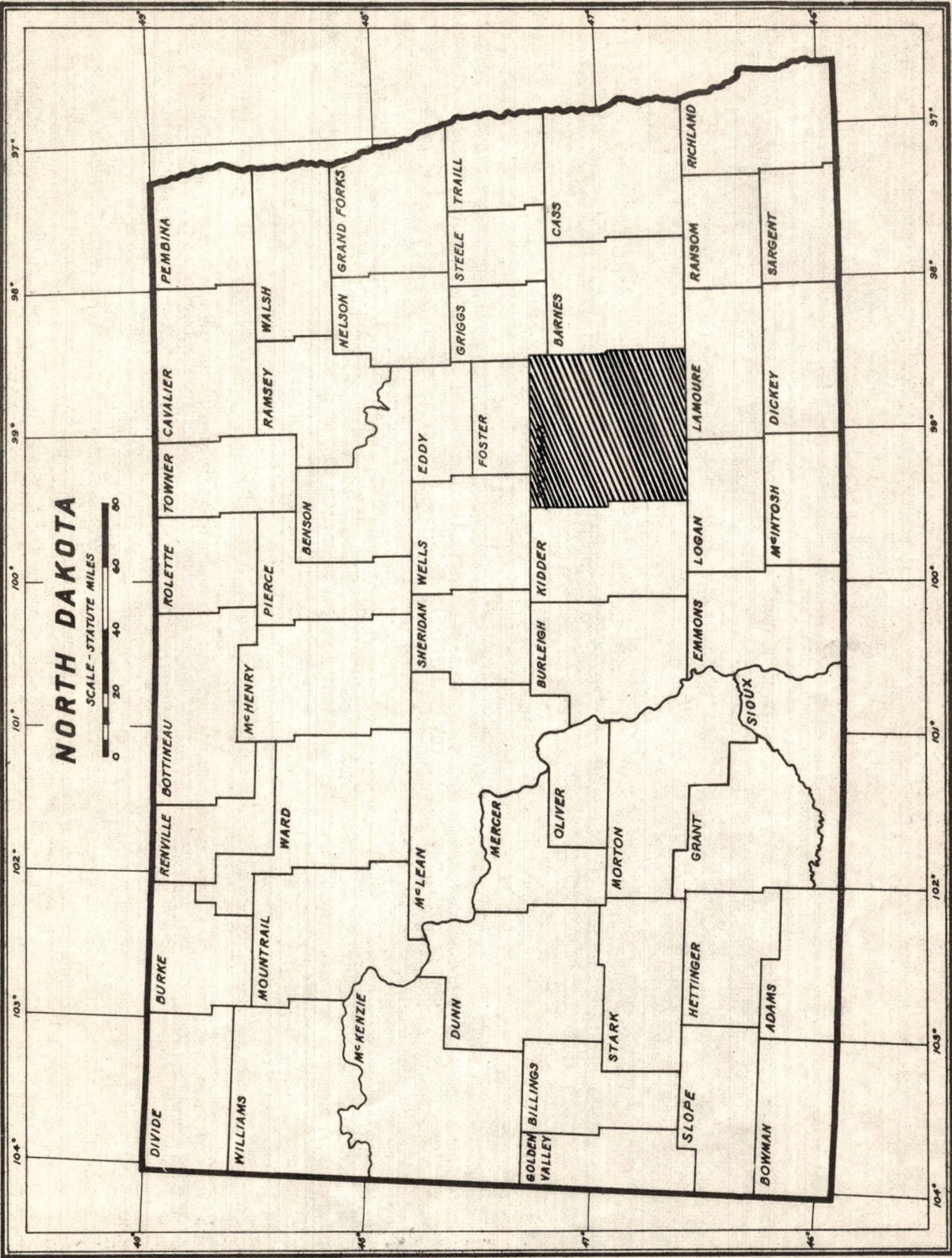
The County Superintendent of Schools has furnished considerable data from his reports and records and has cooperated in getting facts from the rural schools. Some of the superintendents and teachers of town schools have been interviewed for information about their work and school activities.

General Facts about Stutsman County

Stutsman County, which was named in honor of Enos Stutsman of Pembina, was created January 4, 1873, and organized on June 20th of the same year. The earliest settlements in Stutsman County were at or near the present site of the city of Jamestown where Fort Seward, a post of the Federal Government, was established in 1872 to protect the surveying and grading camps of the railroad; the actual townsite of Jamestown was selected in 1872 by General T.J. Rosser, chief engineer for the Northern Pacific Railroad.

Stutsman County is one of the largest counties of North Dakota, having sixty-four townships and an area of about 2,300 square miles. In 1930 it had a population of 26,100. It is bounded on the north by Foster County and parts of Wells and Griggs Counties, on the east by Griggs and Barnes Counties, on the south by LaMoure and Logan Counties, and on the west by Kidder County (Figure 1).

The physical features of Stutsman County include two rivers, the Pipestem River and the James River. The Pipestem River flows into the James River at Jamestown, and the James River joins the Missouri River at Yankton, South Dakota. Both



July 1, 1917

ANDERSON & CO. BALTO.

Figure 1. Map of North Dakota Showing Location of Stutsman County, the Area Included in this Survey.

flow south and slightly east and run nearly parallel to each other in the northern half of the county, less than ten miles separating them in most places. There are three lakes in the James River Valley: Jim Lake, Arrow Wood Lake, and Spirit-wood Lake. The last named lake is the only one holding much water at the present time. There are many sloughs and small lakes throughout the county. A large portion of the land is rolling or hilly; in general, the soil is very fertile and well-suited for farming and livestock-raising, which are the chief industries.

Stutsman County contains 218 miles of railroad. The railroad companies represented are the Northern Pacific, the Midland Continental, and the Soo. The Northern Pacific with its main line and three branch lines has by far the greatest mileage. Jamestown is a railroad center for the first two companies named above and is a distributing point for a large area. Two Federal highways, No. 10 and No. 281, cross the county, and several improved state highways are maintained. The eastern half of the county has the greater part of the better highways.

Early Education in Stutsman County

Education had its beginning in Stutsman County when a one-room school was begun in Jamestown in the summer of 1874. Miss Ada C. Hall of Fargo, the first teacher, writes of many interesting experiences in this first school. Her trials in keeping school were many. The schoolhouse was a shed that had a good roof, but the sides were not even battened; there was no

STUTSMAN COUNTY.

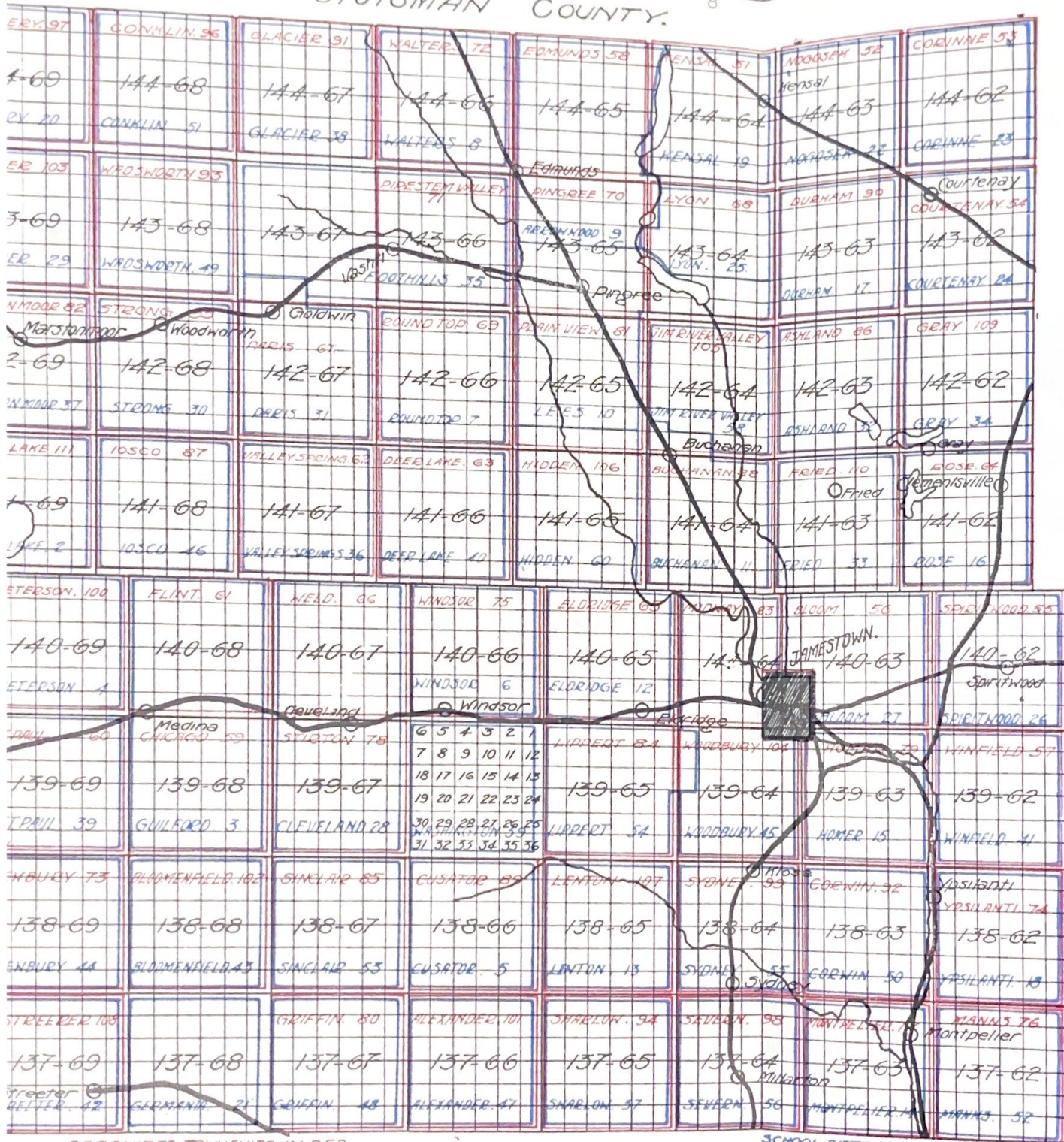


Figure 2. Map of Stutsman County Showing Township and School District Boundaries

SCHOOL DISTRICTS IN BLUE.

chair for the teacher until Captain Taylor from Fort Seward sent one over; the desks were made of full-length boards and were so high that small children could rest their chins on them; and at night, the books were gathered up and placed in a waterproof box to prevent damage from rains. After this first school term of 1874, there was no more school until 1877. No records are available to indicate the size of the school in 1877, but one writer says that there were nineteen pupils in the school of 1879. By 1884-85 there were ten teachers instructing 487 pupils in two school buildings. The first high school commencement was held in 1886.

In 1880, the county outside of the Jamestown School District was divided almost equally into four districts. As these later came to be divided further, the township usually became the unit for the district. Records show that the first rural schoolhouse was built in 1882 between Jamestown and Eldridge. Other buildings were constructed very soon in the Eldridge, Woodbury, and Buchanan School Districts. Records of the work of these schools are available only through the writings of pioneers in general histories of the county. The records in the County Superintendent's office show that the County Superintendent visited these schools and that he was paid a monthly salary during the school year and was paid certain allowances for traveling expenses and stationery. Teachers' examinations were held for the purpose of finding teachers who were qualified to teach these schools.

CHAPTER 2

SCHOOL ORGANIZATION

The four school districts of 1880 have been divided and redivided until at the present time there are sixty school districts in Stutsman County. All of these districts are classified as common school districts except the district comprising the city of Jamestown, which is classified as special.

In the common school districts, the school board consists of three members elected by the voters of the district for a term of three years, one member being elected each year.¹ A school treasurer is also elected every even-numbered year for a period of two years. A school clerk is appointed by the school board; he must not be a member of the board, and his term of office terminates at the pleasure of the board.

The Board of Education for the special school district is chosen in the same manner except that it consists of five members.² Both the clerk and the treasurer of a special school district are appointed by the Board of Education and must not be members thereof.³ Their services terminate at the pleasure of the Board.

There are three types of schools in the common school districts of the county: the classified schools, the consolidated schools, and the rural schools. For the purpose of this

¹ General School Laws, State of North Dakota, Department of Public Instruction, Section 76, p. 40.

² Ibid., Section 157, p. 66.

³ Ibid., Section 161, p. 67.

STUTSMAN COUNTY.

SCHOOL DISTRICTS AND SCHOOL HOUSES.

Locations as of January 1st, 1930.

