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A Program of Work Survey of the Schools in Trail County, North Dakota

Arthur R. Nestoss

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A PROGRAM OF WORK SURVEY OF THE SCHOOLS
IN TRAILL COUNTY, NORTH DAKOTA

A Thesis

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

by

Arthur R. Nestoss

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

June 7, 1938

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

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Arthur R. Nestoss

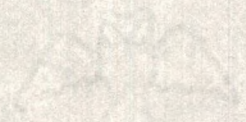
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CHAPTER 1

INTRODUCTION

In recent years, due to economic stresses, the schools have been endangered. There have been setbacks in support which have closed some schools and threatened others. All have been forced to curtail expenditures in one place or another. The result has been a system of unequal educational opportunities with the child who happened to live in a less favored district being the one to suffer. The inequalities have not been due entirely to the economic conditions. The form of organization that is used is also responsible for a share of the inequalities. The depression helped to bring the true picture of the American school system to the attention of the thinking people.

The American school system retains the traditional small local school unit which assumes the control and support of education within the unit. We are beginning to see that tradition is still a potent factor in the schools. Even though tradition is a beautiful thing and something much to be desired, it becomes a burden when it tends to retard progress. Education must be a vital, progressive, and forward process and should not be burdened with any tradition which tends to hold it back.

The Problem

It is maintained by many leaders in the field of education and in other fields that the local unit is no longer able to offer the type of school it has pledged itself to give. There has been assistance

rendered to the schools through the equalization law which kept many schools open during the trying times and which is still a lifesaver for many of them. The inequalities exist in spite of this support. The type of district organization is the other possibility as a cause of these inequalities. In order to make the opportunities equal it is possible that the small district will have to be discarded in favor of a larger unit. The problem that presents itself is to provide a system of education which will offer equal opportunities to every child, wherever he may live.

Purpose of the Study

The purpose of this study was to make a survey of the program of work offered by all the schools in Traill County and ascertain whether the smaller schools offered the opportunities that the larger ones offered. Having determined that, the program would resolve itself into an active plan for remedying the inequalities or of making further studies regarding them. It is the writer's opinion that the local subdivision for school purposes is too small, that many local situations are too small to offer the best educational opportunities, and that the small local unit should give way to a larger one for purposes of school organization and support. If it can be shown that the small school fails adequately to meet the needs of a pupil while a large school succeeds in doing that, a point has been made for discarding the traditional small local unit of school support.

Limitations

This survey is limited to the schools of Traill County. The

schools have been grouped into three classes or types. First is the classified group of six schools located in the cities. They are Buxton, Hatton, Hillsboro, Mayville, Portland, and Reynolds. These schools offer four years of high school work and eight grades of elementary work, all being organized on the 8-4 plan. The second group is the consolidated group of five schools, which are Bohnsack, Galesburg, Caledonia, Norman (Clifford), and Lindaas. Galesburg and Norman are village schools and the others are located in the country. Lindaas offers two years of high school work. The rural group contains sixty-one teachers. There are fifty-six schools included in this group, five of them being two-room rural schools which are classed as rural since their work is not significantly different from that of the one-room rural schools.

Methods Used to Collect Data

Most of the data were secured from a questionnaire sent to all rural teachers by mail and delivered personally to all the teachers in the consolidated and classified schools. The county superintendent's annual report furnished considerable information. The balance of the data were obtained by a personal visitation to the consolidated and classified schools.

Completed questionnaires were returned by fifty-five out of sixty-one rural teachers. All the twenty-two consolidated teachers reported and fifty-one of the fifty-five classified teachers did so. The questionnaire to the rural teachers was sent out from the office of the county superintendent of schools with her name attached. Questionnaire forms are included in the appendix.

CHAPTER 2
THE FORMAL PROGRAMS OF STUDIES OFFERED
BY SCHOOLS IN TRAILL COUNTY

The present chapter deals with the formal program of studies offered by schools in each of the three groups: (1) rural, (2) consolidated schools doing high school work, and (3) classified schools in Traill County. Considered also were the pupils, their indicated preferences of subjects, their choices of life work, their attendance in school, and their load of work carried. The qualifications, experience, and loads of teachers were surveyed, and finally, school equipment is considered. These are all discussed from the standpoint of the extent to which they offered equal opportunities for an education to all pupils.

A reasonable educational opportunity for every child, regardless of where he lives, is considered a fundamental principle of our educational system. A program of studies, varied in its offerings, and so designed as to fit the needs of the pupils, is one essential of a school which hopes to fulfill its highest aims. Equality of opportunity is not provided when children must take precisely the same work.¹ What may be an opportunity for one child may be of little or no value for another, and the child whose needs are not being met is compelled to carry a course in which he has no interest, which he will not complete satisfactorily, or which will not serve him in life. This represents a loss to the school in terms of educational costs but a

¹Van Wyk, Arnold, Educational Survey of Burleigh County, North Dakota, unpublished Master's Thesis, University of North Dakota Library, 1937.

a far greater loss to the student, which cannot be measured in money but in a life which cannot meet adequately the situations into which it is later placed. Admittedly school programs of studies have adhered to traditional lines when they should have been more flexible and should have adapted themselves to the needs of the pupils instead of attempting to adapt the pupils to the needs of the program.

Programs of studies for this survey were selected from each of the three groups which are being considered. The rural group includes schools which vary in size from five to twenty-five pupils and from four to eight grades taught. This group includes five two-room schools whose work is of a comparable nature, although the educational opportunities are better, naturally, than in the one-room schools.

Program of Studies

A program of recitations for all the grades taught in one of the four rural schools of Norway Township is shown (Table 1). This school had five grades and eleven pupils and the teacher had one year of experience. This program followed very closely the program that is suggested in the Elementary Course of Study for North Dakota. Small variations were made to fit the needs of the situation, but as a whole the teacher had used the suggested program as a guide and had found it useful. Time was given for supervised play activities and for supervised study, and two fifteen-minute recess periods provided the opportunities for the supervised play, and one fifteen-minute period in the afternoon for teacher help. Time was given for doing required reading, reference work, or make-up work. Although not indicated on this program, there were about sixty minutes a week spent on extracurricular work. This

Table 1

Daily Recitation and Study Program^a

Time	Subject	Grade 1	Grade 5	Grade 6	Grade 7	Grade 8
9:00	Opening exercises	health chores	all	all	all	all
9:15	Reading (1)	<u>reading</u>	reading	reading	lit.,MT, gram.,WThF	lit.,MT,gram.,WThF
9:30	Reading (5)	seatwork	<u>reading</u>	reading	lit.,MT gram.,WThF	lit.,MT,gram.,WThF
9:45	Reading (6)	seatwork	arithmetic	<u>reading</u>	lit.,MT gram.,WThF	lit.,MT,gram.,WThF
10:00	Lit. & Gram., 7, 8	activities at seat	arithmetic	arithmetic	lit.,MT gram.,WThF	<u>lit.,MT,gram.,WThF</u>
10:15	Numbers (1)	numbers	arithmetic	arithmetic	arithmetic	arithmetic
10:30	Supervised play	all	all	all	all	all
10:45	Arithmetic (5)	reading	arithmetic	arithmetic	arith.or ref.	arith. or ref.
10:55	Arithmetic (6B)	play or library	<u>library books</u>	<u>arithmetic</u>	geog.or health	
11:05	Arithmetic (7)	reading table	<u>arithmetic</u>	<u>arithmetic</u>	arithmetic	geog. or health
11:15	Arithmetic (8)	- - - - -	history	history	<u>arithmetic</u>	<u>arithmetic</u>
11:25	Spelling (all)	ABC class	spelling	spelling	spelling	spelling
11:45	Art & writing	penmanship,MTW	drawing, ThF	drawing, ThF	drawing, ThF	drawing, ThF
12:00	Wash hands	all	all	all	all	all
12:10	Noon hour	all	all	all	all	all
1:00	Worddrill	<u>worddrill</u>	study history	history,geog.	geog,soc.stud.	social studies
1:10	History (5 & 6)	- - - - -	<u>history</u>	<u>history,geog.</u>	history,geog.	geog.,social stud.
1:20	Social study (8)	modeling	geog.or health	geog.or health	<u>health-soc.</u> <u>study</u>	<u>health-soc.study</u>
1:35	Geog. & health (5)	sewing	<u>geog.,MTF, health,TTh (both)</u>		health,hist.	health, history
1:45	Geography (6 & 7)	cutting	language	lang.,geog.	<u>geog.,history</u>	geog., history
2:00	General lessons	picture study	nature observa.	- - - - -	- - - - -	- - - - -
2:15	Health (7 & 6)	reading, play	- - - - -	health	<u>health,read.</u>	<u>health, reading</u>
2:30	Supervised play	all	all	all	all	all
2:45	History (8)		study lang.	agriculture	agriculture	<u>history</u>
3:00	Teacher's help	when necessary	Teacher's help	teacher's help	<u>lang. or lit.</u>	reference work
3:15	Lang. & lit. (5)	nursery rhymes	<u>lang. & lit.</u>	<u>lang. & lit.</u>	agriculture	reference work
3:30	Agriculture	- - - - -	- - - - -	<u>agriculture</u>	<u>agriculture</u>	reference work
3:45	Lang. & lit. (6)	- - - - -	- - - - -	lang. or lit.	<u>lang. or lit.</u>	reference work

^aGrades reciting are underscored.

latter information was secured from the activities listed by the teacher on the blank that was sent by the writer for this purpose. The activities carried on in the school are the Young Citizens' League, coping saw work, and sewing.