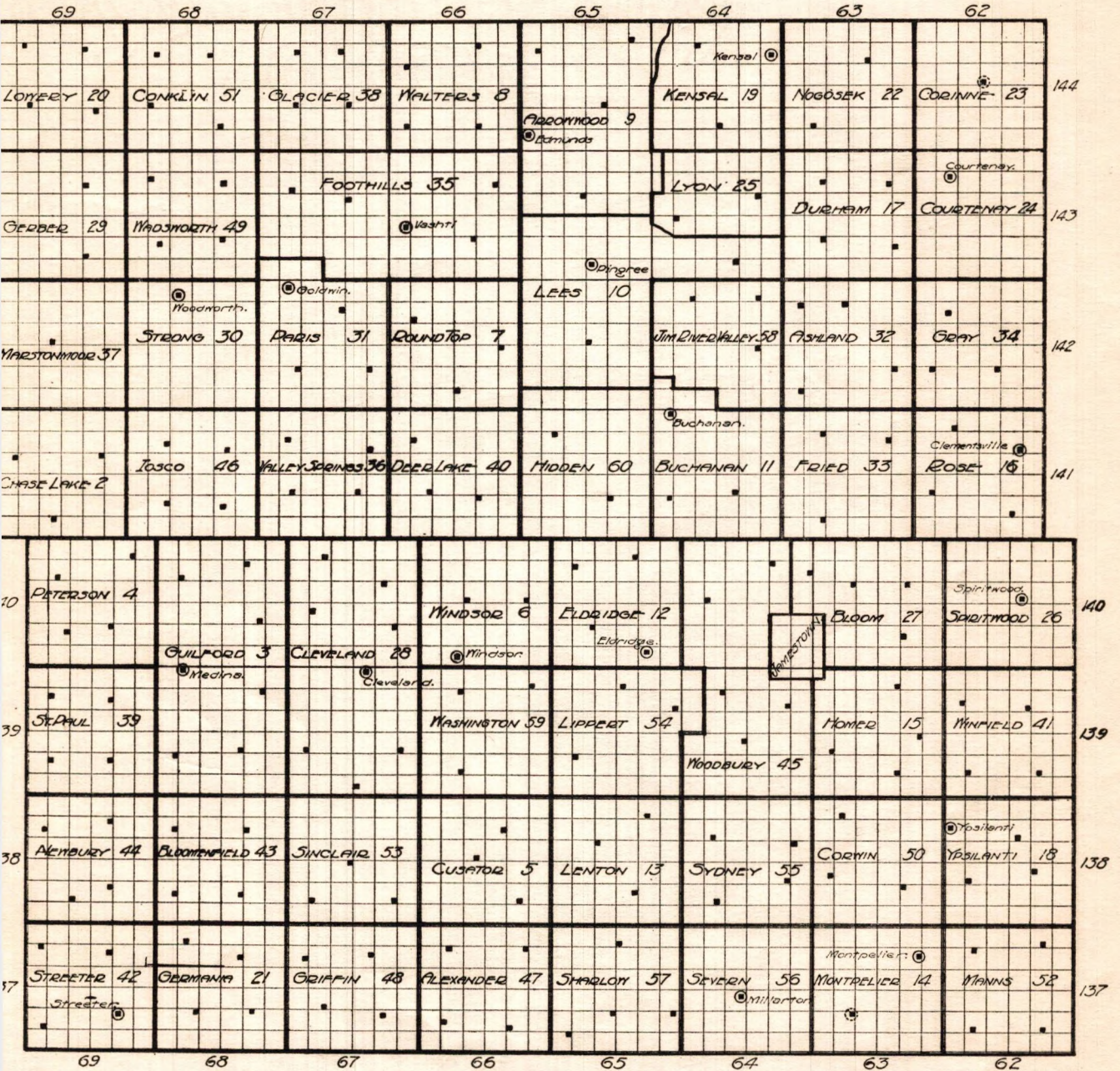


Figure 3. Map of Stutsman County Showing School Districts and the Location of School Buildings

study, classified schools are those town schools which are not under the supervision of the County Superintendent of Schools, but directly under the supervision of the State Department of Education. Pupils in these schools are not required to write state examinations, but the schools are inspected by the State Director of Secondary Education. The consolidated schools are those town schools which operate a high school along with the elementary department and which are inspected periodically by the County Superintendent of Schools. Pupils in these schools must take state examinations. All those schools that have but one or two rooms in which only grade work is done will be classed as rural. They are located in small villages or in the open country.

The four following towns of Stutsman County have classified public schools; Kensal, Medina, Streeter, and Courtenay. The ten consolidated schools are located in the villages of Cleveland, Pingree, Woodworth, Buchanan, Ypsilanti, Millarton, Montpelier, Edmunds, Eldridge, and Spiritwood. Grouping the three two-room graded schools with the one-room rural schools makes a total of 157 rural schools existing in the county.

In the consolidated and classified schools, three types of school organization exist: the 8-4 plan, the 6-6 plan, and the 6-3-3 plan. Eight schools operate under the 8-4 plan; four schools, under the 6-6 plan; and two, under the 6-3-3 plan. Only the larger classified high schools operate a junior high school department under the 6-3-3 plan.

The 6-6 plan, or six-year high school plan, has been introduced in the county only during the last two or three years. This plan cannot be carried out completely in the consolidated schools because, according to the present Course of Study provided by the state, the seventh and eighth grades have to follow the same course of study as schools under the 8-4 plan. This means the teaching of a large number of subjects and many short-period classes. Hence it is difficult, with a high school faculty of three, to conduct a large number of classes each day and do the work thoroughly. However, the plan seems to be gaining in popularity throughout the country. When educators in the schools of the state become more progressive in their demands for school reorganization, the State Department of Public Instruction will likely write a course of study providing for the 6-6 plan. School Boards, then, should be more willing to employ one more teacher qualified to teach high school studies when pressure is exerted from both the State Department of Public Instruction and the school executives themselves.

The 8-4 plan is still the most used one. Because it is traditional, reorganization of school systems under new plans is made slowly. The 6-6 plan is quite generally accepted as superior to the 8-4 plan and the 6-3-3 plan. Some of the arguments in its favor are:

1. There is a greater economy in housing and equipment than in the 6-3-3 plan. There is no need for another building for the junior high school.

2. There is economy and unity of supervision under the 6-6 plan not found under the 6-3-3 plan.

3. Under the 6-6 plan teachers are permitted to teach more generally in the subject fields for which they are prepared.

4. The 6-6 plan presents a greater opportunity for teacher association, as more teachers are teaching under the same supervision.

5. Continuity of curriculum building is possible to a greater degree in the 6-6 plan.

6. The pupil spends more time under the same administrative unit in the 6-6 plan.

7. The 6-6 plan can present a more varied program of work without additional cost.

8. Greater articulation is possible under the 6-6 plan.

9. Beginning high school in the seventh grade has the effect of holding the pupil in school longer. The tendency to feel that school is finished with the completion of the eighth grade is eliminated.

10. Greater numbers in extra-curricular activities are possible with six grades participating.

11. Greater opportunity for guidance exists in the six-year high school.

12. There is longer continuity of certain subjects when they are begun in the seventh grade.

13. Problems of adolescence can be handled better where the child begins his high school career before he reaches adolescence.

Although the 6-3-3 preceded the 6-6 plan, the latter is now considered the most satisfactory for the small towns, and the number of schools using this plan has increased rapidly in the past two decades.⁴

School Enrollments

The enumeration of the school population for Stutsman County in 1937 shows that there were 6,956 children between the ages of six and twenty-one. Of this number, 5,422 were enrolled in the public schools. For the schools included in this study the distribution of these children was as follows: the rural schools enrolled 1,715 and the town schools enrolled 1,720. This number of children for town schools includes 564 enrolled in the high schools.

The average number of pupils per grade teacher in consolidated and classified schools was twenty-eight. In five of these schools, each grade teacher teaches four grades; in three schools, each teacher has three grades; in five, two grades; and in one, two grades or less.

The rural teachers teach an average of 10.9 pupils, and they teach, if necessary, eight grades. However, it must be noted that only a small number of rural schools have pupils in each of the eight grades in any given year. A few rural teachers also supervise correspondence courses for ninth graders.

For consolidated and classified schools, the average number of pupils for each grade is 11.4.

⁴Fred Engelhardt and A. V. Overn, Secondary Education, pp. 142-43.

Table 1 shows the "grade load" for 114 rural school teachers to be as follows: seven teachers had three grades; twenty-two had four grades; thirty-one, five grades; twenty-seven, six grades; eighteen, seven grades; and only nine had all eight grades.

Table 1

Number of Grades Taught in 114 Rural Schools
in Stutsman County

Number of grades taught in each rural school	Number of schools reporting
3	7
4	22
5	31
6	27
7	18
8	9
Total 114	

Table 2 is a frequency table showing the range in the total number of pupils enrolled in each of 114 rural schools. The table shows that twenty-six schools have from four to six pupils enrolled, thirty schools have from seven to nine pupils, and twenty-seven have from ten to twelve pupils. Twenty-eight schools have more than ten to twelve pupils, and two operate with only three pupils. Only four operate with nineteen or more pupils. Nine schools reported from one to three non-resident pupils, and one reported from seven to nine non-resident pupils.

Table 2

Range in the Total Number of Pupils Enrolled in Each of
114 Rural Schools in Stutsman County

Number of Pupils	Number of Schools
1-3	2
4-6	26
7-9	30
10-12	28
13-15	14
16-18	10
19-21	3
22-24	0
25-27	0
28-30	1

Table 3 shows the distribution of boys and girls in each grade in the rural schools. It is interesting to note that the enrollment of boys is slightly larger than that for the girls, the greatest difference being in the first grade. The general distribution of pupils is about the same for all grades. The average number of pupils per grade in every case is between one and two, and the largest number in any grade is eight.

Table 3

Distribution of Boys and Girls in each Grade in 114
Rural Schools of Stutsman County

Grade	Number of boys	Number of girls
First	99	61
Second	67	78
Third	72	73
Fourth	75	73
Fifth	73	66
Sixth	81	76
Seventh	82	77
Eighth	65	72

The State of North Dakota pays the tuition of high school students who attend school in other districts providing their own home districts do not maintain high schools.⁵ An investigation of the County Superintendent's records shows that in 1937-38 seventy-six boys and eighty-one girls availed themselves of the opportunity presented, making a total of 157 (Table 4). The smallest number of tuition students in

Table 4

Towns and Number of Students in their High Schools Receiving Benefit of State-Paid Tuition in Stutsman County

Name of Town	Number of Boys	Number of Girls
Buchanan	5	8
Cleveland	2	6
Courtenay	6	6
Edmunds	3	6
Eldridge	2	2
Kensal	10	13
Medina	5	8
Millarton	2	0
Montpelier	3	1
Pingree	2	1
Streeter	20	16
Spiritwood	3	3
Woodworth	11	8
Ypsilanti	2	3
Totals	76	81 157

any one school was two, and the largest number in any one school was thirty-six. In most instances, tuition students have been a financial help to the schools which they attended because the buildings were not crowded and the additional money helped the schools' finances. Since each school collects \$1.50 per week per pupil for his attendance, the

⁵General School Laws, Department of Public Instruction, 1935, pp. 28-29.

157 state-paid tuition pupils in Stutsman County brought to these schools in 1937-38 a total of \$8,478.

Summary of Chapter 2

In this chapter the school district organization and the school organization have been pointed out, along with a comparison of the enrollments in the different types of schools.

There are sixty school districts, fifty-nine of which are common school districts, and one is special. The common school district operates under an elected three-member school board with a treasurer elected for two years and a clerk appointed by the board. The special district is controlled by an elected five-member board of education with an appointed clerk and treasurer.

Three types of schools are considered: the classified, the consolidated, and the rural schools. There are five classified schools, ten consolidated schools, and 157 rural schools. The classified and consolidated schools are organized under three different plans: the 8-4, the 6-6, and the 6-3-3 plans. Eight schools use the 8-4 plan, four use the 6-6 plan, and two use the 6-3-3 plan. The 6-6 plan is growing in popularity and will likely receive more consideration in the future from school boards and the State Department of Public Instruction.

The school census revealed the fact that there are 6,956 children in the county between the ages of six and twenty-one, 5,422 of which were enrolled in the public schools.

In the elementary grades, there were 1,156 in classified and consolidated schools and 1,715 in rural schools. In high schools there were 564. In town schools the elementary grade teacher taught, with one exception, from two to four grades and had an average number of twenty-eight pupils. The rural school teacher taught an average of about 10.9 pupils and had on the average from four to six grades. Most of the rural schools have from four to twelve pupils and have one or two in each grade taught. Town schools average about 11.4 pupils per grade.

Seventy-six boys and eighty-one girls, or a total of 157 pupils, take advantage of state-paid tuition in attending high schools in other districts. This is advantageous to both school and student since the student has an opportunity of continuing his education without a tuition expense, and the school he attends obtains additional financial support without additional cost.

CHAPTER 3
ORGANIZATION OF PROGRAMS OF STUDIES IN
STUTSMAN COUNTY

This chapter will deal primarily with the program of studies and curricula offered in each of the three school groups discussed in the preceding chapter; namely, the rural, consolidated, and classified schools. It will be limited chiefly to the studies occupying the student's time during the designated hours of the school day. "Program of studies" might be defined as the formal and informal activities offered by the school to engage the work, study, and play time of the students.¹ "A curriculum is a program of planned activities and studies to be engaged in by one or more pupils."²

The objective of the school program of studies and the curriculum offered has been to prepare the student for his life's work. The democratic idea of education has been to give every pupil an equal educational opportunity in the public schools. In the earlier years of the development of schools and their programs of studies, a standard list of formal studies or subjects, that was supposed to be for the best interests of all, was devised. The studies offered in the lower grades of the elementary department had to be the same for all pupils as these studies are basic to the understanding of any field of study later. However, in the secondary school, too much stress has likely been placed on

¹ Fred Engelhardt and A. V. Overn, Secondary Education, p.230.
² Ibid., p. 220.

a standardized curriculum in which all the students take the same formal subjects, regardless of their interests.

This general curriculum was organized with the idea of preparing students for college entrance and did not prepare them for anything else. Although the number of high school graduates entering college or technical schools has increased with the passing years, the majority of them must still leave high school after four years to make their own way in the world. Surely their training for college entrance has not prepared them very thoroughly for making a living; neither has it developed any particular abilities or interests they may have possessed. Only the larger schools have been able to vary the curricula offered. It is not to be taken for granted, however, that the college entrance curriculum is valueless. It has its worth to the student in cultural value, but it does not have sufficient practical value.

The lack of varied curricula in the small school has not always been the result of the wrong attitude of school administrators and officials. Often, economic conditions have made it impossible to increase the faculty and facilities of the school in order to add curricula which would provide an opportunity for the student to develop his special vocational interests.

"The problem, then, is to provide experiences which have the richest possible significance in the life of each pupil. These experiences should be cumulative and point toward the most desirable ideals, attitudes, appreciations,

interests, and conduct which are consistent with the ultimate aims of secondary education."³

Length of School Day

The length of the school day seems to be quite standard for all schools doing the same type of work. Of the 114 rural schools examined, 107 begin school in the morning at 9:00 o'clock and dismiss for lunch at 12:00 noon. School is begun in the afternoon at 1:00 o'clock and is dismissed at 4:00 o'clock. All rural schools have two fifteen-minute recesses, one in the morning and one in the afternoon. One school begins at 9:30 o'clock, continuing until 12:15, and has an afternoon session from 12:45 to 4:00 o'clock. The remaining six rural schools have the same morning session as the rest, but are in session in the afternoon from 12:30 to 3:30 o'clock. Thus, 107 have a sixty-minute noon period and seven have a thirty-minute noon period.

The classified and consolidated schools have very little variation in the length of their school day. Only twelve of the fifteen schools reported on this item. Six have a school session from 9:00 to 12:00 o'clock and from 1:15 to 4:00 o'clock, and one has a session from 9:00 to 11:55 and from 1:15 to 3:55 o'clock. Thus, from the above data it is seen that the noon hour varies from sixty to eighty minutes. In seven schools, the first six grades have two fifteen-minute recesses; in three, the first eight grades have two fifteen-minute recesses; and in one, only the first four grades have these same recesses.

³ Fred Engelhardt and A.V. Overn, Secondary Education, p. 252.

Programs of Studies

Typical programs of studies from rural, consolidated, and classified schools were selected. From the rural group, the programs of recitations from four rural schools having different numbers of grades to teach have been chosen. Table 5 shows the program of a school having three grades, Table 6 shows the program of a school having all eight grades, while Tables 7 and 8 show the programs of two schools having five grades each. Two schools having five grades were chosen because there were more schools reporting five grades than any other number. Tables 5 and 6 represent the two extremes as to the number of grades, the span being from three to eight grades.

The Buchanan Consolidated School is taken as typical of the consolidated schools in the county. It operates on a 6-6 plan, the first six grades being in the elementary department and grades seven and eight in the high school department. Tables 9 and 10 show the programs for the elementary rooms, and Table 11 shows the high school program. Table 12 shows the program of one grade teacher in a classified school.

Table 5

Program of Recitations for a Rural School Having Only
 Grades 2, 6, and 8
 Cleveland School District Number 28
 School Number 6

Time	Recitation	Grade
9:00 - 9:15	Opening Exercises	all
9:15 - 9:30	Reading	2
9:30 - 9:50	History	6
9:50 - 10:15	Literature (3) Grammar (2)	8
10:15 - 10:30	Arithmetic	2
10:30 - 10:45	Recess	all
10:45 - 11:45	Arithmetic	6 & 8
11:45 - 12:00	Writing (3) Drawing (2)	all
<u>Noon</u>		
	<u>Noon</u>	
1:00 - 1:15	General Lessons	all
1:15 - 1:30	Language and Construction	2
1:30 - 1:45	Geography	6
1:45 - 2:10	History	8
2:10 - 2:30	Spelling	all
2:30 - 2:45	Recess	all
2:45 - 3:00	Phonics (3) Observ. & Act. (2)	2
3:00 - 3:15	Language (3) Reading (2)	6
3:15 - 3:30	Citizenship	8
3:30 - 3:45	Individual Help	all
3:45 - 4:00	Agriculture (3) Hygiene (2)	6

Table 6

Program of Recitations for a Rural School Having all Eight Grades
Sinclair School District Number 53
School Number 1

Time	Recitation	Grade
9:00 - 9:15	Opening Exercises	all
9:15 - 9:30	Reading	1
9:30 - 9:40	Reading	2
9:40 - 9:50	Reading	3
9:50 - 10:00	Reading	4 & 5
10:00 - 10:15	Reading (2) History (3)	6
10:15 - 10:30	Literature (2) Grammar (3)	7 & 8
10:30 - 10:45	Recess	all
10:45 - 10:55	Numbers	1
10:55 - 11:35	Arithmetic	2-8
11:35 - 11:45	Spelling	all
11:45 - 12:00	Social Studies	8
	<u>Noon</u>	
	<u>Noon</u>	
1:00 - 1:10	Opening Exercises	all
1:10 - 1:25	Reading and Language	1
1:25 - 1:35	Reading and Construction	2
1:35 - 1:45	geography	3
1:45 - 2:00	Geography	4 & 5
2:00 - 2:15	Geography	6 & 7
2:15 - 2:30	History	7 & 8
2:30 - 2:45	Recess	all
2:45 - 3:00	Reading	1 & 2
3:00 - 3:15	Agriculture (3) Hygiene (2)	6 & 7
3:15 - 3:30	Language (3) Hygiene (2)	3 & 4
3:30 - 3:45	Language (3) Hygiene (2)	5 & 6
3:45 - 4:00	General Lessons (4)	all
	Woodwork Construction (1)	all

CHIERTAIN BOND

REGISTERED

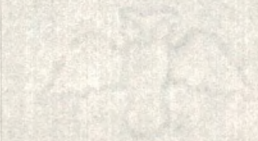


Table 7

Program of Recitations for a Rural School Having only
 Grades 1, 2, 5, 6, and 8
 James River Valley School District No. 58
 School Number 1

Time	Recitation	Grade
9:00 - 9:10	Opening Exercises	all
9:10 - 9:25	Reading	1
9:25 - 9:40	Reading	2
9:40 - 9:55	Reading	5 & 6
9:55 - 10:15	Citizenship	8
10:15 - 10:30	Numbers	1 & 2
10:30 - 10:45	Recess	all
10:45 - 11:00	Arithmetic	5
11:00 - 11:15	Arithmetic	6
11:15 - 11:30	Arithmetic	8
11:30 - 11:45	Agric. (3) Hygiene (2)	6
11:45 - 12:00	Spelling	all
	<u>Noon</u>	
	<u>Noon</u>	
1:00 - 1:10	Opening Exercises	all
1:10 - 1:30	Language	1 & 2
1:30 - 1:45	Grammar	8
1:45 - 2:00	Language	5 & 6
2:00 - 2:15	Primary Observation	1 & 2
2:15 - 2:30	Construction	all
2:30 - 2:45	Recess	all
2:45 - 3:00	Reading	1
3:00 - 3:15	Reading	2
3:15 - 3:30	History	8
3:30 - 3:40	Geography	6
3:40 - 3:50	Geography	5
3:50 - 4:00	Literature	8

Table 8

Program of Recitations for a Rural School Having only
 Grades 1, 3, 4, 6, and 8
 Rose School District Number 16
 School Number 4

Time	Recitation	Grade
9:00 - 9:15	Opening Exercises	all
9:15 - 9:35	Reading	1
9:35 - 9:55	Reading	3 & 4
9:55 - 10:10	Reading (2) History (3)	6
10:10 - 10:30	Literature & Language	8
10:30 - 10:45	Supervised Play	all
10:45 - 10:55	Numbers	1
10:55 - 11:25	Arithmetic	3,4,6,8
11:25 - 11:35	Word Drill, Phonics	1
11:35 - 12:00	Spelling	3,4,6,8
	<u>Noon</u>	<u>Noon</u>
1:00-- 1:15	General Lessons	all
1:15 - 1:30	Reading and Language	1
1:30 - 1:45	Geography (3) Health (2)	6
1:45 - 2:00	Geography (3) Health (2)	4
2:00 - 2:15	U.S. History	8
2:15 - 2:30	Agriculture (2)	6
2:30 - 2:45	Supervised Play	all
2:45 - 3:00	General Lessons	all
3:00 - 3:10	Reading	1
3:10 - 3:30	Language and Literature	3,4,6
3:30 - 3:45	Citizenship	8
3:45 - 4:00	Writing (3) Art (2)	all

Table 9

Program of Recitations for the Lower Grades (1-2-3) of
Buchanan Consolidated School, Stutsman County

<u>Time</u>	<u>Recitation</u>	<u>Grade</u>
9:00 - 9:15	Music	all
9:15 - 9:30	Phonics	1
9:30 - 9:45	Phonics	2,3
9:45 - 10:00	Reading	3
10:00 - 10:15	Reading	1
10:15 - 10:30	Reading	2
10:30 - 10:45	Supervised Play	all
10:45 - 11:00	Arithmetic	3
11:00 - 11:15	Numbers	1
11:15 - 11:30	Numbers	2
	<u>Noon</u>	<u>Noon</u>
1:00 - 1:15	Language	1,2
1:15 - 1:30	Language	3
1:30 - 1:45	Reading	1
1:45 - 2:00	Reading	2
2:00 - 2:15	Geography	3
2:15 - 2:30	Penmanship	all
2:30 - 2:45	Supervised Play	all
2:45 - 3:00	Prim. Observ. (3) Music (2)	1,2,3
3:00 - 3:15	Spelling	2
3:15 - 3:30	Spelling	3

Table 10

Program of Recitations for the Intermediate Grades (4-5-6) of
Buchanan Consolidated School, Stutsman County

<u>Time</u>	<u>Recitation</u>	<u>Grade</u>
9:00 - 9:15	Opening Exercises	all
9:15 - 9:30	Language	4
9:30 - 9:45	Language	5
9:45 - 10:00	Language	6
10:00 - 10:30	Spelling	all
10:30 - 10:45	Supervised Play	all
10:45 - 11:05	Arithmetic	6
11:05 - 11:25	Arithmetic	5
11:25 - 11:45	Arithmetic	4
11:45 - 12:00	Penmanship	all
	<u>Noon</u>	<u>Noon</u>
1:00 - 1:30	Geography	4
1:30 - 2:00	Geography	5 & 6
2:00 - 2:30	Reading	all
2:30 - 2:45	Supervised Play	all
2:45 - 3:05	Drawing (3) Music (2)	all
3:05 - 3:20	History	4, 5, 6
3:20 - 3:40	Hygiene	4, 5, 6
3:40 - 4:00	Nature Study (3) Constr. (2)	all

Table 11

Program of Studies for the High School (6-6 Organization) of
Buchanan Consolidated School, Buchanan, North Dakota^a

Time	Teacher	Teacher	Principal
9:00 - 9:20	Study Hall	Study Hall	*****
9:20 - 10:00	U.S. History	Arith. 7 & 8 n	English II
10:00 - 10:40	Anc. History	Hygiene 7 (3) Agric. 7 (2)	Study Hall
10:40 - 11:20	Study Hall	Bookkeeping	English I
11:20 - 12:00	Prob. Dem.	Study Hall	Lit. & Spell. 7 & 8
<u>Noon</u>			
1:05 - 1:45	Hist. 7 & 8	Com. Geography	Type. I & II
1:45 - 2:25	Gram. 7 & 8	Vocations	English III
2:25 - 3:05	Civics 8 (3) N. Dak. Hist. (2)	Biology	Geography 7 ^b
3:05 - 3:45	Study Hall (3) Phys. Ed. (2)	Biology Lab. (2) Phys. Ed. (2)	-----

^aThis is the program for the 1937-38 second semester only. Some of the subjects are alternated every other year and every other semester to make a richer program.

^bThis class meets for twenty minutes every day.

Table 12

Program of Recitations for a Grade Teacher (Grades 3-4)
of the Streeter Classified School, Stutsman County

Time	Recitation	Grade
9:00 - 9:15	Opening Exercises	all
9:15 - 9:30	Reading	4
9:30 - 9:55	Reading	3
9:55 - 10:15	Word Drill	4
10:15 - 10:30	Recess	all
10:30 - 10:45	Spelling	4
10:45 - 11:00	History (3) Music (2)	4, all
11:00 - 11:20	Arithmetic	3
11:20 - 11:45	Arithmetic	4
11:45 - 11:55	Spelling	3
	<u>Noon</u>	<u>Noon</u>
1:10 - 1:35	Geography	4
1:35 - 1:50	Language (3) Hygiene (2)	4
1:50 - 2:15	Geography	3
2:15 - 2:30	Recess	all
2:30 - 2:55	Language (3) Hygiene (2)	3
2:55 - 3:20	Citizenship (3) Art (2)	all

As the 6-6 plan increases the size of the high school, which is usually small in consolidated schools, and decreases the size of the grade school, it is possible to work out a better program in each. The class periods can be made longer and therefore the instruction, better for the seventh and eighth grades; students in those grades contact more teachers, and the upper high school grades contact at least one more teacher. The student's incentive to continue in the upper high school grades is increased, and the student has a chance to participate in some of the high school extra-curricular activities.