Attention is called to the program of recitations for the grades in rural school Number 1 of Ervin Township (Table 2). This is the smallest rural school listed in the County from the standpoint of enrollment and number of classes taught, there being but five pupils in four grades. The teacher has had eleven years of experience, two of which have been in city school systems. An average of twenty minutes per week was devoted to extracurricular work. Because of the few grades and the small enrollment, there was sufficient time for all the work required and the situation lent itself splendidly to some real teaching. The social atmosphere of group work was missing from the class work. With proper guidance and inspiration from the teacher an integrated program could be carried out, which if properly and efficiently done, would be worth while.

There is shown next a representative rural school program of recitations in a one-room rural school which included eight grades and had an enrollment of twenty-five pupils - the largest enrollment in a one-room rural school in the County (Table 3). The teacher had had four years of rural school experience. Besides the regular program of studies, the teacher devoted twenty-five minutes per week to extracurricular activities.

With a program as crowded as this is, there is small possibility

Table 2
 Daily Program of Work in the Ervin Township
 School Number 1 in Traill County

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:00	15	5	1-8	opening exercises
9:15	15	1	1	reading
9:30	20	2	2	reading
9:50	15	1	4	reading history
10:05	15	1	8	literature
10:20	10	1	1	numbers
10:30	15	5	1-8	supervised play
10:45	25	4	2,4,8	arithmetic
11:10	10	1	1	word drill
11:20	10	2	2	word drill and phonics
11:30	15	4	2,4,8	spelling
11:45	15	1	8	language
noon				
1:00	10	5	1-8	general lesson
1:10	15	1	1	language and reading
1:25	15	2	2	language and construction
1:40	15	1	4	geography
1:55	20	1	8	citizenship
2:15	15	5	1-8	writing art
2:30	15	5	1-8	supervised play
2:45	15	1	1	reading
3:00	15	1	2	observation and activities
3:15	15	1	4	language
3:30	15	1	8	history
3:45	15	1	4	hygiene nature study

Table 3
Daily Program of Work in the Elm River Number 1,
One-Teacher Rural School in Traill County

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:00	15	25	1-8	music (current events Fr.)
9:15	15	1	1	reading
9:30	15	4	2	reading
9:45	15	8	3,4	reading
10:00	15	6	5,6	reading history
10:15	15	6	-	literature grammar
10:30	15	25	1-8	supervised play
10:45	15	9	1-3	numbers
11:00	30	16	4-8	arithmetic
11:30	10	1	1	word drill writing
11:40	10	4	2	word drill writing
11:50	10	25	1-8	spelling
12:00				dismissal
			noon	
1:00	30	9	1-3	language
1:30	15	7	4,5	geography health
1:45	15	7	6,7	geography health
2:00	15	2	8	citizenship history
2:15	15	16	1-5	penmanship
2:30	15	25	1-8	supervised play
2:45	15	9	1-3	general lessons health stories nature study geography
3:00	15	6	7,8	history grammar
3:15	15	6	5,6	language
3:30	15	4	4	language, art
3:45	15	7	6,7	language, art

that the work will be covered thoroughly. There is very little to recitation. It takes a most efficient teacher to obtain the maximum results from a crowded situation like this one. There is no intimation here that the teaching in this school is not effective, but it is definitely maintained that the results are not what might be accomplished with a better program involving more time for instruction in each class.

The programs of recitations for the lower and the upper grades in a two-room rural school which is the only school in the township are shown next (Tables 4 and 5). The enrollment in grades one to four was eighteen, and in grades five to eight it was twenty-six. The teachers' experience are two years and twelve years, respectively. No information was available as to the amount of time spent on, nor the types of extra-curricular activities engaged in, in this school.

More time is available for all the classes in a situation like this and the teacher has a better opportunity to give individual help and instruction. Recitations can be more generally confined to a single class in a single subject rather than to having eight classes taking spelling during a single ten-minute period, or four classes all taking arithmetic during a single thirty-minute period, as was necessary in the one-room rural school illustrated in Table 3.

Comparable with the rural school programs listed above are the programs which follow. Tables 6, 7, and 8 are daily problems of recitations that were offered in the lower, middle, and upper grades of three of the consolidated schools in the County. The enrollments in these groups were about equal to that of the largest rural schools studied.

Table 4
Daily Program of Work in the Bingham, Two-
Teacher Rural School in Traill County

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:00	15	18	1-4	opening exercises
9:15	20	5	1	reading
9:35	15	2	2	reading
9:50	15	6	3	reading
10:05	15	5	4	reading
10:20	10	7	1,2	phonics
10:30	15	18	1-4	recess
10:45	20	7	1,2	numbers
11:05	30	11	3,4	arithmetic
11:35	20	11	3,4	health
11:55	5	18	1-4	teachers help
12:00				dismissal
noon				
1:00	10	18	1-4	opening exercises
1:10	20	7	1,2	language, general
1:30	20	11	3,4	language
1:50	10	7	1,2	spelling
2:00	10	18	1-4	teachers help
2:10	20	5	4	geography
2:30	15	18	1-4	recess
2:45	15	5	1	reading
3:00	15	2	2	reading
3:15	10	6	3	geography
3:25	15	11	3,4	spelling
3:40	20	18	1-4	various activities

Table 5

Daily Work Program in the Bingham, Two-
Teacher Rural School in Traill County

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:00	15	all	5-8	opening exercises
9:15	15	15	7,8	literature
9:30	15	6	6	reading
9:45	15	5	5	reading
10:00	15	9	8	history
10:15	15	13	6,7	geography
10:30	15	all	5-8	recess
10:45	15	9	8	citizenship
11:00	15	5	5	arithmetic
11:15	15	6	6	arithmetic
11:30	15	6	7	arithmetic
11:45	15	8	8	arithmetic
12:00				dismissal
noon				
1:00	15	all	5-8	opening exercises
1:15	15	11	5,6	language
1:30	15	6	7	English
1:45	15	9	8	English
2:00	15	5	5	geography history
2:15	15	6	6	history
2:30	15	all	5-8	recess
2:45	15	6	7	history
3:00	15	5	5	health nature study
3:15	20	12	6,7	health agriculture
3:35	25	26	5-8	spelling penmanship

Table 6
 Daily Program of Work in the Norman
 Consolidated School in Traill County,
 Grades 1, 2, and 3

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:00	15	23	1,2,3	opening exercises
9:15	15	3	1	reading
9:30	20	12	2	reading
9:50	20	8	3	arithmetic
10:10	10	3	1	numbers
10:20	10	12	2	numbers
10:30	15	23	1,2,3,	recess
10:45	10	3	1	word study
10:55	10	12	2	word study
11:05	25	23	1,2,3	spelling
11:30				dismissal
noon				
1:00	15	23	1,2,3	observation
1:15	15	3	1	reading
1:30	20	12	2	reading
1:50	25	8	3	reading
2:15	15	23	1,2,3	penmanship
2:30	15	23	1,2,3	recess
2:45	30	23	1,2,3	rhythm band, music
3:15	10	3	1	language, art
3:25	10	12	2	language, art
3:35	10	8	3	language, art
3:45				dismissal

Table 7
 Daily Program of Work in the Galesburg Con-
 solidated School in Traill County,
 Grades 4, 5, and 6

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:00	15	13	4-6	music
9:15	15	3	4	arithmetic
9:30	20	5	5	arithmetic
9:50	20	8	4,5	history
10:10	20	4	6	arithmetic
10:30	15	13	4-6	recess
10:45	20	4	6	history
11:05	15	3	4	reading
11:20	20	5	5	reading
11:40	20	4	6	reading
12:00				dismissal
noon				
1:15	15	8	4-5	hygiene
1:30	15	4	6	nature study
			4-6	citizenship
1:45	15	3	4	geography
2:00	15	5	5	geography
2:15	15	4	6	geography
2:30	15	13	4-6	recess
2:45	20	8	4,5	language
3:05	20	4	6	language
3:25	20	13	4-6	spelling
3:45	15	13	4-6	art
				penmanship
				club
4:00				dismissal

Table 8
 Daily Program of Work in the Caledonia Con-
 solidated School in Traill County,
 Grades 7 and 8

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:00	15	19	7,8	opening exercises
9:15	25	--	8	history
9:40	25	--	7	arithmetic
10:05	25	--	8	arithmetic
10:30	15	19	7,8	recess
10:45	20	--	7	history
11:05	25	19	7,8	literature
11:30	15	--	8	spelling
11:45	15	--	7	spelling
12:00				dismissal
noon				
1:00	15	19	7,8	study
1:15	20	--	7	grammar
1:35	25	--	8	grammar
2:00	20	--	7	geography
2:20	10	19	7,8	penmanship
2:30	15	19	7,8	recess
2:45	20	--	7	hygiene
3:05	25	--	8	citizenship
3:30	20	--	7	agriculture
3:50	10	19	7,8	study

A program for grades 1, 2, and 3 in one of the town consolidated schools is shown (Table 6). The teacher had two years of rural experience and her activities of an extracurricular nature included a rhythm band of twenty-three members, and piano lessons.