The subjects offered in the grade schools, regardless of type, are nearly the same for all grades. The first grade studies are reading, numbers, phonics, word study, language, and writing. In some of the rural schools, phonics and word study are combined with reading while in some town schools numbers are not introduced until the second grade. Music, drawing, and construction are noticeably lacking in many rural programs. Because of the number of grades and subjects, the rural teacher is too much pressed for time to include these subjects in her program even if she is prepared to teach them. The subjects for the second grade are practically the same as for the first grade. In some of the town schools, geography is introduced in the third grade; but in the rural schools, it is not usually given until the fourth or fifth grade has been reached. Music and art receive more attention in the town schools, at least one teacher being

employed because of her music training in addition to academic training. In the fourth grade, some history, hygiene, and nature study are added to the program in all types of schools. Most schools have not added agriculture until the sixth grade, and frequently in the rural schools sixth and seventh graders take agriculture together. The subjects for the seventh and eighth grades are the same for all the schools.

In the rural schools no high school work is offered except in one of the three two-room rural schools, where only four students were doing high school work. High School work will be discontinued in this school next year. As was mentioned under the discussion of school enrollment, some of the rural school teachers are supervising correspondence courses in which the student is doing high school work. Nine rural schools have one student each doing such work, and one school has two.

All the consolidated and classified town schools are offering four years of high school work. Their programs of studies include certain subjects which are classified as constants, or required courses, and electives which are subjects accredited by the State Department of Public Instruction.

The subjects required by the State Department of Public Instruction for graduation are: three units of English, one unit of European History, one unit of Problems of Democracy, one unit of General Science, one unit of another laboratory science, and one unit of physical education, a

total of sixteen units. Some of the high schools have added other local requirements for graduation to those already prescribed by the state. Four schools require four units of English for graduation, and one school makes algebra a required subject.

Obviously, the electives that any particular high school will offer vary somewhat with the qualifications and training of the teachers employed. With faculty changes quite frequent in the smaller high schools, the electives offered will change from year to year, that is, within the range of subjects recognized by the state course of study. The electives offered in 1937-38 by the high schools were: Typewriting I and II, Commercial Arithmetic, Algebra, Vocations and Citizenship, Bookkeeping, Commercial Geography, Physical Geography, Geometry, Newswriting, Junior Business Training, Agriculture, Psychology, Commercial Law, Latin I and II, Advanced algebra, Shorthand, General Mathematics, Physics, Hygiene, and Home Economics.

All high schools found it necessary to alternate, every other year, many of the high school subjects, especially the elective courses. In grades eleven and twelve it is necessary to alternate some of the required subjects. Alternation of subjects makes it possible for a student to contact many more different subjects in his four years, and in many schools it is the only way in which the sixteen units required for graduation can be secured. Alternation of subjects

requires careful planning.

Some believe that it would be a great help to many small schools if the State Department of Public Instruction would insist upon a standard system of alternation of subjects in small schools where the same subjects cannot be offered each year. In view of the fact that every year brings a certain number of transfer students into a school, a system of alternation would be especially helpful in handling their needs, that is, in affording them the opportunity to get all subjects required for graduation. For example, both problems of democracy and American history are required for graduation and must be taken in either the eleventh or twelfth grades. If the State Department would require that problems of democracy be offered in the even-numbered years, and American history in the odd-numbered years, no student transferring to another school, or the school to which he transferred, would be handicapped by finding that problems of democracy was being taught that year when he had had it the year before, and by finding that American history was not being taught and he needed it for graduation that year.

Table 13 shows what high school subjects are alternated by high schools and how many schools alternate those same combinations. Only eleven schools reported on this item. Seven reported a definite plan of their own for alternation and four reported that no plan at all was being used. American history and problems of democracy were commonly alternated, biology and general science next, followed by

Table 13

Alternation of Subjects in Small High Schools
in Stutsman County

Subject Combination for Alternation	Number of Schools Alternating Subjects Stated
Amer. Hist. with Prob. of Dem.	7
Biology with General Science	6
English III with English IV	5
Algebra with Junior Bus. Train.	3
Com. Law and Psychology with Com. and Physical Geog.	1
Algebra with Geometry	1
Bookkeeping with World Hist.	1
Vocations and Citizenship with Com. Arith. and Agriculture	1
Physics with Biology	1

English III and English IV. The first two combinations are all required subjects whereas but one of the English courses is required. The elective courses permitted more variation in combinations.

Length of Class Periods

Another factor in the study of inequalities of educational opportunity is the amount of time the teacher has to spend on the teaching of each subject. Although the length of the class period is not necessarily an index to the amount of knowledge or learning that a pupil absorbs from a class, it

is difficult for a teacher to give the amount of instruction that is supposed to be given each school year in periods of less than fifteen minutes. The length of the period is determined, usually, by the number of subjects taught, and the period that is too short for efficient work is therefore the result of an over-crowded program. In a program having as many as thirty classes per day, there is no time to think of methods of handling individual pupil cases in each class; neither is there time to give guidance or help outside of class, for classes are continually in session.

As a concrete example, time devoted to reading in two different third grades in the county might be noted. Third grade pupils in Streeter (Table 13, page 32) have twenty-five minutes devoted daily to reading or 125 minutes per week; in contrast, third grade pupils in a rural school (Table 6, page 26) have ten minutes daily for reading or fifty minutes per week, less than half the time given to third grade reading in Streeter. Although this is no fault of the rural school teacher, yet it does show that the child in this rural school does not have the same chance of becoming a good reader, abilities being equal, that the child in Streeter has, unless his home influences are such that he does additional reading outside of school. This is not usually the case.

In the rural schools of Stutsman County, the class periods are definitely shorter than in the consolidated and classified schools. Then too, the length of class periods in rural schools varies a great deal with the number of grades

taught, from five to thirty minutes representing the range in the length of period. In many cases the thirty-minute period is possible only by placing two or three grades in the same class. This frequently happens in classes of spelling. Many rural schools reported that they provided two ten-minute periods for reading in the first grade, making a total of twenty minutes for that subject per day. For most classes the length was ten or fifteen minutes with an average for all classes of about thirteen or fourteen minutes.

The length of class periods in town schools was also found to vary with the number of grades taught by each teacher. Five consolidated school grade teachers are teaching four grades each, three consolidated and classified schools have grade teachers teaching three grades, five have grade teachers teaching two grades, and two have grade teachers teaching less than two grades. Those teaching four grades do not average over fifteen minutes per class; those teaching three grades usually range from fifteen to twenty minutes per class and average about eighteen minutes; and those teaching two grades average better than twenty minutes to the class.

The State Department of Public Instruction specifies that the minimum class period length for high school subjects shall be forty minutes with eighty minutes added per week for laboratory sciences. In all but three of the twelve schools reporting on this item, the class period is the minimum, forty minutes. Two high schools reported forty-five minute periods. All high school programs of the county contain eight

class periods a day.

Pupil Load

The number of units of work taken by high school students will be considered their pupil load. The state course of study recommends four units of work for the average student. As every group of students taken at random represents a variety of abilities, the four-unit requirement cannot be applied to all cases. An examination of seven of the smaller high schools showed that one student was taking less than three units, nine were taking three units, seven were taking three and one-half units, one hundred thirty were taking four units, seventeen were taking four and one-half units, nine were taking five units, and two were taking five and one-half units.

The general practice of the schools seems to be to limit to four units all students who have not shown exceptional ability or an especially industrious attitude toward school work. A few students would not be working up to capacity on just four units; the few who are taking less than four units may be ninth graders whose records earlier would not warrant their taking the average load.

Curricula Offered

As earlier stated in this chapter, the small high school finds it almost impossible to provide more than one curriculum for its students because of the lack of faculty and school facilities. An examination of the schools of the county bears out that statement. Apparently, the small

schools make little difference between the general and college entrance curriculum. The subjects taught, which were mentioned earlier, are those which meet most college entrance requirements. Schools requiring four years of English and one year of algebra have a better college entrance curriculum than schools which do not require these.

The schools of the county were asked whether or not they offered the following curricula: general, college preparatory, commercial, and agriculture-home economics under a Smith-Hughes set-up. Nine reported on this question. Six said that they had a general curriculum, two reported that they had both the general and college entrance curricula, and one reported that it had general, college entrance, and home economics.

It is interesting to note that about half of these small high schools supervise correspondence courses. The number of students taking correspondence work per school is from two to four, and sixteen different subjects are being studied in this way.

Summary of Chapter III

This chapter has presented the program of studies offered in rural, consolidated, and classified schools.

It was found that the length of the school day was quite standard for all schools doing the same type of work. The rural schools averaged slightly shorter days than the town schools. Several actual programs of recitations have been included.

The subjects offered in all grade schools were very nearly the same. The larger schools gave more attention to such cultural things as music, art, and drawing. No rural schools are offering any formal high school work, but a few are supervising some correspondence courses. All consolidated and classified schools are offering four years of high school work. A list of the state and local required subjects was presented along with the electives offered in the different schools. The subjects most commonly alternated were American history with problems of democracy, biology with general science, and English III with English IV. Facts presented show that a uniform system of alternation of subjects would be desirable.

The length of the class periods was found to vary in the different types of schools. The number of grades taught by the teacher determine the length of the class periods. The rural schools averaged the shortest periods; the consolidated schools, employing but two teachers for grade work, had the next shortest periods, and the classified schools had the longest ones. All high schools have forty or forty-five minute classes.

The pupil load of high school students varies from less than three units of work to five and one-half units of work. Most students were reported to be taking the standard load of four units.

The number of curricula offered in high schools was found to be very small; most schools offer only the general curriculum. Half of these schools supervise correspondence work.

CHAPTER 4
TEACHER STATISTICS

The employment of efficient and desirable teachers is one of the major problems of school officials. Many factors have entered into the matter of teacher selection. This is especially true in cases where the school board is the only employing agency in the school district. Many times the members of that board are lay people whose knowledge of what constitutes good teacher qualifications is very meager. In school districts in which only rural schools are maintained, the school board is the sole power in teacher hiring; likewise, many school boards in the small consolidated schools assume the duty of teacher selection although some of that responsibility should be assumed by the superintendent or principal. The ideal situation would be that the executive head of the school recommend prospective teachers to the board. If he has two or three likely candidates for each position, and if the board selects one from this list, the superintendent will likely get a good teacher even if the board disregards his particular preference.

The School Laws of North Dakota name the classes of certificates that are to be given to the teachers of the state¹ and also the class of certificate to be required for teaching in the different classes of schools.² However, the State Board of Administration may add rules and regulations in regard to securing certificates, and a review of the past

¹ General School Laws, State of North Dakota, Department of Public Instruction, 1935, pp. 224-26.

² Ibid., pp. 98-100.

shows it has raised the requirements for teacher certification from time to time. For example, only a few years ago it was possible for a high school graduate to take a few weeks of summer school work and teach in a rural school the following fall, but in 1935 the Board of Administration adopted a rule making it mandatory for all teachers in North Dakota to have at least two years of college training before a certificate would be issued.³ However, the law that provides for giving teachers certificates upon passing examinations is still on the statutes, and when there became a shortage of qualified teachers in 1936-37, the rules of the Board of Administration were suspended and the Department of Public Instruction was again permitted to issue Second Grade Elementary Certificates on the basis of examination. These examinations were given by county superintendents throughout the state on April 28-29, 1938, and on April 29-30, 1937.⁴ It would seem as if this were a backward step after such great effort was put forth by educators to raise the certification requirements.

Why and how did the economic depression cause a lowering of standards for teachers? In 1930 it was generally conceded that there was an oversupply of teachers, and because salaries were much higher at that time than they were in 1937-38, teachers were able to increase their education to satisfy the high standards of certification that had been developed.

³Elroy H. Schroeder, A Comparison of the County Superintendency and the City Superintendency of the Largest City in Each County, (Unpublished Master's thesis, University of North Dakota Library, 1935).

⁴Bulletin, County Superintendent of Schools, Stutsman County, April 12, 1938.

The depression made it imperative to cut teachers' salaries as much as fifty per cent in some cases, a fact which threw a new slant on the teaching profession for prospective teachers and those already engaged in teaching. Within a short time rural schools found it difficult to secure teachers for the salaries offered, and the cry became one of teacher shortage. There were still teachers, but many of them had left the profession for more paying work, as did those who had been in training for teaching. The result was a lowering of standards in order to obtain any teachers. The difficulty in securing teachers is shown by the fact that the County Superintendent of Stutsman County reported that Stutsman County still had schools without certified teachers in December of the year 1935-36. It is not to be intimated, however, that the untrained teacher is always a poor one, for training is not the only requisite of a good teacher, but admittedly the good teacher without training would be a much better one with training.

In the history of education nationally, it was not until 1839 that the first normal school was created for the training of elementary school teachers.⁵ Many years passed after that before a program for the professional training of high school teachers was started. In 1930 there were 1000 institutions of higher learning in the United States, exclusive of teachers' colleges, in which sufficient work was offered in

⁵ Fred Engelhardt and A. V. Overn, Secondary Education, p.556.

education to permit the graduate to go out and teach. In North Dakota, an indication of the greater demand for better teacher preparation is shown by the fact that the normal schools in 1925 were permitted to change to teachers' colleges in which four years of work are done instead of two, and the graduate finishes with a Bachelor's degree in education.⁶

A school obtaining well-qualified teachers next faces the problem of how to keep them, for teacher tenure has always been one of the great problems of the profession. It is especially noticeable that in the smaller schools the turnover is much more rapid than in the larger ones.^{7,8,9}

There are four main reasons for this. First, large schools usually do not employ inexperienced teachers; they want those who have already proved themselves successful teachers, and they expect their teachers to remain in the system for a period of years. Second, teachers desiring employment in large schools, and a majority of them do, find it necessary to start in the small school. Thus the personnel of small school faculties continually change. Third, many secure more remunerative positions in other schools. And, fourth, some use

⁶Thirteenth Annual Catalogue, Minot State Normal School, published 1925.

⁷Fred E. Sheets, A Study of Teacher Turnover in Montana Schools (Unpublished Master's Thesis, University of North Dakota Library, 1936).

⁸John G. Walters, Teacher Tenure and Turnover in North Dakota (Unpublished Master's Thesis, University of North Dakota Library, 1937).

⁹W. S. Elsbree, Teacher Turnover in the Cities and Villages of New York State, Columbia University, Contributions to Education, No. 300, p. 22.

teaching as a stepping stone to another profession or business.¹⁰ The small school has been subject to all these practices. On the other hand, many times the small community has desired frequent changes of teachers and will refuse to employ them for periods longer than two or three years. Where tenure laws of any type do not exist, there is nothing to stop boards from doing this.

Data on Teachers of Stutsman County

Number, Institutions Represented, Sex. In Stutsman County there are 163 rural teachers and seventy-six teachers in consolidated and classified schools outside of Jamestown.

These teachers represent a great variety of training institutions and evidence the fact that school executives consider it a good practice to have a staff of teachers that represent several different institutions because of the varied background thus assembled.

To get an idea of the variety of schools attended by the teachers of the county, a study has been made of institutions attended by 170 teachers: 114 rural teachers and fifty-six teachers from eleven consolidated and classified schools. Table 14 shows that these teachers represent thirty-five different training institutions, ten of them in North Dakota and twenty-five outside of the state. At a glance, it is seen that the closest institutions, Jamestown College and Valley City State Teachers College, have furnished the larger

¹⁰John G. Walters, Teacher Tenure and Turnover in North Dakota (Unpublished Master's Thesis, University of North Dakota Library, 1937).

Table 14

Different Institutions Attended by 170 Teachers of
Stutsman County^a

Institutions Attended	Teachers	
	Rural Schools	Consolidated and Classified Schools
Valley City T.C.	74	21
Jamestown College	17	18
University of N. Dak.	3	8
Ellendale Normal	5	6
Concordia	2	5
N. D. A. C.	-	4
Dickinson T.C.	2	1
Luther College	1	1
Hamline University	-	1
University of Minn.	1	2
Mayville T.C.	5	2
Minot T.C.	5	-
Moorhead T.C.	1	-
Aberdeen T.C.	1	-
Wessington Springs	1	-
River Falls State Normal	1	-
Simpson College	1	-
St. Catherines (St. Paul)	1	-
University of S. Dak.	-	1
University of Mont.	-	1
Bemidji T.C.	-	1
University of Mo.	-	1
Other institutions ^b	8	5

^aMany teachers have had their training from more than one of these institutions of learning.

^b"Other institutions" represents thirteen different schools, eleven of which are outside of North Dakota.

number of the teachers of the county, thirty-five having attended the former, and ninety-five the latter. "Public school teachers in most small systems have been recruited from the nearest college or teacher-training institution" is a statement borne out by facts in Stutsman County.¹¹

¹¹Fred Engelhardt and A. V. Overn, Secondary Education, p. 556.

Other state schools farther away have also furnished a large number. Of the institutions out of the state, Concordia College and the University of Minnesota have trained the greatest number of teachers in the county.

Table 15

Percentage of Men and Women Teaching in Stutsman County of 170 Teachers Reporting

Type of School	Men			Women		
	M.*	U.*	Total percent of men	M.*	U.*	Total percent of women
Rural	4	12	14	24	74	86
Consolidated and Classified	12	9	33.9	2	35	66.1

*M--married; U--unmarried.

Table 15 shows the number of men and women employed and whether they are married or unmarried. The only significant fact revealed is that more married women are employed in rural schools than in the other two types of schools. The probable reason for this is that single women are difficult to secure because salaries are lower in rural schools than in other schools. Some education authorities say that there is no good reason for not employing married women if their educational qualifications are up to standard. In fact, evidence has reflected favorably upon the work of married women who have been employed.¹² Economic pressure in the home has forced many married women, who in earlier years have had teaching experience, to again seek teaching positions.

¹²Fred Engelhardt and A. V. Overn, Secondary Education, p. 547.

From Table 15 it would seem also that the trend is to employ fewer men in the rural schools than in the other two types, which is partly due to the fact that few men prepare for this type of teaching.

Years of Training. Continued professional training is essential for one who has chosen teaching for a life's work.¹³ It is necessary for the teacher's personal satisfaction, and it is looked upon by teacher employment officials and agencies as an indication of interest in professional advancement. Some schools of the larger cities throughout the country require their teachers to attend a certain number of summer sessions over a period of years for work in their teaching fields.¹⁴ The teacher in the smaller school system is not usually required to do this, but he feels that promotion is almost impossible without the added training, and so he attempts to continue his education even if his salary will hardly permit the cost thereof. Because of this additional training and contacts with school problems in summer school work, such a teacher should give better service to his community.

The amount of training required for a rural teacher is not as great as that for a teacher doing the same grade of work in a town school. However, with a greater number of classes and grades to teach and with a greater age range to deal with, he should have as much training as teachers in

¹³Elwood P. Cubberley, Public School Administration, p. 345.

¹⁴Ibid., p. 351.

town grade schools. A glance at Table 16 will indicate that out of 114 rural teachers reporting, forty-seven have but one year of training or less. Some are teaching with as little as one summer session of training after having passed the teachers' examinations given by the state. Obviously, the greatest need for better trained teachers in the county lies in the rural schools.

The least training that a teacher in the grades of a consolidated or classified school can have is two years of normal school work. Table 16 also shows that of the grade teachers in the consolidated and classified schools in the county, few have had much more work than the minimum requirement; of thirty teachers only seven have more than two years of work.

In order to teach high school work beyond the ninth and tenth grades, a high school teacher must have a bachelor's degree.¹⁵ No teachers with Master's degrees were found in schools covered by this survey.

Experience of Teachers. Besides adequate and proper training, teacher employing officials always raise the question of what previous experience a teacher has had. Those with experience are usually considered more desirable than those without experience. Many of the larger schools will not consider a candidate without some experience, the amount of which varies with the particular school requirement. This

¹⁵General School Laws, State of North Dakota, 1935, pp. 225-26.

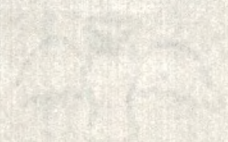
Table 16

Teacher Training of 170 Teachers in the Rural, Consolidated,
and Classified Schools of Stutsman County

<u>Training of Teachers</u>	<u>Number of Teachers</u>
Rural:	
Less than one year	11
One year	36
Two years	54
Three years	5
Bachelor's degree	5
Five years	2
Total	<u>114</u>
Consolidated and Classified:	
Elementary	
Two years	23
Three years	2
Bachelor's degree	5
Total	<u>30</u>
Secondary	
Bachelor's degree	17
One summer school more	6
Two summer schools more	1
Three summer schools more	2
Total	<u>26</u>

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practice results in the small school training the teacher for the large although in the small school, the inexperienced teacher may be handicapped for lack of guidance and help from supervisors whose time is already well occupied.

A comparison of the teaching experience of teachers in Stutsman County is shown in Table 17. This table shows that of 114 rural teachers reporting, twenty-three or twenty per cent had had no previous rural experience (twenty-two of these had had no experience at all) while ninety-eight or eighty-six per cent had had no town experience. On the other hand, of the fifty-six teachers in the consolidated and classified schools reporting, six, or ten per cent, had had no previous experience in town schools, and twenty-six teachers had had no rural experience. However, quite a number in this group had had rural experience ranging from one to seven years. In general, Table 17 shows that town schools require teachers with more experience than do country schools.

Teachers' Specific Training. Many times, teachers in order to secure employment are forced to accept positions in teaching departments for which they are not especially trained. That situation in the county has been briefly investigated.

Table 18 indicates that, of 114 rural teachers, forty-eight stated that they were trained for rural school work, and that most of the others were trained for some particular elementary department, primary, intermediate, or upper grades, or for a combination of two departments. Two

Table 17

A Comparison of Teaching Experience for 170 Teachers in
Rural, Consolidated, and Classified Schools in
Stutsman County

Number of Years	Rural		Small towns	
	A*	B**	A*	B**
No previous experience	23	98	26	6
One year	14	4	9	8
Two years	11	3	8	9
Three years	19	3	7	5
Four years	5	0	1	5
Five years	9	0	2	4
Six years	5	1	2	2
Seven years	6	1	1	3
Eight years	3	0	0	2
Nine years	4	4	0	4
Ten years	7	0	0	6
More than ten years	8	3	0	2
Totals	114	114	56	56

*A--rural school experience

**B--town school experience

reported training for high school work and some grade work, and three reported that their training was entirely for high school work.

Table 18
Specific Training of 114 Rural Teachers in
Stutsman County

<u>Teachers' Specific Training</u>	<u>Number of Teachers</u>
Rural school work	48
Rural school work and some particular department	12
Primary department	11
Primary and some other department	9
Intermediate department	8
Intermediate and some other department	7
Upper grades	16
Upper grades and some other department	7
High school and some elementary department	2
High school only	3

Contrasted to this situation is that in the eleven consolidated and classified schools, where nearly all of the grade teachers are trained for the grades which they teach. Four teachers doing grade work indicated that they are trained for high school work.

A teacher who trains himself for high school work usually secures a major of twenty-four or more semester hours

in some particular field and ^aminor of fifteen semester hours in one or two other fields in order to meet the requirements of high schools who are members of accrediting agencies. Most accrediting agencies recommend or insist upon a teacher's having at least a minor in the subjects which he teaches, no doubt because a teacher should do his best work teaching the subject in which his interest lies and in which he has had his training.¹⁶ Otherwise, his time is spent in learning content of the subject instead of devising the best possible way for teaching it to the students.

An investigation of eleven consolidated and classified high schools of the county showed that twenty-one teachers had majors in the subject field they were teaching, fourteen had minors, and forty-five had less than minors. English and mathematics were taught by the best trained teachers and the commercial subjects were taught by teachers with the least training.

Variation in Number of Classes Taught. A teacher's preparation for each day's work is an important item in his daily schedule. To plan for a large number of classes is a difficult undertaking, and it is interesting to examine each teacher's program to see for how many classes each teacher must prepare. In Chapter 3, mention was made of school programs where the entire day is taken up with class

¹⁶Policies, Regulations, and Criteria for the Approval of Secondary Schools, Adopted April 7, 1938 by the North Central Association of Colleges and Secondary Schools, p. 13.

instruction and of the need, in such full daily schedules, for good instruction in order to cover required work satisfactorily.

Table 19

Number of Classes per Day for Rural Teachers and Grade Teachers in Consolidated and Classified Schools in Stutsman County

Number of Classes	Number of classes per day per teacher	
	114 Rural Teachers	Thirty Consolidated and Classified Teachers
6-10	0	4
11-15	5	11
16-20	48	13
21-25	41	2
26-30	13	-
31-35	5	-
36-40	2	-
Totals	114	30

Table 19 is presented to show the difference in the number of classes taught by teachers in the rural and town grade schools. The largest number in both groups have from sixteen to twenty classes (numbers inclusive). Of 114 rural teachers reporting, forty-eight or 42.9 per cent have from sixteen to twenty classes while of the thirty town teachers, thirteen or 43.3 per cent had from sixteen to twenty classes. However, the difference in the two groups really is more significant in the number having from twenty-one to twenty-five classes. Forty-one or 35.9 per cent of the rural teachers taught that number, but only two or 6.6 per cent of the teachers in the consolidated and classified schools had that number. None in the latter group had more than twenty-five classes, whereas twenty or 17.5 per cent of the rural teachers had more than twenty-five. The town grade teachers

had a general range of eleven to twenty classes; those teaching fewer than eleven classes daily were teaching some high school work.

There is no such variation in the number of classes taught by public high school teachers in the county. Nearly all of them teach five or six classes and supervise two assembly periods. The total number of pupils taught in all classes for each day by high school teachers in the county is below seventy-five.

Activities. Few teachers reported any great amount of time per week used on extra-curriculum activities, either during the school day or after school hours, but high school teachers reported more time spent than did grade teachers. Incomplete reports showed the time spent to range from no time at all to five hours per week. Rural school teachers find it difficult to retain children after the school day for activities of any kind; this is also true of town schools because of the fact that many of their pupils are rural residents. Because the time spent on extra-curriculum activities varies considerably during the year, no one keeps an accurate account of the time used. The actual activities supervised will be discussed in a later chapter.

Time Spent on Preparation. An interesting item in the questionnaires returned was the report on the hours spent per week in preparation for all teaching service in a typical school week. As most teachers do not keep an accurate check on the actual time spent in preparation because of its variation

vary widely between the states.¹⁹

In North Dakota, four types of certificate are authorized by law. The lowest of these is the second grade elementary certificate which is granted to persons over eighteen years of age who are found to be proficient in reading, language, grammar, arithmetic, geography, United States history, physiology and hygiene. It is issued only on examination, is valid for two years, and is renewable only on examination.²⁰

The next lowest grade certificate is the first grade elementary which is issued on examination and on the basis of education in normal schools and colleges. Persons, eighteen years of age or over, who have been graduated from high school and who have completed a one-year course in a North Dakota teacher-training institution, or who have taken the equivalent thereof in some other state, are eligible for the first grade elementary certificate.²¹

A step higher in grade is the second grade professional certificate which is granted those who have completed a two-year teacher-training course at some normal school or teachers' college and who are at least eighteen years old. This certificate is good for three years, but after eighteen months of successful teaching experience, a life certificate can be secured.²²

¹⁹Carl G. F. Franzen, North Central Association Quarterly, Vol. XII, No. 4, April 1938, p. 471.