A program from a similar school, but for grades 4, 5, and 6 is given in Table 7. The teacher had three years of city school experience and she devoted time to three activities which included thirty pupils.

A program of recitations for grades 7 and 8 in a town consolidated school is shown (Table 8). The teacher had three years of experience and her extracurricular work included one hundred minutes per week spent on six activities which included ninety-five pupils.

Programs of recitations that were offered by various schools in the classified school group are presented in the next six tables (Tables 9 to 14). In most instances there are two grades in a room. The program for a single grade, and for a grade and a half are illustrated in Tables 10 and 11. Individual programs will not be discussed. The average amount of experience of the teachers whose programs are given was ten years. The number of activities, apart from the regular school work, was not indicated. Of most importance is the greater attention that was given to each class recitation and the opportunities for the pupils to study art, general science, and social science which are more commonly offered in the less crowded programs. There was more time available for supervised study.

A careful enumeration of the amount of time devoted to various subjects in all the grades of the three types of schools studied gives

Table 9
 Daily Program of Work in the Buxton
 Classified School in Traill
 County, Grades 1 and 2

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:00	15	22	1,2	music
9:15	15	7	2a	reading
9:30	20	8	2b	reading
9:50	20	7	1	word drill
10:10	15	22	1,2	recess
10:25	20	4	1a	reading
10:45	20	3	1b	reading
11:05	15	15	2	numbers
11:20	10	7	1	numbers
11:30				dismissal
noon				
1:15	20	22	1,2	general lessons
1:35	10	15	2	word drill
1:45	10	7	1	spelling
1:55	10	15	2	spelling
2:05	15	22	1,2	language
2:20	15	22	1,2	recess
2:35	10	3	1b	reading
2:45	10	4	1a	reading
2:55	15	8	2b	reading
3:10	15	7	2a	reading

Table 10
 Daily Program of Work in the Mayville Classi-
 fied School in Traill County,
 Grades 1a and b

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:10	35	32	1	reading
9:45	20	32	1	music
10:30	30	16	1b	reading
11:30	30	32	1	writing and informal numbers
12:00				dismissal
noon				
1:10	55	57	1,2	five student teach- ers take charge of pupils during this period under super- vision of main teacher
2:30	30	32	1	language
3:00	30	32	1	art
3:30				dismissal

Table 11
 Daily Program of Work in the Hatton Classi-
 fied School in Traill County,
 Grades 2a and 3

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:00	15	34	2,3	opening exercises
9:15	15	34	2,3	word study
9:30	15	12	2	reading
9:45	15	22	3	reading
10:00	15	34	2,3	penmanship
10:15	15	34	2,3	recess
10:30	15	12	2	arithmetic
10:45	20	22	3	arithmetic
11:05	10	34	2,3	music
11:15	15	12	2	spelling
11:30	15	22	3	spelling
11:45	15	22	3	supervised study
12:00				dismissal
noon				
1:15	5	34	2,3	opening exercises
1:20	15	12	2	English
1:35	15	22	3	English
1:50	10	34	2,3	relaxation period
2:00	15	22	3	hygiene
2:15	15	34	2,3	recess
2:30	30	12	2	reading
3:00	30	22	3	reading
3:30	15	22	3	social studies
3:45	15	22	3	study library
2:30	60	--	---	art library

Table 12
 Daily Program of Work in the Portland Classi-
 fied School in Traill County,
 Grades 3 and 4

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:00	10	25	3,4	opening exercises
9:10	15	25	3,4	health
9:25	20	12	3	reading
9:45	20	13	4	reading
10:05	25	12	3	arithmetic
10:30	15	25	3,4	recess
10:45	25	13	4	arithmetic
11:10	20	12	3	spelling
11:30	10	25	3,4	rest
11:40	20	13	4	geography
12:00				dismissal
			noon	
1:15	20	12	3	language
1:35	20	13	4	language
1:55	15	12	3	geography
2:10	20	24	1,2	penmanship
			3,4	penmanship
2:30	15	25	3,4	recess
2:45	20	13	4	history
3:05	20	12	3	reading
3:25	10	25	3,4	rest
3:35	20	12	4	spelling
3:55	35	25	3,4	art

Table 13
 Daily Program of Work in the Hillsboro Classi-
 fied School in Traill County,
 Grades 5 and 6

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:00	5	40	5,6	opening exercises
9:05	30	25	5	arithmetic
9:35	30	25	5	reading
10:05	15	40	5,6	penmanship
10:20	20	40	5,6	recess
10:40	20	28	6	reading
11:00	15	25	5	social science
11:15	25	28	6	geography
11:40	20	25	5	geography
12:00				dismissal
noon				
1:15	15	28	6	spelling
1:30	20	--	8	fifth and sixth grades have music while teacher is supervising eighth grade study
1:50	10	25	5	spelling
2:00	20	25	5	hygiene
2:20	20	40	5,6	recess
2:40	25	28	6	English hygiene
3:05	25	25	5	English
3:30	30	40	5,6	activity period
4:00				dismissal

Table 14
 Daily Program of Work in the Reynolds Classi-
 fied School in Traill County,
 Grades 7 and 8

Period Begins	Length in Minutes	Number of Pupils	Grade	Recitation
9:15	15	8	7	spelling
9:30	20	5	8	history
9:50	20	8	7	history
10:10	20	5	8	reading
10:30	15	8	7	reading
10:45	10	13	7,8	penmanship
10:55	20	5	8	arithmetic
11:15	20	8	7	arithmetic
11:35	20	13	7,8	citizenship
11:55				dismissal
noon				
1:30	20	8	7	geography
1:50	20	13	7,8	grammar
2:10	25	13	7,8	general science
2:35	20	5	8	literature
2:55	20	8	7	literature
3:15	15	5	8	spelling
3:30				dismissal

figures which indicate the educational opportunities that these schools offered. The amount of time devoted to a subject is not a positive indication of the efficiency of instruction, but all things being equal, it would indicate a better opportunity. However, in this case, all things are not equal, and their inequality lends greater weight to the significance of the 'time element' in these subjects. This refers to the better training and greater experience of teachers in classified schools over those in the consolidated group, and of the consolidated schools, over those teachers in the rural schools. This will be referred to again later in Tables 32-33.

Programs of studies for five of the eleven high schools in the County follow in Tables 15 to 19 inclusive. They represent typical programs in schools of various sizes. Shown first is the program in a school which employed one high school teacher and offered two years of work (Table 15). The other tables are programs of schools which offered four years of work. The number of teachers employed by the schools represented by these tables is indicated. Generally, the larger the teaching force the more varied was the program of studies offered and hence, the greater the educational opportunities.

Subjects Offered in the High Schools

The frequency with which subjects were offered by the eleven high schools in Traill County, the frequency with which classes were conducted on the 40-minute, the 45-minute, and the 60-minute basis, and also the grade in school to which each subject was offered was made a part of this study and is presented here (Table 20).

Five of the eleven schools had 60-minute periods for half a day.

Table 15
 Daily Program of Studies in the High School of
 Lindaas Consolidated School, Traill
 County, A One-Teacher
 High School

Time	Teacher 1
9:00--9:45	vocations
9:45-10:30	world history
10:30-11:15	English I
11:15-12:00	algebra
noon	
1:00-1:45	English II
1:45-2:30	general science
2:30-3:15	general science laboratory
3:15-4:00	physical training

Table 16
 Daily Program of Studies in the High School of
 Galesburg Consolidated School, Traill
 County, A Two-Teacher
 High School

Time	Superintendent	Teacher 2
9:00--9:20	study	study
9:20-10:00	algebra	English IIIB
10:00-10:40	high school civics	English IIB
10:40-11:20	biology	- - - - -
11:20-12:00	biology laboratory	English IA
noon		
1:15-1:55	geometry	- - - - -
1:55-2:35	junior business	U. S. history
2:35-3:15	- - - - -	early world history
3:15-4:00	physical education	- - - - -

Table 17
 Daily Program of Studies in the High School of
 Reynolds Classified School, Traill
 County, A Three-Teacher
 High School

Time	Superintendent Teacher 1	Teacher 2	Teacher 3
9:00-10:00	business arithmetic	biology	algebra
10:00-10:40	typing	study	English II
10:40-11:20	American history	study	English III
11:20-12:00	business law	general business	study
noon			
1:15-2:00	- - - - -	general science	study
2:00-2:45	typing	general science	news writing
2:45-3:30	physical educa- tion	music	study