²⁰General School Laws, North Dakota, 1935, Sec. 582, p. 224.

²¹Ibid., Sec. 584, p. 225.

²²Ibid., Sec. 583, p. 224.

most of the rural teachers' certificates had been issued in 1937 or 1938 and were term certificates valid for three years. In the town schools, sixty-four per cent had life certificates and no teacher had less than a second grade professional. Thus, it is evident that those who teach the program of studies in rural schools have an average certification which is lower than that of town school teachers.

Summary of Chapter 4

Except in the larger classified schools, school boards assume practically all the responsibility for teacher selection. They must, of course, select properly certified teachers.

Standards of certification are defined by the school laws of the state. These standards, due to pressure from the teaching profession and to a good supply of teachers, had continually been raised, until the economic depression, when, because of very drastic salary cuts, teachers became hard to obtain, especially for rural school teaching.

Teacher turnover in small schools is especially large because most teachers prefer positions in large systems and teach in small schools only to get the necessary experience, because they will usually give up one position to accept another offering a better salary, and because small communities, in search of variety, often favor frequent changes in faculty personnel.

In Stutsman County there are 304 teachers. 170 of these represent thirty-five different training institutions,

but the larger number of them were trained at the nearest of these institutions, Valley City State Teachers College and Jamestown College. Most of the married women teaching were teaching in the country.

The rural school teachers have the least training, forty-seven of 114 having one year or less. The town teachers seldom reported more than the minimum requirement of two years' training.

An analysis of teachers' experience showed, as would be expected, that the more experienced teachers are in the larger schools.

Sixty of the rural school teachers were definitely trained for the work they are doing; the others, except two who were trained for high school teaching, were trained for primary, intermediate, or upper grade work, or combinations thereof. Town teachers in most cases were trained for the positions they hold.

Rural teachers taught from eleven to forty classes daily; consolidated and classified teachers, from six to twenty-five, while most high school teachers in the county taught either five or six classes daily.

Time spent weekly on extra-curriculum activities varied from no time to five hours. Average time spent on preparations for classes weekly by all teachers was about thirteen and a half hours.

Forty-four per cent of the rural school teachers hold elementary certificates, fifty-two per cent, second grade

professional certificates, and four per cent, first grade
professional certificates.

CHRISTIAN BOND

CHAPTER 5

LIBRARY AND TEXTBOOKS

Library facilities are important factors in the education of a pupil. Many books must be used to develop breadth of view; the textbook is not enough. "Habits of copious and varied reading should help to instill social attitudes and interests in regard to physical health, mental balance, enjoyment and appreciation of the common culture, esthetic participation, a richer home life, worthy preparation for civic and moral obligations, choice of vocation, sympathy for the economic condition of others, and ethical character."¹ The library should be a distinct help to the teacher in guiding the pupil to better reading; it should also be a help in developing the pupil in all the socially approved ways.

North Dakota school laws have recognized the importance of the library and have provided definite standards for school libraries.² Recent economic conditions have made expenditures for library facilities so small that many libraries have become depleted to the point where they no longer maintain the minimum standards. That high school libraries will be improved in the future seems possible because of the recent regulation requiring library training of school librarians.³

¹Fred Engelhardt and A. V. Overn, Secondary Education, p. 233.

²General School Laws, State of North Dakota, Department of Public Instruction, 1935, pp.51-52.

³Policies, Regulations, and Criteria for the Approval of Secondary Schools, Adopted April 7, 1938, by the North Central Association of Colleges and Secondary Schools, pp. 9-10.

The number of library books in eighty-eight rural schools, classified under the ten divisions of the Dewey Decimal Classification System, are shown in Table 21. This tabulation gives an idea of the type of reading available in those schools. Although the largest number of books is found under the literature division, most of these libraries apparently do not afford an abundance of fiction.

Table 22 shows the total number of books in each division, under the Dewey Decimal System, for eighty-eight rural schools and five consolidated and classified schools.

The number of library books in the average rural school is 148, which is a smaller number than is prescribed by law.⁴ The average for the consolidated and classified school library is 390 books. These figures for libraries in schools of Stutsman County are slightly higher than those found for Burleigh County in the survey of Van Wyk.⁵

Many rural schools reported the opportunity of securing books from sources other than their own libraries. Rural schools in the same school district as a town school is located are able to borrow books from the town school. Twenty-three rural schools and two town schools mentioned their use of the State Traveling Library, and a few mentioned the use of the Alfred Dickey Public Library in Jamestown. This library is centrally located in the city as well as in the county and is

⁴General School Laws, State of North Dakota, Department of Public Instruction, 1935, p. 51.

⁵Arnold Van Wyk, Educational Survey of Burleigh County, North Dakota, (Unpublished Master's Thesis, University of North Dakota Library, 1937).

Table 22

Total Number of Books in Selected Schools of All Types
in Stutsman County

Dewey Decimal Classification	Eighty-eight Rural Schools	Five Consolidated and Classified Schools
General Works 000	2780	425
Philosophy 100	434	40
Religion 200	231	50
Sociology 300	446	92
Philology 400	340	28
Nat. Sci. 500	780	116
Useful Arts 600	707	106
Fine Arts 700	532	36
Literature 800	5108	730
History 900	1739	210
Totals	13097	1433
Average per School	148	390

therefore accessible to many students outside of the city itself. No mention of the exchanging of books among rural schools is made.

A report on the number of library books added during the past two years shows that the rural schools purchased an average of five books per year and secured an average of less than one book per school by donation; consolidated and classified schools added an average of nineteen books by purchase and nine by donations.

The annual expenditure for library books and magazines given in approximate figures, if the facts were not available, showed that the rural schools spend an average of \$7.20 per year; consolidated and classified schools, an average of \$46.45 per year. If the average were the actual amount spent by each school, conditions of libraries would improve slowly, but many rural schools reported no expenditure at all for library books or magazines. School laws state that the minimum spent for libraries for schools in common school districts shall be ten dollars per year until the school has two hundred books and five dollars per year thereafter until it has three hundred books.⁶ The average, then, for the rural school does not meet the demands of the law.

Magazines and Newspapers

Not only books, but magazines and newspapers too are a very essential aid in the work done by students in many classes.

⁶General School Laws, State of North Dakota, Department of Public Instruction, 1935, p.51.

Publishers now have editors writing papers for nearly every subject field that is to be found in both the elementary and secondary schools.

Teachers in some rural schools feel the need of magazines and newspapers so keenly that they have subscribed for those most desired at their own expense. In many instances, too, children furnish papers of the news variety from their own homes. In town schools, pupils buy some of their own papers.

The most popular magazines and newspapers for all three types of schools are listed in Table 23. Only the most common magazines could be included in the table because of the large number of different ones reported. The rural schools find that Current Events, My Weekly Reader, and the Pathfinder are most to their liking. Beyond this observation, there is no uniformity in school papers chosen. The rural schools examined named forty-six different publications; the small consolidated and classified schools named eighteen.

Special mention should perhaps be made of the fact that thirty-five rural schools reported having the Readers' Guide to Periodical Literature.

Rural school teachers included their own departmental teacher's magazine in this report, but they are not included in the Table. Of these, The Normal Instructor and The Grade Teacher were the most popular.

Table 23

List of Magazines and Newspapers most Commonly Found in the Schools of Stutsman County

Name of Publication	114 Rural Schools	Eleven Town Schools
Current Events	35	3
Readers Digest	3	7
The Digest	1	3
Scholastic	-	5
National Geographic	2	4
Modern Mechanix	1	3
Pathfinder	10	3
News Weekly	-	2
My Weekly Reader	22	1
Time	2	3
Popular Science Monthly	-	1
Saturday Evening Post	2	1
Wee Wizdom	3	-
The American Magazine	2	1
Current Science	-	1
The Fargo Forum	9	10
The Jamestown Sun	8	-
The Every Week	2	-
Boy's Life	1	-

Textbooks

Both elementary and secondary schools find good textbooks a valuable aid in the guidance and direction of a pupil in his program of studies. However, complete reliance upon textbooks by a teacher is a practice to be avoided, even if they are a useful tool in furthering the teacher's instruction.⁷ Authors have not written texts as the only source of instruction to be used by the teacher.

Textbooks in many subjects, in order to be of maximum value, must be wisely chosen both from the point of view of their recency of publication and the recognized ability of the

⁷Fred Engelhardt and A. V. Overn, Secondary Education, p. 223.

author in his field. Old textbooks in some subjects will not be as harmful as in others, but newer approaches are being developed in all subjects whether the subject content has changed or not; thus, it is desirable to have recent textbooks.

Choice of texts should be made on the merit of the text, and no agreement to purchase all books from one company should be made, for no one company has all the best texts on all subjects. Teachers in all three types of schools were asked who selected the textbooks for the school. The following answers came from the rural school teachers; sixty-eight reported that the teacher made the selection; twelve, the school board; eighteen, the teacher and the school board; and four, the teacher and the county superintendent. The county superintendent aids teachers in the selection of textbooks by publishing a list of elementary texts that meet the requirements set up by the course of study. All consolidated and classified schools reported that the teacher and the superintendent or principal made the textbook selection. This would seem to be a wise practice.

As a complete stock of textbooks represents quite an investment of money, schools were asked what method of textbook purchase was used. In all rural schools but two, the textbooks are furnished by the school board without cost to the pupil. One required a deposit from the pupil to prevent loss or excessive wear on the texts. Of the two who did not furnish free textbooks, the pupils in one buy the books from

the school, and the pupils in the other buy them from a private agency. All town schools furnish texts without any cost to grade pupils, and no deposit for loss or damage is required. In consolidated and classified high schools, five schools require the pupils to buy their texts, two rent the texts to the pupils, and one furnishes them free of charge. In general, then, elementary texts are furnished by the schools while secondary texts are purchased by the student.

A comparison of the number of sets of readers used by the elementary grades in each school was made to get an idea of the adequateness of the textbooks furnished. As reading is one of the first things to be accomplished in learning, a sufficient number of readers is necessary for lower grade pupils. This investigation shows that rural schools have a smaller number of sets of readers in the first three grades than the town schools have. The seventh and eighth grades in all schools have few readers classified as such, for much of their reading is done in the classics in connection with the literature courses.

The average number of readers per grade in 114 rural and eleven consolidated and classified schools is shown in Table 24. The first grades in rural schools had an average of 4.5 readers while the first grades in the town schools had an average of 6.3.

An attempt was made to find the recency of copyright for the textbooks used in the county as, of course, new books

Table 24

Average Number of Sets of Readers per Grade for 114 Rural Schools and for the Grades of Town Schools

Grades	Average no. of sets of readers per Grade	
	Rural	Town
First	4.5	6.3
Second	4.1	4.9
Third	3.4	4.3
Fourth	3.2	3.8
Fifth	3.1	3.0
Sixth	2.5	3.1
Seventh	1.8	1.6
Eighth	1.5	1.4

Table 25

Copyright Dates of Textbooks Used in 114 Rural Schools and Eleven Consolidated and Classified Schools.

Year	Rural Schools	Town Schools
1937	24	22
1936	141	37
1935	220	39
1934	263	53
1933	103	25
1932	107	11
1931	167	27
1930	312	31
1929	312	32
1928	265	24
Before 1928	1257	139

^aIn this table each set of books is listed opposite the year in which it was copyrighted. For example, the rural schools had twenty-four sets copyrighted in 1937, 141, in 1936, and so on.

are more likely to follow the best educational practices. The data collected is shown in Table 25. The rural schools have more more books copyrighted before 1932 than books copyrighted within the last five years. Far too great a number that were copyrighted before 1928 are in use. Town schools have books whose copyright dates are quite evenly distributed over the past ten years; however, the number copyrighted before 1928 is quite large.

Comparable to the library situation, where pared budgets have eliminated book purchases, is the textbook buying situation. As long as teachers can "get along" with the old books, they will be forced to do so until greater prosperity returns to the county.

Summary of Chapter 5

The value of school libraries has long been recognized by the State Department of Public Instruction. Schools, according to law, are supposed to maintain adequate library facilities.

The "800" section of the Dewey Decimal Classification system contains the most books in rural school libraries in this county. The rural school has the lowest average number of books, that being 148 as compared to 390 books, the average for town schools.

Rural schools spend an average of \$7.20 per year for library books, and the consolidated and classified schools spend an average of \$46.45. The rural school expenditure for library books, hence, does not meet the state regulation.

The three most popular magazines are Current Events, My Weekly Reader, and the Pathfinder. Rural schools reported forty-six different publications and town schools named eighteen.

Textbooks are chosen in the majority of rural schools by the teachers, in consolidated and classified schools by teachers and superintendents. Reports showed that the general practice of school districts is to buy the elementary texts and have the students of the secondary schools buy their own.

A survey of the reading texts used in the rural and town schools revealed that the average number of sets of readers for first grades is 4.5 books and 6.3 books respectively.

As to copyright dates of all texts used, rural schools again lag in use of old books, many copyrighted before 1928.

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CHAPTER 6

EXTRA-CURRICULUM ACTIVITIES

The extra-curriculum has become a well-established part of the school program of work. Its importance to the school cannot be overemphasized, for it is often the chief window through which the parents and patrons see the school in all its services.

Educators have not always looked with favor on extra-curriculum activities, but they have gradually come to give them a deserved place in the school program. Koos says that attitudes towards these activities have passed through three stages of development: first, the stage of suppression; second, the stage of toleration and control; and third, a stage of supervision and control that will achieve their inherent values.¹ The view taken by educators now is that the extra-curriculum should be an integrated part of the curriculum, that the two should be so completely united that it is difficult to determine where one begins and the other ends.

The aim of the extra-curriculum should be to help develop a more liberal education.² It should give the pupil an opportunity to prepare himself for social and civic duty by participation and cooperation in activities during his school life; it should teach him the value of leadership, self-direction, and self-reliance. It is "the liberalizing influence by which teachers try to modernize the conventional school offering."³

¹L. V. Koos, The American Secondary School, pp. 583-84.

²Fred Engelhardt and A. V. Overn, Secondary Education, p. 228.

³Ibid., p. 228.

The question of participation in extra-curriculum activities has often been discussed. Rules have sometimes been made to limit participation to those who have high scholarship, or have satisfactory grades in a certain number of subjects. Some authorities believe that participation should not be limited by low scholarship, but that every pupil should take part in some extra-curriculum activity.⁴ Every activity should be well enough supervised and controlled that there is no doubt as to the broadening benefits derived therefrom.

As to the number of extra-curriculum activities that should be offered in any one school, the size of the school enrollment and the number of faculty members is usually an index. It is the general practice of large schools to supervise more activities because of the greater demand of large student bodies and because of the fact that more range of talent for supervision is to be found in a large faculty personnel.

This study of the county's extra-curriculum activities will be considered from the point of view of the number of students or schools participating, the variety of activity, and the part the extra-curriculum plays in the program of the school day. Complete and accurate information on this subject is not easily secured, for schools do not yet attempt to keep complete records on the degree of participation of their students in various activities. However, a general picture

⁴Fred Engelhardt and A. V. Overn, Secondary Education, p. 230.

of the situation can be secured from the information given. The greater part of all the extra-curriculum activities offered fall under three types: athletics, oral expression and dramatics, and music. The elaboration of these types depends upon the individual school and its facilities.

Table 26 is a presentation of the most common extra-curriculum work to be had in 114 rural schools of the county. No school credit is given for work done in these activities, although the report cards may indicate the progress made in music. Some of the activities, such as declamation, plays, and school papers may receive credit in connection with regular language or English classes. Most athletic activity in the rural schools takes place during the noon intermission, recesses, and short periods before and after school.

The oral expression activity seems to be limited very largely to declamation and the Young Citizens' League organization. The county superintendent sponsors and encourages participation in declamation and spelling contests on a county-wide basis. Winners in district contests, held in various parts of the county, are sent to a final county contest. The declamation contests are held in the fall; the spelling contests, in the spring. The winner of the county spelling contest has an opportunity to participate in the state contest held at Grand Forks in the summer. Particular encouragement coming from the county superintendent's office has the effect of bringing in a large number of participants.

Table 26

Extra-Curriculum Activities of 114 Rural Schools
in Stutsman County

Activity ^a	Participation		Practice Period		
	Number of: Boys	Girls	In School Day	Noons & Recesses	Before or after School
Track	35	19	-	X	X
Kittenball	111	95	-	X	-
Play Day	194	166	-	X	X
Band	13	16	X	-	-
Chorus	13	17	-	-	X
Other Music ^b	46	50	X	-	X
Plays	83	84	X	X	X
Declamation	215	209	X	X	X
School Paper	7	5	X	-	-
Y. C. L.	486	513	X	-	-

^aThis list includes all the activities mentioned by more than one school. One school mentioned Future Farmers and one 4-H.

^bOther music in these reports included: junior choir, music appreciation, guitar, and voice.

The Young Citizens' League, mentioned above, is a state-wide organization having county and state conventions annually for seventh and eighth graders. The local school organization meets twice a month. Its members learn and practice parliamentary procedure in their meetings, discuss school situations or problems which they can help to remedy, present programs, and devise ways of making money for the purchase of some particular school equipment which they especially desire. Through membership in this organization, pupils learn to cooperate with each other and to conduct

meetings and discuss problems in a businesslike manner. The county superintendent has been very anxious to promote such an activity, and has been successful as evidenced by the fact that 998 participated in The Young Citizens' League in 1937-38 as shown in Table 26.

Athletic activity is generally confined to the periods of supervised play at recesses and noons. Kittenball, an activity suited to both boys and girls, is quite popular. District and local play days for rural schools, sponsored by town superintendents or some rural teacher, have gained in popularity. Training and preparation for these contests have given the teacher a worthwhile activity for use in play periods. Play days include some track activity, but several schools have mentioned track as a separate activity as shown in Table 26.

Music activity would seem to be the most neglected of the better known extra-curriculum activities of the rural school. Lack of music training among the teachers and lack of musical instruments may be given as causes for this condition. All pupils with music ability and desiring training should have the opportunity of developing this talent early in life.

Extra-Curriculum in Consolidated and Classified Schools

Among the consolidated and small classified schools, athletic activity draws the largest number of pupils. The most popular activities are basketball, kittenball, and track. These activities suit themselves to the different seasons of the school year. Kittenball is generally the activity of fall

and spring months; track, the activity of the spring; and basketball, the activity of all the winter months. For most students, these activities take the place of regular physical education classes, and, as such, credit for them is granted.

As an added incentive to popularize these three activities, the Stutsman County Principals' Association sponsors annual county contests in them, the basketball tournament in February, the track meet in early May, and the kitten-ball tournament late in May.

The County Principals' Association has also attempted to foster oral expression and music activities by sponsoring county contests. The dramatic activity in the fall centers around the One-Act Play Contests, of which there are two, one for dramatic plays and one for humorous plays. However, no school is permitted an entry in both contests. A spring contest for music activities of all types, oratory, and declamation is also sponsored by this association.

Music, such as chorus, glee club work, orchestra, and band, may be taken for credit if the teacher thereof possesses a special music certificate or a First Grade Professional Certificate and is qualified to teach music. ⁵

Table 27 gives a general picture of the number and type of activity offered, the amount of credit allowed for the activity, and the time of day used for practice for each activity. Considering the size and facilities of the schools, the consolidated and classified schools offer as broad an extra-curriculum as could be expected.

⁵Administrative Manual and Course of Study for N. Dak. High Schools, Department of Public Instruction, 1931.

Table 27

Extra-Curriculum Activities of Eleven Consolidated and Small
Classified Schools in Stutsman County

Activity	Number of Schools Having Activity	Credit ^a Given	Practice Period	
			During School Day	Before or after School
Basketball	8	P. E. ^b	X	X
Kittenball	9	P. E.	X	X
Track	7	P. E.	X	X
Boxing	1	P. E.	X	-
Orchestra	1	$\frac{1}{4}$	X	X
Band	5	$\frac{1}{4}$	X	X
Boys' Glee Club	3	$\frac{1}{4}$	X	-
Girls' Glee Club	8	$\frac{1}{4}$	X	-
Mixed Chorus	4	None	X	-
Other Music	6	None	X	-
Class Plays	8	None	-	X
School Plays	8	None	-	X
Declamation	8	None	-	X
School Paper	4	None	X	-
Literary Club	1	None	X	-
Yearbook	1	None	-	X

^aParticipation in athletic activities takes the place of physical education classes and credit is granted only on that basis.

^bPhysical education.

Social Activities

Activities that are purely for social value and pleasure were given some attention in this study. An investigation was made of the kind of social events sponsored, the place or places where they are held, how often they are held, and who supervises them.

There can be no question as to the value in learning proper social amenities, proper etiquette, and the art of being at ease in social groups. The greatest good in the light of these characteristics cannot be accomplished, however, without efficient guidance and direction on the part of teachers and other adults who supervise social affairs.

The chief social activities of schools in this county are shown in Table 28. Activities of rural schools are listed in the first column; they are dances, school parties, basket socials, carnivals, picnics, and school programs. It is not to be taken for granted that a great number of the children participate in dancing, but the dance, which is a public affair, is used as a means of making money for the school. Carnivals are for money-making purposes as well as entertainment, programs are usually for entertainment of the patrons, and picnics are for the children. These activities are in charge of the teacher, a committee of parents, Young Citizens' League under teacher supervision, Parent Teachers Association, or a Mothers' Club.

Other activities not listed in the table include pie socials, card parties, mothers' clubs, and minstrel shows.

Table 28

Social Activities in the Public Schools in Stutsman County

Activity	Number of Schools Having Activity ^a	
	Rural	Consolidated and Classified
Dances	26	7
Class parties	--	3
Prom	--	3
Banquets	--	7
Picnics	40	8
Senior Day	--	7
Skip Day	--	4
Carnivals	15	2
Basket Socials	4	-
School parties	73	10
School programs	10	-

^aThis report includes 114 rural schools and eleven consolidated and classified schools.

Such activities are designed more as adult entertainment centering around the school than as activities for the social benefit of the pupil.

The noon intermission has many possibilities for social direction on the part of the teacher. Some teachers are taking advantage of it as seen from the following noon-hour activities: guided conversation, good sportsmanship discussed or examples of it commended, table etiquette discussion, group singing, "playing store", riddles and guessing games, and cleanliness and manners discussions.

Listed as unique social features that are being used with success are the following: Father's Valentine party, Mother's Day observance, social gathering with home talent plays, celebration of pupils' birthdays with light refreshments, and appointed pupil committees in charge of games.

Table 28 also shows the social activities for the consolidated and classified schools and the number of schools having them. Nine activities of different types are found without much tendency shown toward favoring one more than another. The four leading activities, however, are school parties, picnics, dances, and banquets. In only a few instances were the dances of a public nature. Outsiders, however, were permitted to attend some functions, but the number was limited by invitation. It is commendable to find that these activities are definitely under the supervision and control of school faculties.

Noon-hour activity in these schools is limited largely to games without a great amount of close supervision. Two schools arrange a schedule whereby teachers have responsibility for noon-hour supervision, each taking his turn. This may be a step toward a definite planning and supervising of noon activity.

Schools were asked to report how they gave instruction in manners and etiquette. Of the rural schools, ten reported no formal instruction, ninety-two reported correlation with other classes, and twelve reported separate classes for instruction. The separate classes were conducted at

various times; some were held during a general lessons' period and some during the noon hour. Eight consolidated and classified schools reported correlation of instruction with other classes, and three reported no formal instruction. The evidence indicates that little instruction is given to this teaching of etiquette; some teachers commented that such instruction was given when needed.

Table 29

Methods of giving Instruction in Etiquette and Manners
and on How to Study

Subject	114 Rural Schools	Eleven Consolidated and Classified Schools
Instruction in Etiquette and Manners		
Separate Classes	12	None
Correlated with other classes	92	8
No formal instruction	10	3
Instruction in How to Study		
Separate Classes	8	None
Correlated with other classes	93	8
No formal instruction	13	3

Guidance on "How to Study" was reported upon with very similar results. See Table 29.

Asked if the student body was organized for self-government, sixty-three rural schools and four consolidated and classified schools reported affirmatively. To find the degree of student government was not an aim. It is interesting to find student participation in school government because such participation puts on each pupil a degree of responsibility for his school's success.

Summary of Chapter 6

Extra-curriculum activities have established themselves in school programs of work, in spite of some years of resistance from school men themselves. Their value to the social development of pupils is unquestioned provided, of course, they are well supervised.

The most popular activity in the rural school is the Y. C. L. (Young Citizens' League). Others in their order of preference are Declamation, Play Day, and Kittenball. Music is the activity most neglected in the rural schools.

Basketball, kittenball, and track appear to attract the most pupils in the consolidated and classified schools although girls' glee club work and dramatics were also reported as popular activities. Through the efforts of the Principals' Association, a very good one-act play contest and music and declamation contest are held yearly.

All of the schools in this county report social activities, parties being the most popular in the rural and

small town schools. For the most part, training in etiquette and guidance for proper habits of study are incidental.

About half of the schools reported a degree of student government.

CHAPTER 7

SCHOOL SERVICES

Educators in recent years have added to the scope of the program of work so that it should include, besides the curriculum and the extra-curriculum, all the possible services that are necessary for the well-being of the pupil and, therefore, for his efficient work. The newer theory is that these services should include at least health service, guidance service, testing programs, placement of graduates and follow-up work.

Health Service. Furnished health service implies medical, dental, and optical services when they are needed. The teacher should have the authority to call upon such services when, in his judgment, it is necessary.¹ If all the agencies outside the public school which teach health to children of school age were combined in the school, a more efficient service could be rendered without additional cost to the public.²

Guidance service. Public schools should assume responsibility in the guidance of pupils morally, physically, educationally, and vocationally. In the past, schools have been too much concerned with the administering of the curriculum to consider the specific needs of the individual or to try to promote certain proper attitudes toward the social and

¹Fred Engelhardt and A. V. Overn, Secondary Education, p. 240.