Table 18
 Daily Program of Studies in the High
 School of Hatton, Traill County

Time	Superintendent Teacher	Teacher	Teacher	Teacher	Teacher
9:00-10:00	international relations	bookkeeping	general science	library	assembly
10:00-11:00		manual train- ing II	physics	assembly	home economics II
11:00-12:00	problems of democracy	manual train- ing I	biology	English III	home economics I
12:00--1:15	noon				
1:15-2:00	assembly	typing	geometry	English II	English I
2:00-2:45	psychology	typing	assembly	English II	English I
2:45-3:30	United States history	junior business training		English IV	world history
3:30-4:00	assembly		physical education	library	girls physical education assembly

Table 19

Daily Program of Studies in the High School
of Hillsboro, Traill County

Time	Superintendent	Teacher	Teacher	Teacher	Teacher	Teacher
9:00-9:45	higher algebra	assembly	English II	chemistry (8:45-9:45)	physiology	junior busi- ness train- ing
9:45-10:30	algebra	physiology	assembly	geometry	shorthand	high school geography
10:30-11:15	Latin I	world history	library	assembly	bookkeeping	assembly
11:15-12:00	- - - - -	present day problems	English III	assembly	typing	assembly
12:00-1:15	noon					
1:15-2:15	- - - - -	United States history	English I	biology	typing	assembly
2:15-3:15	- - - - -	assembly	English IV	general science	typing	free
3:15-4:00	- - - - -	boys' phys- ical edu- cation	library	assembly	girls' phys- ical edu- cation	chorus girls' glee club boys' glee club

Table 20
 Showing the Subjects Offered, the Length of the Period in
 Minutes per Day, the Grade in School to Which the
 Subject is Taught, and the Frequency of Each
 in the High Schools of Traill County

Subject	Length of Period			Grade in School the Subject is Offered				
	40	45	60	9	10	11	12	All
Algebra	5	2	4	9	5	1	1	
Higher algebra		1			1			
Geometry	3	2			2	2	4	
Arithmetic			1			1	1	
Vocations and citizenship	2	1		3	1			
Problems of democracy	4	1	4			5	9	
Junior business training	4	2	1	6	6			
Commercial law	1	1				1	2	
Typewriting	2	3	3			5	7	
Shorthand		1				1	1	
Bookkeeping	1	1	1			3	3	
American history	6	1	1			6	6	
World history	2	3	1	1	5		2	
Modern history	2				1	1		
English I	9	3	1	11				
English II	6	4	1		11			
English III	3	2	2			7	3	
English IV	3	1	1			1	5	
General science	1	2	5	8	3			
Chemistry	1		2			2	3	
Physics			2			2	2	
Biology	3	2	3	1	6	1	1	
Psychology	2	2				3	4	
Geography	4	1		1	2	2	3	
Home economics			7	2	3	4	3	
Manual training			2	1	1			
Public speaking		1					1	
International Relations		1	1			1	2	
Music	3		1					8
Hygiene		1				1	1	
Total	67	39	44	43	47	50	64	8

There was no agreement as to which subjects received the longer periods except in home economics and manual training which were all taught in the sixty-minute period.

Other subjects taught, but not listed in the above table, were Latin I, Latin II, news writing, public speaking, and Bible Study. All the high schools to some extent, but especially the smaller ones which cannot teach every subject every year, enrich their curriculums with courses that are taught at frequent intervals of time, perhaps every other year, or during the school life-time of a student. A study of the alternation of courses revealed that there was no agreement among schools as to which courses to alternate. Eighteen different combinations were found. English for the third and fourth years was the only subject of some general agreement.

Amount of Time Spent on Recitations

A good measure of the opportunities offered for a good education by a school is the amount of time spent by the teacher on recitations. Fifty-five rural school programs, twelve consolidated school grade programs, and twenty-seven classified school programs for grades one to eight were examined and the average amount of time, in minutes per week, spent on the commonly taught, standard subjects was calculated. The results are given for reading, language, arithmetic, geography, history, citizenship, and hygiene. (Table 21). In all instances, the rural school ranked lowest in the total time per week, the consolidated group second, and the classified schools highest. In the matter of reading, which is one of the important tools of learning, the total time per week spent by

Table 21

Time Devoted to Recitation in Various Subjects in the Grades of
the Schools in Traill County, Time in Minutes per Week

Grade	Reading			Language			Arithmetic		
	Rural	Consol- idated	Class- ified	Rural	Consol- idated	Class- ified	Rural	Consol- idated	Class- ified
1	142	150	221	41	43	66	38	63	60
2	102	175	211	38	43	65	35	78	71
3	67	104	165	38	53	81	40	102	117
4	50	72	115	42	58	102	42	85	115
5	41	84	116	38	55	114	41	85	138
6	38	69	108	43	68	104	42	88	120
7	38	49	88	44	67	116	43	120	131
8	41	49	107	41	109	104	50	120	145
Total	519	752	1131	325	496	752	331	741	897
Grade	Geography			History and Citizenship			Hygiene		
	Rural	Consol- idated	Class- ified	Rural	Consol- idated	Class- ified	Rural	Consol- idated	Class- ified
1	0	0	0	0	0	0	19	16	30 ^a
2	15	0	12	30	0	0	21	17	21
3	30	57	30 ^c	30	56	0	20	43	53
4	36	55	104 ^c	24	48	73 ^c	24	26	50
5	39	64	110 ^c	20	61	63 ^c	25	31	51
6	48	81	110 ^c	30	78	89 ^c	21	35	57
7	56	120	106 ^c	65	99	125	26	79	82
8	0	0	0	67-78 ^d	120-88 ^d	132-110 ^d	30 ^b	0	0
Total	224	377	472				186	247	344

^aOne school teaching hygiene in grade 1. ^bOne school teaching hygiene in grade 8. ^cMayville teaches 300 minutes per week of social studies, not included in this average, which takes the place of geography and history. ^dHistory and citizenship are separate classes.

the teachers in all the grades of the classified schools is 217 per cent of the amount spent by the teachers in all the grades in the rural schools so the rural child receives less than half as much reading time as does the pupil in the classified school. The consolidated school pupil receives 145 per cent as much time as does the rural pupil.

In all of the subjects listed in the table the rural pupil received the least time per week, and the classified school pupil the most. This fact is further intensified because of the smaller amount of time that the rural pupil attends school (Table 21). He received less than half as much time per week in reading, and attended school 20.4 days less per year than did the pupil in the classified school. He also attended school nine and two-tenths days less than the pupil in the consolidated schools and received about two-thirds as much time for reading. It is an

Table 22^a

Average Number of Days Each

Child Attended School

	Aggregate Days	Enrollment	Average Number of Days Each Child Attended
Rural	129,262.71	895	144.4
Consol- idated	63,679.5	414	153.8
Classi- fied	244,075.75	1,480	164.8
Totals	437,017.96	2,789	156.7

accepted fact that reading ability of students at all levels is not as high as it could be. It is not the contention that time is the only

^aCounty Superintendents' Annual Report, Traill County, 1937.

essential element needed to develop good reading, but it is the important element, thus, it is a reliable indication of opportunity. The place of reading is expressed by Dr. Goodykoontz¹ in the following succinct statement:

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

The time element is important, then, to the extent that sufficient time should be available for practice by the pupils, as well as guidance by the teacher. The same element, that of time, would be valid for the other subjects.

High School Pupil's Preference for Subjects

A survey was made to find out what subjects the high school students preferred to take and what they planned to do after completing their educational work. This survey was conducted at the same time as the personal visitations to the eleven high schools were made. Each high school student was asked to indicate on a ballot which was supplied to him, his choice of four high school subjects in the order of his preferences. He was also asked to indicate what type of work he planned to do upon completing school, as well as to indicate the subjects he was carrying at present. Out of 744 pupils enrolled in high school in Traill County, 683 responded with their choices of subject, and about 300 with their

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

plans for their future.

The results of the choices are not absolutely positive in designating what the pupils wanted since there was, no doubt, a slight tendency to choose some of the subjects that the pupil was taking at the time. In spite of this, the results are indicative of a certain amount of desire for certain subjects on the part of students, and also of the extent to which the schools are satisfying these desires. The preferences indicate a good deal about the popularity a subject has with the students.

The most popular choice was typing with 41.3 per cent of 683 students indicating a desire for it. This desire was general amongst the four grades, the lowest being 33.7 per cent of grade twelve, and the highest being 45.4 per cent of grade nine (Table 23). Fourteen subjects were itemized in this way and the results are indicated in Table 23. The survey found that every subject in the curriculum had a few preferences, but the others are omitted since they all fall below eight per cent of the total and some have just a very few choices. Geometry and shorthand are the highest of the ones omitted, both being preferred quite generally by all grades and totaling just eight per cent.