²Ibid., p. 240.

civic organizations around him. With unemployment one of the present unsolved problems, a student needs much guidance vocationally to lead him into future activity that will make him a livelihood; he needs social guidance also to help him appreciate the esthetic and to know how to use his leisure time to the best advantage, a dominant problem of present society. Social guidance should be given in high school for the benefit, particularly, of those who will not be able to continue their education.

Testing Programs. Guidance through a well-established schedule of standardized mental, achievement, and diagnostic tests is considered of great importance in the older and larger schools of the country where a plan for giving these tests at regular intervals during the student's school career is followed. From these tests, the pupil can be properly placed in groups of his own ability and aptitudes.

Vocational Guidance. Much more can be done to help the high school graduate find suitable employment than is being done. Usually, when he graduates, if he cannot attend an institution of higher learning, he is forced to seek employment without any aid from the school he has attended. His confidence in himself would be bolstered if he knew that he had the support and interest of his school after he has passed from its immediate supervision. Too, schools might have a better background for guiding their present enrollments if they were to follow the successes and failures among their graduates.

School Services in Stutsman County

All of the foregoing services mentioned have had little part in the program of work in Stutsman County schools. Some of the services are too new to have reached this part of the country as yet, but most of them have not been promoted because of financial stress.

Health Service. Health service in the county has been administered to schools chiefly by agencies outside the schools, such as local and county boards of health. However, funds of such agencies have been so small that they function only after an emergency has arisen. Some people on the Federal Relief lists have had health service through the Red Cross and similar agencies.

A county school nurse, paid largely from Federal funds, has been employed. She has visited the rural and consolidated schools, as her time would permit, and at the special request of schools who felt her immediate need. How aware teachers are of the availability of the county nurse is a question, for only sixteen rural teachers and five town school heads mentioned her service.

Sometimes considered a part of a school's health service is the playground equipment furnished by the school. A number of standard pieces of equipment is desirable for every playground.

Table 30 gives the kinds and the total number of pieces of playground equipment found in seventy-nine rural schools and eleven consolidated and classified schools. Rural

schools in the county have very little playground equipment; thirty-five of 114 teachers stated that they had no playground equipment whatever, and the seventy-nine teachers whose schools possess some equipment average less than two pieces each. The situation in consolidated and classified schools is somewhat better, all eleven having some equipment. A total of seventy-five pieces was reported, making an average of almost seven pieces per school.

Table 30

Kinds and Number of Pieces of Playground Equipment Found in Rural Schools and Consolidated and Classified Schools

Kind of Equipment	Number of Pieces	
	Seventy-nine Rural Schools	Eleven consolidated & Classified Schools
Swings	81	20
Slides	7	1
Teeters	28	21
Merry-go-rounds	33	10
Rings	7	9
Trapezes	4	4
Jumping Pit	1	-
Parallel Bars	4	10
Giant Stride	2	-
Basketball Standards	2	-
Miscellaneous	8	-
Totals	177	75

Guidance Service. No special provision for a guidance program is made in any school in the county. The nearest approach to guidance is that in health as brought out in connection with hygiene, physiology, and physical education courses. At any rate, whatever guidance is given is carried out by regular teachers, principals, and superintendents in correlation with class work.

Educational Guidance. Giving standardized tests was reported in a number of rural schools, but without mention of any special plan or regularity. Of 114 rural schools, forty-six gave achievement tests at some time; forty-two, diagnostic tests; and sixteen, mental tests. It was impossible to get a report on the amount of adjustment made with the test results as a basis.

Neither does any general program of testing prevail in the town schools. Of eleven consolidated and classified schools, four mentioned giving mental tests; three, objective achievement tests; and two, diagnostic tests.

In connection with a testing program, schools were also asked to report what types of tests were preferred by students and teachers, the objective, the subjective, or a combination of both types.

Among 114 rural school teachers, fifty-three preferred the objective type; sixty-one, a combination of subjective and objective types, and no one preferred the subjective type alone. The students of ninety-seven of these schools preferred the objective type, while students of seventeen

schools preferred a combination of objective and subjective types.

In six of the eleven consolidated and classified schools the teachers favor the combination of objective and subjective examinations, in five they favor the objective type, and none like the subjective alone. In eight of these schools the students prefer the objective examination, in two they prefer the subjective type, and in none did they prefer the combination of both types.

Thus, it is seen that the trend is toward the objective type of examination, which has the advantage of being easy for the student to write and easy for the teacher to correct.

Vocational Guidance. High school graduates in the county receive some assistance in securing employment, but to what extent assistance is given was difficult to determine. Help by written recommendations was given as one answer, and that is likely the extent of much of the help offered. Nine of eleven consolidated and classified high schools reported some assistance given, and two, no assistance. Five consolidated and classified schools reported watching the progress made by their graduates attending institutions of higher learning.

Summary of Chapter 7

School services, such as health service, guidance programs, standardized testing programs, and placement of graduates with follow-up work, are rapidly becoming recognized

as integrated parts of the program of work in the larger schools of the country. It is a part of the school's duty to give the pupil the best possible equipment for his life's work. In an era of keen competition, such as this is, the pupil needs all the advantages his school can give him.

The above mentioned services are new features for the schools in this part of the country, and little has yet been done to incorporate them in the program of work in Stutsman County. Failure to assimilate new features is partly due to financial stress.

Health service is given only through the medium of boards of health and a county nurse whose salary is paid partly by Federal funds. Families on Federal Relief receive special health service through the Red Cross. Considered a part of health service in this study, playground equipment was found to be inadequate in rural schools and none too plentiful in town schools.

Schools of the county offer their students no special guidance; what is given is incidental.

No uniform system of giving standardized tests exist in the county. An investigation of types of examinations preferred brought out that both teachers and pupils generally favor the objective type.

High schools give little attention to securing employment for their graduates or to checking up on their progress in institutions of higher learning.

CHAPTER 8

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study, as stated in the introduction, was to make an investigation and study of the programs of work offered in the public schools of Stutsman County with the idea of pointing out some of the weaknesses of such programs and the inequalities of educational opportunity for students in different schools of the county; and of suggesting possible changes which might improve the materials, activities, and services used by the schools.

It should be mentioned here that many of the existing inequalities could be most quickly and effectively remedied through district reorganization whereby small schools would be closed and larger school districts and larger schools with more specialized faculties and more adequate equipment would be organized.

The following conclusions in regard to the programs of work offered in the public schools of Stutsman County may be drawn from the data gathered by this study:

1. More consolidated and classified schools would benefit by organizing their schools under the 6-6 plan whereby the high school becomes larger and more varied in its offerings, and whereby the seventh and eighth grade pupil is offered a richer program. During the last three years this movement has gained in popularity in Stutsman County.

2. The rural schools should have a different program of studies. Under the present program of studies, there is not sufficient time for the teacher to do anything practical that will give the pupil activities that will be real life experiences. The traditional subject boundaries should be broken down, and in their place should be instituted some sort of integrated curriculum in which the learning of a certain amount of subject matter is not the primary objective. A certain number of classes of a specified length per day, such as the schools have now, would be eliminated; and instead, there should be an activities program in which pupil activity is the main idea. The child could participate in the activity doing what his likes seem to dictate, but under the watchful guidance of the teacher. Formal subjects as such, would not exist then, but the fundamental knowledge contained in them, would be gained incidentally in whatever activities the pupils pursued. Guidance of all kinds could be taken care of within such a program. The rural school should be a good place in which to develop a more modern and progressive type of elementary education.

3. Too many high school subjects that are chiefly to prepare the student for college entrance but are of little practical value otherwise are retained in curricula. The percentage of high school graduates that attend college is small. What is to be done with the majority who do not attend college? Seemingly, the logical

thing to do would be to give them some kind of vocational training in place of subjects that are not going to be practical in life experiences. If possible, the schools should establish some connection with people who are skilled in certain trades or have certain businesses. A student might spend a part of his time as a sort of apprentice under the guidance of a blacksmith, a welder, an elevator man, a garage man, or a merchant, and the rest of his time might be spent in the school gathering what formal subject matter would be necessary to the vocation in which his interests lie. Most trade schools do not use four years of a student's life in learning a trade; why should more time in high school be spent to do the same thing?

The student intending to enter college could be taken care of individually. If he has sufficient ability and ambition to go to college, he can learn the requirements for college entrance with teacher guidance, but without monotonously regular classes. It seems undemocratic to operate high schools for just a select few to get college preparation, and make the rest take the same curriculum, or have nothing beyond the elementary education.

4. If the traditional high school curriculum is to be retained, the State Department of Public Instruction should devise a uniform system for the alternation of junior and senior high school subjects in schools where the same subjects cannot be offered each year, in order to eliminate difficulty in providing for students who transfer from one school to another.

5. Nearly all teachers in consolidated and classified schools have been trained for the departments of grades they are teaching, and most of them have had some previous teaching experience. This is not as widely true of rural teachers; the rural group, as a whole, has the least experience and training. Salaries for rural teachers should be made high enough so that teachers would train for that type of school with the idea of staying there.

6. The standards for rural teacher qualifications should be brought back to their former status. No rural teacher should teach without two years of training.¹ Her work should not require less preparation than that for grade teaching in towns where fewer grades and fewer classes per day, as a general rule, are taught by one teacher.

7. Valley City State Teachers College and Jamestown College train the greatest number of teachers employed in the county. It would be wise if schools would employ more teachers from a wider variety of schools within the state and from outside the state to give each school faculty a more varied background from which to approach the pupils.

8. More money should be spent for rural school libraries as many are depleted and inadequate for the school's needs.

9. Teachers in training for rural schools should have a course in library study in order to appreciate the needs of a school library and its usefulness to the pupils.

¹E. P. Cubberley, Public School Administration, p. 310.

10. A plan for exchanging library books among rural schools should be developed. An exchange system between neighboring districts or schools within the same district would increase the volume of books available to each student and also increase the interest in reading.

11. More rural and consolidated schools should use the State Traveling Library system.

12. A minimum amount of money to be used annually by each school for the purchase of magazines, periodicals, and papers should be set by the State Department of Public Instruction. Pupils should have access to digests of world, national, and state events presented in an interesting way. Many commendable school papers are published.

13. Nearly all schools have an insufficient number of sets of readers. The State Course of Study for Elementary Grades prescribes two pre-primers, six basic readers, and two primers as the desirable number of books in reading for the first grade.

14. Rural, consolidated, and classified schools should buy textbooks to replace those that were copyrighted before 1928. Entirely too large a number of old texts are still in use. Whenever possible texts older than six years should be discarded.

15. Practically without exception, grade textbooks are furnished free to grade pupils, and high school texts are purchased by the pupils. It would be a better practice if schools would furnish free textbooks to both elementary and secondary school students. In times of such economic

stress and strain as the past few years have been, students of high school age should not be handicapped in getting an education by having to buy textbooks. The need for an education has become more keen as time has passed.

16. Consolidated and classified schools furnish a good variety of the most commonly known extra-curriculum activities; however, more science and literary clubs should be organized for students whose interests are in those directions.

17. The Young Citizen's League is recommended as a good type of organization for rural schools and the grades of town schools.

18. A school system of health service should be developed on a county basis, and some of the multiple agencies outside of the schools which give health instruction to children should be eliminated. This would bring about a greater coordination of effort and would be no more expensive than the present system.

19. Guidance is a field very little touched upon as yet in the schools of the county. The problem of teaching guidance seems a difficult one in the light of the traditional type of curriculum used in schools and the size of present faculties teaching that curriculum. The teacher does not have time to give a real guidance program. The solution of the problem, however, seems possible through a change in the traditional curriculum to one of the pupil activity type in which the pupil is brought into contact with more of the experiences of living in a complex civilization. The

mastery of minimum essentials would not be the aim of the school as it is at present. Instead, the development of an idea of what life itself has to offer should be an aim, teaching the child to deal fairly and intelligently with problem situations and sense the similarity of such problems to those of out-of-school life. Thus, school would become a sort of laboratory for activities in experiences of a life nature.

There should be a mixture of activity with knowledge and wisdom. Graduation would not necessarily, under such a system, mean a diploma for a certain number of courses or credits completed; but, in agreement with Draper's idea, the child would be given a leaving certificate to indicate that he had served the required amount of time and had enjoyed the social and intellectual contacts provided in that phase of school work.²

20. The noon-hour intermission is a period with possibilities for social guidance not sufficiently used in consolidated and classified schools. Planned social guidance programs or activities included as a part of the school's daily or weekly schedule would be of benefit.

21. Placement of graduates from high schools is a service that schools should render, and a check on the progress made by students in institutions of higher learning should be kept. The student's having work immediately after leaving school should go a long way toward keeping him employed in the years to follow.

²E. M. Draper, Principles and Techniques of Curriculum Making, p. 853.

22. Every teacher, as a part of his college or normal school training, should be required to take a thorough course in tests and measurements. Especially should he know how to construct achievement tests that fit the needs of his own pupils. With a knowledge of such measurements, he could determine the efficiency of his teaching and devise means for the improvement of the methods he uses.

23. Many rural schools have no playground equipment, and a few town schools have insufficient equipment for the number of pupils to be accommodated. To set up a standard number of pieces of equipment for each school may not be wise because of differences in the number of pupils in each school. The Director of Rural Education in his Twenty-first Annual Report of June 30, 1932, stated that he required each rural school to have one piece of playground equipment and each consolidated school two pieces. That, of course, was a minimum requirement. That requirement would not be adequate for schools with large enrollments.

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