A general summary of these fourteen subjects and a comparison of them with the opportunities that are being offered was made and is shown in Table 24. Referring again to typewriting, 41.3 per cent of the students like it and 10.8 per cent actually take it or include it in their schedule. This might seem to indicate that only one-fourth of the students are having their likes satisfied, but this is not quite the case since several of the pupils in the 41.3 per cent group may have taken

Table 23

High School Pupils' Preference for Studies

Choice	Subject	High School Classes				Total	Per Cent
		9	10	11	12		
1	Algebra	20	12	21	11	64	9.4
2		19	17	7	18	64	8.9
3		8	5	7	11	31	4.5
4		12	9	7	11	39	5.7
Total		59	43	42	51	195	---
Per cent choice is of each grade		28	26	26	33	--	28.5
1	Problems	1	0	9	0	10	1.5
2		0	1	4	2	7	1.0
3		2	0	3	5	10	1.5
4		1	1	6	7	15	2.2
Total		4	2	22	14	42	2.2
Per cent choice is of each grade		1.9	1.2	13.8	9.	--	6.2
1	Vocations	0	1	2	0	3	.4
2		4	2	3	0	9	1.3
3		2	2	4	0	8	1.2
4		2	1	3	3	9	1.3
Total		8	6	12	3	29	---
Per cent choice is of each grade		3.9	3.6	7.5	1.9	----	4.2
1	Home economics	25	15	15	14	69	10.1
2		18	6	5	5	34	5.0
3		6	9	8	6	29	4.2
4		17	8	7	3	35	5.0
Total		66	38	35	28	167	---
Per cent choice is of each grade		32	23	22	18	----	24.3
1	Industrial Arts	10	17	7	3	37	5.4
2		3	2	6	3	14	2.0
3		2	3	3	4	12	1.8
4		4	4	3	2	13	1.9
Total		19	26	19	12	76	---
Per cent choice is of each grade		9.3	15.9	11.9	7.8	--	11.1

Choice	Subject	High School Classes				Total	Per Cent
		9	10	11	12		
1	English I	21	1	0	0	22	3.2
2		25	0	0	0	25	3.7
3		22	0	0	1	23	3.4
4		19	2	1	0	22	3.2
Total		87	3	1	1	92	---
Per cent choice is of each grade		42.4	1.8	.6	.7	--	13.5
1	Psychology	1	0	4	12	17	2.4
2		0	2	10	9	21	3.1
3		3	6	11	9	29	4.2
4		1	3	6	4	14	2.0
Total		5	11	31	34	81	---
Per cent choice is of each grade		2.4	6.7	19.4	22.1	--	11.7
1	American history	1	7	11	6	25	3.7
2		1	7	12	11	31	4.5
3		2	5	11	8	26	3.8
4		0	6	7	10	23	3.4
Total		4	25	41	35	105	---
Per cent choice is of each grade		2.0	16.2	25.6	22.7	---	15.4
1	Typing	25	22	22	8	77	11.3
2		35	26	20	20	101	14.8
3		20	18	9	12	59	8.6
4		13	7	13	12	45	6.6
Total		93	73	64	52	282	---
Per cent choice is of each grade		45.4	44.5	40.0	33.7	---	41.3
1	Bookkeeping	2	2	6	12	22	3.2
2		10	6	5	9	30	4.4
3		7	8	9	7	31	4.5
4		8	12	10	9	39	5.7
Total		27	28	30	37	122	---
Per cent choice is of each grade		13.1	17.1	18.8	24	---	17.8

Choice	Subject	High School Classes				Total	Per Cent
		9	10	11	12		
1	Junior business training	11	8	1	1	21	3.1
2		7	8	1	6	22	3.2
3		8	11	4	7	30	4.4
4		6	10	4	2	22	3.2
Total		32	37	10	16	95	---
Per cent choice is of each grade		15.5	22.5	6.6	10.4	--	13.9
1	General science	15	11	9	4	39	5.7
2		7	10	1	6	24	3.5
3		16	11	11	6	44	6.4
4		11	4	9	6	30	4.4
Total		49	36	30	22	137	---
Per cent choice is of each grade		23.9	21.9	18.7	14.2	---	20.0
1	Biology	7	9	5	6	27	3.9
2		4	11	16	4	35	5.1
3		10	14	8	6	38	5.5
4		15	12	7	6	40	6.0
Total		36	46	36	22	140	---
Per cent choice is of each grade		17.5	28.0	22.5	14.2	---	20.5
1	Chemistry	2	4	6	14	26	3.8
2		4	2	9	6	21	3.1
3		4	7	3	8	22	3.2
4		12	4	2	6	24	3.5
Total		22	17	20	34	93	---
Per cent choice is of each grade		10.7	10.3	12.5	22.1	--	13.6

typing before the survey was made. Neither is this fact to be taken as a positive reason for general offering of typewriting to all high school students, since young students cannot profit equally as much by typewriting as can older ones.¹ The above does give a good argument, however, for including typewriting in the high school curriculum.

Other facts from Table 24 are of significance. The preference for the subject of problems of democracy, a course required for graduation, had a total choice of but six and two-tenths per cent of the 683 students, while 21.3 per cent of the total number of high school students are taking it. This tends to indicate that it is not liked by more than one-fourth of those taking it. It should not be assumed, though, that it is not a valuable subject. A study of the relative value of high school subjects placed sociology and civics, the chief subject matter contents of our problems of democracy course, highest in index of achievement.² This was obtained from the point of view of the pupil. Thus the pupil realizes that the subject is valuable, but he does not prefer it.

Vocations is a weak choice of students of all grades. These two facts are referred to in Chapter 4 under the treatment of service agencies where it is shown that a great deal of the guidance work in the schools is carried on through the class work in vocations and problems of democracy. If there is any connection between these two situations, a study of them in more detail might reveal something of vital moment in this regard.

¹Brown, R. F., "Nonvocational Typewriting in the Junior High School," Clearing House, X, No. 1 (September 1935), P. 36.

²Gorby, J. H., "Relative Value of High School Subjects," West Virginia School Journal, V, January, 1938, p. 5.

Table 24
Per Cent of Students Enrolled Who Are Taking
Various Subjects and the Per Cent
Who Prefer the Subjects

Subjects	Number Taking	Per Cent Taking	Per Cent Preferring
Algebra	213	28.6	28.5
Typing	81	10.8	41.3
Bookkeeping	71	9.5	17.8
Junior business training	198	26.6	13.9
Vocations	38	5.1	4.2
Home economics	130	17.5	24.3
Industrial arts	33	4.4	11.1
Problems of democracy	159	21.3	6.2
English I	232	21.1	13.5
American history	138	18.5	15.4
Psychology	93	12.5	11.7
General science	233	31.3	20.0
Biology	167	22.4	20.5
Chemistry	43	5.7	13.6

Preference for life's work of 392 students showed a variety of choices (Table 25). Nursing proved to be the first choice with teaching second. Only the more commonly favored preferences are indicated in the table. Fifty-six different occupations and professions were listed by the pupils.

The vocational interests of young students are not apt to be permanent and young people should not hesitate to change their minds as maturation and increasing knowledge bring better understanding of society and oneself. Interest or preference does not always mean ability, but studies do show that one's ability is quite likely to be high in those activities in which there is a powerful interest.

Are the schools offering the things that the students want in order

Table 25
 Preferences for Life Work by
 392 High School Students

Life's Work	Grade in High School				Total
	9	10	11	12	
Nursing	23	18	12	6	59
Teacher	20	5	12	20	57
Stenographer	12	14	7	5	38
Farmer	20	4	5	4	33
Aviator	6	7	3	2	18
Engineer	4	4	2	5	15
Business	5	4	4	2	15
Mechanic	4	4	4	2	14
Beauty Operator	2	4	4	2	12
Doctor	2	1	2	2	7
Forest Ranger	1	2	3	1	7
Secretary	1	4	0	1	6
Store Clerk	3	1	1	1	6
Musician	3	2	1	0	6
Bookkeeper	1	2	1	1	5
Office Work	2	2	0	0	4
Journalism	1	0	2	1	4
Lawyer	1	2	0	0	3
Navy	0	1	2	0	3
Undecided	2	4	3	3	12

to best fit themselves for the work they plan to engage in later in life? The secondary school can not hope to, and does not aim to, turn out trained citizens who are completely fitted for the occupation chosen. They must be alert, however, to the task of giving all students a general foundation with emphasis on the things that will be of most value to the particular needs of the pupil. This calls for a good deal of analysis of pupil needs by the teachers. The schools of Traill County supply the curriculum, but they do not always supply this personal service which would be of so much value.

Eighth Grade Graduation Ratio

The holding power of a school is measured partly by the percentage

of its students graduating from the eighth grade. The more nearly the school meets the needs of the pupil the longer will be his life as a student. If he meets with a setback, such as a failure to complete the eighth grade, he will be tempted to cease his education, and this he often does. At any rate, a failure will delay his progress. The per cent of eighth grade graduates to those enrolled in the three types of schools was determined and, as will be noted, rural schools fall considerably below the classified schools in percentage of graduations to enrollments. The consolidated group runs about equal to the rural group (Table 26).

Table 26

The Percentage of Students Enrolled in the
Eighth Grade to Those Graduating^a

Year	Rural			Consolidated			Classified		
	b	c	d	b	c	d	b	c	d
1934-35	116	98	84.5	32	32	100	103	97	94.1
1935-36	109	91	83.5	39	32	82	112	105	93.7
1936-37	117	106	90.6	48	43	89.5	116	112	96.6

^aCounty Superintendent's Annual Report, Traill County, 1937.

^bNumber enrolled, ^cNumber graduated, ^dPer cent graduated

Teacher Loads

The teacher loads of rural teachers and grade teachers are indicated by the program of recitations for teachers in these schools which are listed in Tables 1 to 14 inclusive. Pupil loads per teacher in the high schools of consolidated and classified schools show a considerable variation in weight. The teacher with the lightest pupil load for all classes taught has thirty-three pupils in seven classes which includes

physical education and glee club (Table 30). The heaviest load in pupil numbers is that of the music instructor in a large high school who teaches two classes besides taking care of his work in music. The total pupil load for this teacher is 280 pupils. Daily programs of representative high school teachers are given in the following tables with programs of a superintendent of schools, of a high school principal, and of high school teachers being included (Tables 27-31). A complete tabulation of the daily programs of all the high school teachers in the county revealed that the average number of classes taught per day was five and one-tenth; average total minutes of recitation, including music and physical education, was 244 minutes per day, and the average total enrollment in these classes was 109 pupils. In rural schools, the average teaching time was 320 minutes per day, the average number of classes taught was twenty-five, and the average total enrollment was 17.5 pupils in these classes. The reader is cautioned to examine the following tables carefully to get the full import of the differences.

Table 27

Individual Daily Program of Recitations
For One Teacher in a Classified
High School

Subject	Length of Period in Minutes	Enrollment
World history	60	8
Problems of democracy	60	18
Geography	40	5
Junior business training	40	12
Bible study (2 periods per week)	40	14
Physical education (2 periods per week)	40	24
Totals	280	81

Table 28
Individual Daily Program of Recitations
For One Teacher in a Classified
High School

Subject	Length of Period in Minutes	Enrollment
Hygiene	45	23
World history	45	35
Present day problems	45	43
United States history	60	39
Totals	195	140

Table 29
Individual Daily Program of Recitations for One
Teacher in a Classified High School

Subject	Length of Period in Minutes	Enrollment
English III	60	19
English I	60	23
Glee clubs		
Girls	60	20
Boys	60	12
Vocations	40	9
English IV	40	12
English II	40	20
Totals	360	115

Teacher Training and Experience

The teacher is the center of the school and much of the success of the school can be attributed to the teacher. Much of the success of the teacher can be attributed to his or her training. A well trained teacher is an efficient one.

Training is a process which requires time. Thus time is a fairly

Table 30
 Individual Daily Program of Recitations
 For One Teacher in a Classified
 High School

Subject	Length of Period in Minutes	Enrollment
English I	40	3
English II	40	3
Geometry	40	6
Physical Education	60	13
English IV	40	7
Glee Club	40	8
Vocations	40	6
Totals	300	46

Table 31
 Individual Daily Program of Recitations
 For One Teacher in a Classified
 High School

Subject	Length of Period in Minutes	Enrollment
Home economics I	60	24
Home economics II	60	28
English I	45	23
English I	45	22
World history	45	38
Physical education Monday	30	28
Physical education Wednesday	30	24
Totals	315	187

reliable measure of the amount of training a teacher has had and hence, of his efficiency. It is at once evident that many other factors besides time enter into training for efficiency but all other factors being equal, time becomes a reliable measure.

The survey revealed a superiority in training for the classified

teacher over that of the rural teacher with three and three-tenths years, and one and nine-tenths years average training after high school graduation respectively. Consolidated teachers ranked in-between with three years. The average of all teachers is two and seven-tenths years after graduation. Table 32 summarizes the training by groups of schools in Traill County.

Table 32
Training of Teachers in the Three Groups
Of Districts, Traill County

Type of District	Kind and Amount of Training ^a					
	(1)	(2)	(3)	(4)	(5)	(6)
Rural	0	8	45	2	0	1.9
Consolidated	0	0	11	8	2	3.0
Classified	0	0	20	13	20	3.3
Totals	0	8	76	23	22	2.7

^aColumn (1) gives the number of teachers that have only twelve weeks of normal training; column (2) the number that have one year of normal training; column (3) the number that are standard normal school graduates; column (4) the number that are college graduates; column (5) the number that have had advanced college work (figured at one-fourth of a year; and column (6) the average training of the teachers in years after high school graduation.

Teachers' Experience

Experience, too, is a measure of efficiency. An intelligent teacher is one who can see a common element in a wide variety of experiences, and the wider her experiences have been, the greater is the probability that she will give intelligent service to the school. The number of teachers in each of the types of schools that have had the number of years experience indicated at the top of the table are listed in tabular form (Table 33). Those with more than ten years of experience have been grouped in the thirteen-year column, since this was found from the survey, to be

the average number of years of experience above ten years. The years of experience in both rural and city schools was determined and these are listed separately in the table. The combined totals for certain teachers who have served in both types of schools was not figured, thus the city teacher who may have had some rural experience will have a larger average years of experience than is indicated. This is true for the teachers in other schools too, but not so much so, for the rural teacher rarely has had any city experience.

Table 33
Experience of Teachers in the Three
Types of Districts, Traill County^a

Type of District	Experience in Rural and City	Years of Experience											Ave.	
		0	1	2	3	4	5	6	7	8	9	10		13 ^b
Rural	Rural	0	7	11	5	2	7	5	3	3	3	0	5	4.7
	City	-	2	3	2	-	-	-	-	-	1	1	-	3.7
Consolidated	Rural	2	3	5	2	-	1	1	2	-	-	-	-	2.8
	City	-	3	0	5	-	-	1	-	1	-	-	3	5.5
Classified	Rural	4	7	3	1	3	1	3	-	3	-	-	1	3.4
	City	-	5	11	1	1	3	3	2	3	2	4	1	10

^aThe data in this table are from fifty-five rural, twenty-one consolidated, and fifty-two classified teachers as of September 1937.

^bAverage of all experience in years over ten.

Teachers Salaries

"To provide good teaching two things are essential: better salaries and better selection and preparation. . . . The two pillars on which the hope of good teaching rests are salaries and education."¹ Embree main-

¹Embree, E. R., "Rural Education and the Teacher," The Educational Record, Vol. XVII, University of North Dakota, October, 1936, p. 149.

tains further, that the rural teacher, who represents a greater potential influence for good or ill than does the city or consolidated teacher, is the poorest paid. Table 34 for Traill County supports this fact. The rural teachers' average annual salary is sixty-five per cent of that of the average for the classified teachers, and sixty-eight per cent of the average for the consolidated group.

Table 34

The Average Salary of Teachers for Various
Types of Districts in Traill County

Type of District	Number of Teachers	Total Salary	Average
Rural	61	\$32,886.25	(539.12)
Consolidated	22	17,528.50	796.75
Classified	55	45,233.50	822.43
Total	138	\$95,648.25	620.64

Library and Textbooks

Library facilities are important factors in educating a child. It is recognized as such by the school laws of North Dakota which provide definite standards for school libraries. Economic conditions have curtailed expenditures for this type of material until libraries have generally become depleted to the extent of not maintaining the standards required by the law. This is regrettable. However, the future holds prospects of better high school libraries as a result of the recent regulation requiring library training of the school librarian.

In the eleven high schools in the County of Traill, five librarians have had the required amount of training, five have had practice training, and one has had no training. No data was present regarding the library

training of rural teachers. There is little doubt but what several have taken the courses in library science, but since rural schools have very small library facilities their training is not important except as it applies to the choice of good books.

Data are available for three years, but only that for 1936-1937 is presented herein (Table 35). The expenditures expressed in this table are larger than for previous years, but the comparisons are the same in placing the rural school lowest in number of books per school, and in expenditures per school. The classified schools rank the highest.

Table 35

Library Facilities of the Three Types of Districts,

Traill County, For the Year 1936-37^a

Type of District	Total Books	Expenditure of Library Books	Number of Schools	Books per School	Expenditure per School
Rural	10,384	\$504.38	56	185	\$9.01
Consolidated	2,162	131.20	5	440	22.24
Classified	8,543	816.07	6	1,455	136.01
Totals	21,089	\$ 1,451.65	67	315	\$ 21.67

^aCounty Superintendent's Annual Report, Traill County, 1936-1937.

Magazines and newspapers were available in greater numbers in the classified schools than in the consolidated group, and more numerous in the consolidated schools than in the rural institutions. The survey established the fact that classified schools receive an average of ten magazines and two newspapers per school, and the consolidated take five magazines and one newspaper per school. According to the county superintendent of schools, the average for the rural schools was two magazines. The opportunities for extensive reading were better in the larger schools, if this is any criteria.

Textbooks are essential in order to adequately present a subject and to use as a guide in presenting the factual material. They are quite necessary in all other fields. The copyright date of textbooks is not of very vital importance except in certain subjects. The newer the textbooks the more possibility there is of having the latest and best practices available for use. Data were collected concerning the age, as indicated by copyright dates, of the textbooks used in the grades in all the schools. This data are given in Table 36. The classified schools had more sets of books and newer books than either of the other two groups or types of schools studied. The majority of their books were in the five-year age group. Consolidated schools ranked second, but about half of their textbooks were in the ten-year age group. Rural schools had fewer sets of texts and about half of theirs are in the ten-year age group. A larger number of them were eleven years of age, or older, the books in the one to five year age group. This is also true of the consolidated group.

Table 36

Number of Sets of Textbooks of Various Ages Used

In the Grade Schools in Traill County

And Sets Per School

Number and Age of Sets	Type of School		
	(1) ^a	(2)	(3)
Number of Schools	53	5	6
Sets one to five years old	332	54	228
Sets one to five years old per school	6.3	11	38
Sets six to ten years old	531	114	110
Sets six to ten years old per school	10	23	18
Sets eleven years old or older	475	77	73
Sets eleven years old or older per school	9	15.4	12
Total number sets per school	25.3	49.4	68

^a1 Rural schools, 2 Consolidated schools, 3 Classified schools.

- a(1) Time devoted to recitation of various subjects.
- (2) Average days of attendance.
- (3) Pupils graduating from eighth grade.
- (4) Teacher Training.
- (5) Teacher experience.
- (6) Teachers salary.
- (7) Magazines and newspapers.
- (8) Library facilities.
- (9) Textbooks available.
- (10) Total score or rating.

This table reveals the fact that rural schools fall below the other two groups in all respects except in that of teacher experience. The difference here is very small and cannot be considered significant. In all other respects the superiority of the classified schools is evident. The program of the classified schools is meeting the needs of the pupils to a higher degree of satisfaction. Personal observations revealed phases where improvement can be made; where changes should be recommended. If the classified schools are not fully cognizant of their duties, it will at once be evident that the rural schools are still less efficient, since, the above table shows that they rank lower in nine counts. There is little doubt but that they are attempting to meet the needs of the pupils. The fact that they are not succeeding would seem to indicate a weakness in organization which should be remedied at the earliest opportunity. Such studies and surveys as the present one will add concretely to such knowledge of educational inequalities and serve in a small measure, with other studies in the same field, to shed enlightenment upon a school problem of vital interest, perhaps not to Traill County alone, but to other counties and to the entire state.

CHAPTER 3

EXTRACURRICULAR ACTIVITIES

Tradition dictates a number of the practices and procedures used in the schools and often these traditions are hard to overcome. Early schools had but one phase of work which was considered their duty. This was to teach the subject matter of a few standard subjects. No serious thought was given to the many other activities which enter into a pupil's experiences and contribute to the importance of his education nor to the services which likewise contribute to the important task of preparing the child to meet the situations of life as a wholesome social being. Many of these activities and services are included in the program of work that is offered by the schools of today but they are not used as much as they might be. It is for this reason that these two phases of the work of the schools was investigated. This chapter deals with the extracurricular activities engaged in and the next chapter will discuss the service agencies employed in the schools.

It is the nature of boys and girls of adolescent age to seek enjoyment in groups. This desire will be satisfied by them in one way or another. The home may be able to furnish these social enjoyments in a small degree. The church can do so to a larger extent. Other organizations meet the needs of a restricted, though increasing, number. But the street corner, the vacant lot, the billiard hall and even less desirable places are often the only places where the desire for group enjoyment finds opportunity for its full enjoyment. But while these organizations can do much to fill the desires, the school is peculiarly adapted to this end. It is the natural center for the promotion and proper regulation of this part of a pupil's life. The classes form

natural units for competition in athletic games; the pupils interest in musical, literary, or artistic activities often makes it possible to turn his social instincts in directions which promote his intellectual and aesthetic development. There is also the additional advantage of the authority of the teachers which controls the pupils and assures a better regulation than can possibly be provided in any other way.¹

The types of extracurricular activities, the number of students taking part in them, the credit given for some of the activities, the time of the day devoted to the activity and the amount of time devoted by the teachers to activities was studied.

Attention is first called to the list of all the activities that were offered by the schools of the three classifications that are being considered, and the number of pupils taking part in each activity (Table 38). Thirty-six activities were listed. This included activities which were given different names by different schools but which essentially came into one classification and so were all listed under the one title. As an example of this, the activity classed here as industrial arts, was called either manual arts, woodworking, carpentry, or scroll saw work, by different schools but they all represent about the same type of activity so they were grouped all as industrial arts.

The table indicates the number of activities that the schools in each of the classifications provided. The rural schools are listed in twenty-two different activities. The frequency with which these

¹Johnson, Franklin W., Administration and Supervision of the High School, Ginn and Company, 1925.

Table 38
Number of Students Taking Part in
Extracurricular Activities

Activity	Rural	Consolidated		Classified	
		Grades	High School	Grades	High School
Basketball	67	25	64	32	145
Football	24	0	0	0	80
Track	24	0	31	0	46
Boxing	10	0	0	0	0
Baseball	0	0	31	0	56
Kittenball	35	0	0	0	29
Volleyball	0	18	27	0	35
Orchestra	0	0	26	0	35
Junior Band	0	0	0	0	34
Band	0	10	31	6	106
Boys' Glee Club	2	0	20	60	65
Girls' Glee Club	6	0	17	35	113
Mixed Chorus	0	0	95	79	147
Rhythm Band	18	114	0	88	23
Music Class	66	34	0	0	0
Girl Scouts	0	0	0	0	35
Boy Scouts	0	0	0	7	67
School Plays	44	46	58	40	38
Class Plays	22	0	28	41	204
Operetta	37	45	0	44	114
Debate	0	0	0	0	16
Declamation	57	26	5	81	58
Publications	0	0	5	0	36
4H Club	10	17	9	0	29
Instrumental	0	0	0	10	10
Y. C. League	455	113	0	87	0
Industrial Arts	50	15	0	22	0
Junior Red Cross	228	63	0	0	0
Health Club	76	0	0	0	0
Sewing Club	16	0	0	0	0
Home Economics Club	0	0	0	0	12
School Program	74	12	13	50	0
Reading Circle	25	0	0	0	0
Stamp Club	0	0	0	9	1
Student Council	0	0	0	0	7
Oratory	0	0	0	0	9
Total number	1,346	538	460	691	1,549
Number of schools	51	5	5	6	6
Number of activities	21	13	15	16	26
Average per school	0.41	2.6	3	2.7	4.3

schools provided the activity was quite scattered, many of the activities being given by only one of the schools, and in some instances, by not more than four or five. By far the most popular activity in the rural schools was the Young Citizens League, which had chapters in thirty-one of the fifty-one schools which reported and which had 455 pupils taking part in it. Junior Red Cross work ranked second with seventeen schools reporting it and 228 pupils taking part. Declamation ranked third, with ten schools providing the training for fifty-seven pupils. Industrial Arts ranked fourth with eight schools and with fifty pupils. The rest of the activities were each provided by fewer than six schools, several being offered by only one school.

The consolidated group was less well supplied with the activities than was the rural group. The grades of the consolidated group list thirteen activities that were provided and the high schools list fifteen. However, this does not mean that the pupils here had fewer opportunities for participation in the extracurricular work. Since there were fewer schools in this group, the average number of activities per school would be greater and so would the opportunities. The rural group provided four-tenths per cent of an activity per school whereas the consolidated group provided two and six-tenths per cent of the activities per school. The classified schools were providing less for the grades than was the consolidated group when they gave on an average of two and four-tenths activities per school. They exceeded all other groups in giving the high school students the opportunity to take part in four and three-tenths activities per school.

The popular activities in the consolidated grades were the Young

Citizens League with 113 members in five groups, and the Rhythm Band with 114 members in five groups. No indication is being made here as to the number of activities which each school provided. There was a general spread of all of them amongst the five schools in the group and each school provided a variety.

The classified high schools listed twenty-six of the thirty-six activities and gave 1549 students the opportunity to take part in these activities. The opportunities were more general in the classified group. All the schools offered several activities. There was no thought expressed, however, of attempting to provide a great number of activities for each student so that certain students would be loaded with more activities than school work but the thought expressed by the schools was to provide activities of such a nature that all students could take part in a reasonable number of activities of a type most desirable for them.

While extracurricular work is intended to give the pupils an opportunity for voluntary creative work with the teacher acting merely as an advisor and a guide, they do require a good deal of the teachers time. Table 39 shows the extent of time devoted by the teachers to extracurricular work. The teachers indicated on the questionnaire the number of hours per week for the entire school year that they devoted to this work. From their reports this table was built and the time was recorded to the nearest half hour per week for as many weeks as their school was in session. Most rural schools being in session eight months, were recorded on that basis while the other schools were all recorded on a nine month basis. The amount of time devoted to activities became more significant when the total for the year was figured, the rural group having

Table 39
Time Spent on Extracurricular Activities
by the Three Classes of Schools During
and After School Hours

Hours per Week	Rural		Consolidated				Classified				
			Grades		High School		Grades		High School		
	In	Out	In	Out	In	Out	In	Out	In	Out	
0						1				1	1
$\frac{1}{2}$	14	7	2	6		2		6	4	2	1
1	7	3						2	3	1	2
$1\frac{1}{2}$	7		3					5	2	2	3
2		1			3	1		3	1	2	1
$2\frac{1}{2}$	3			1	1			1	2	3	1
3			1		1					2	1
$3\frac{1}{2}$										1	
4					1					1	3
$4\frac{1}{2}$	1					1					
5					2					1	2
$5\frac{1}{2}$									1		1
6											
$6\frac{1}{2}$											
7											
$7\frac{1}{2}$											
8					1	1				1	
$8\frac{1}{2}$											
9								1			
$9\frac{1}{2}$											
10-12					1	1			1		2
Number teachers	32	11	6	7	10	7		18	14	17	17
Total time	$37\frac{1}{2}$	$8\frac{1}{2}$	$8\frac{1}{2}$	$5\frac{1}{2}$	$43\frac{1}{2}$	$25\frac{1}{2}$		30	$30\frac{1}{2}$	44	$59\frac{1}{2}$
Mean minutes per week	70.2	46.2	85.2	48	261	218.4		100	130.8	156	210
Sum	116.4		133.2		479.4			230.8		366	

an average term of eight and four-tenths months and a mean of about half the amount in minutes per week of that of the grades in a classified school.

Rural teachers devoted the least amount of time, the mean amount being 70.2 minutes per week during school hours, (between 9 a. m. - 4 p.m.) and 46.2 minutes per week outside of school hours. The obvious reason for this small amount of time is the fact that they have too much work to do in their regular classes during the day. The consolidated group devoted the greatest amount of time, their means being 261 minutes per week outside of school hours in their high school divisions and 85.2 and forty-eight minutes per week respectively in their grade rooms. Classified schools were well up in rank in the amount of time being spent, their totals for a week during school hours and after school hours for the grades and high schools being 100, 130.8 and 156 and 210 respectively. While the amount of time that a teacher spends on activities is not a positive indication that the activities themselves are valuable, it is a legitimate measure of the opportunities that are being offered. The rural children did not have the opportunities to the extent that the children of the consolidated and classified had.

There is often a tendency for schools to become over-clubbed but no indication was found of this among the schools visited. There were few restrictions placed upon participation. Eligibility rules for participation were employed only in athletic competition. Faculty sponsorship was common in all activities. Credit was allowed for those activities which are mentioned in the High School Manual. The usual time of meeting for the credit activities was during the school day. Athletic activities

met after school or after supper.

The relation of the number of activities and the amount of time that was spent for each, on an average, and the number of pupils per activity for each of the three classifications of schools is itemized (Table 40). From Table 38, the number of pupils engaged in the activities, and the number of activities, was obtained. From Table 39 the mean time in minutes per week that was spent by the teacher on the activities, both in school and out of school was obtained. The number of teachers reporting these activities was used. The number of pupils per activity ranged from thirty-one in the high school of consolidated schools to sixty-one in the rural schools. The number of activities per teacher was lowest in the rural schools at forty-one hundredths activity per teacher to one and five-tenths activity per teacher in the consolidated high school. Figuring the number of activities per teacher on the basis of the amount of time they spent, as indicated in Table 39, gave a mean, in minutes per unit activity per week, of the amounts shown in Table 40.

When reduced to this form, the amount of time given to activities is more easily compared. The classified group exceeded the others by substantial amounts. The grade department of the consolidated group ranked lowest with a mean of 133 minutes per unit activity per week. The rural group received a mean of 284 minutes per week per activity and the other departments ranged up to 320, 385 and 366 minutes per unit activity per week. The pupils in the grades of classified schools received 137 per cent as much time for activities as the rural pupil did and 289 per

Table 40
 Summary of Activities, Number of Pupils Participating
 and Number of Teachers Devoting Time to
 Activities in the Three Types of
 Schools Studied

	Rural	Consolidated		Classified	
		Grades	High School	Grades	High School
Number pupils	1346	539	460	681	1449
Number activities	22	13	15	16	28
Number teachers	53	12	10	27	27
Pupils per activity	61	41	31	43	52
Activities per teacher	.41	1	1.5	.6	1
Mean minutes per teacher	116.4	133.2	479.4	230.8	366
Mean minutes per unit activity	284	133	320	385	366

cent as much as the grade child in the consolidated school.

Social Activities

Social activities are not strictly extracurricular activities but because they serve as a means of education apart from the formal studies of the school, they are included as a separate part of the work in the extracurriculum. No data was available from rural schools to indicate the extent of their participation in social activities. They held school parties, assemblies, carnivals, etc. and probably had as complete a social life as did the pupils in the schools of the other groups.

School dances were permitted in two schools of the county although

one additional school reported that the Junior-Senior banquet was followed by a prom. School parties and assemblies were popular and all were held under faculty supervision. Of least popularity but probably of most value was the amount of outside talent that was brought to the students in the form of worthwhile lectures and entertainers. Two schools were alone in reporting seven programs given by outside talent.

The number of activities of a social nature that were provided is given (Table 41).

County Play Festivals

An outstanding event in the extracurricular and social life of the pupils in schools of Traill County, was the series of contests and the Play Day that is held annually. The Play Day is an annual affair that has been held in Mayville at the State Teachers College in that city for the past several years. The contests are of more recent origin having been re-established in 1938 after a lapse of several years.

The Play Day is what its name signifies, a day of play for all grade children in the county. It includes but one contest, a spelling contest. The play activities include a county choir, which is composed of pupils from the grades of all schools, and an extensive program of games, all under the direction of the instructors of the State College at Mayville. Any child who can carry a tune is allowed to sing in the choir provided he has memorized the songs to be sung. A joint rehearsal is held in the forenoon of Play Day and the concert is given in the afternoon. After the concert, everybody plays until time to go home. Competitive games are played but teams are made up of players of more or less uniform ability and more than likely they will be from entirely different sections

Table 41
 Number and Kinds of Social Activities
 Engaged in by Types of Schools

	Dances	Parties	Assemblies	Carnivals	Banquets	Picnics	Outside Talent
Buxton	0	4	8	1	1	8	0
Hatton	0	5	15	0	1	All	4
Hillsboro	0	3	8	1	1	0	0
Mayville	0		15	1	1	All	
Portland	0	5	18	1	1	1	3
Reynolds	4	4	5	1	1	1	0
Total	4	21	69	5	6	?	7
Bohnsack	1	3	9	0	1	3	0
Caledonia	-	25 ^a	0	1	-	-	-
Galesburg	-	5	1	0	1	1	-
Lindaas	-	-	-	1	2	-	-
Norman	0	4	9	1	1	1	0
Total	1	37	19	3	5	5	0

of the county. It is an admirable socializing agency.

The contests, which started this year, include musical and declamation contests. Divisions are made so that schools of comparable size compete in their age groups. These contests are held on separate days, the declamation contests being held this year in Hillsboro and the music contests in Mayville. All schools who wish to do so, participate in these activities so the opportunities are equal for all and every type of school can be a winner in the contests.

^aThis figure includes both dances and school parties, no separate records having been kept of these items.

Summary

This chapter has dealt with the extracurricular phase of school work and especially with the opportunities that were offered to the pupils to take part in them. The students in the classified schools were given the best opportunity in that more activities were open for them. The rural pupil had less choice in that the number of activities available for him was only forty-one hundredths, this being the average number of activities per school in the rural group. The classified schools had more social activity than did the consolidated group. The rural pupil who played basketball probably played it outside during warm weather and only for pleasure. Lack of facilities prevented him from engaging in competition with other teams which is a social contact that can be made of vital importance to the pupil.

Rural pupils did not have the opportunities in musical work that the grade pupils of the classified schools had. This was true also for the grades of the consolidated group.

CHAPTER 4
SERVICE AGENCIES EMPLOYED IN THE
SCHOOLS OF TRAILL COUNTY

Service agencies are important in a well regulated school and only when all agencies are used to the fullest extent is the greatest educational value going to be realized. The writer was of the opinion that this branch of school work was not being used as extensively in all its phases as it might be and a detailed investigation was attempted in order to see how far the schools functioned in the employment of these services. The results indicate that all services are used to varying degrees, but in no place are they used as fully as possible. Reasons given for this condition of affairs were that finances would not permit their more general use or that what was being used now was "good enough." Tradition probably dictated this attitude more than anything else.

Consideration was given to the following agencies, especially as they were being used by the schools in the consolidated and classified group of schools: (1) marking systems, (2) records, (3) testing services, (4) medical service, (5) guidance services for pupils and teachers, (6) pupil participation in school government, and (7) the use of the school gymnasium for community purposes. There are others which could be included in a list of agencies that are available but since they were not found in the county surveyed they are merely mentioned here. Cafeterias, social services, vocational placement work, special services to atypical children, are some of these services. Perhaps they have no place in the schools of Traill County. No evidence was found of their use with the possible exception of hot noon lunches in one school which is partially on the order of a cafeteria.

The System of Marks

Most common of the service agencies was the marking system that was used in the schools. The marking system becomes so very noticeable in a school because it is constantly held before the eyes of the teachers, the pupils, and the parents. Being a very subjective measure of whatever it does measure, it is subject to much abuse and debate among educators. Tradition, again, plays its part in the retention of the marking system, and in the principles which guide its use. When asked the question as to how the passing mark in any subject had been determined, and on what the mark was based, the answers were indicative of the fact that this had been borrowed from custom and tradition with no thought given as to why a certain grade had been accepted as a passing grade and why the arbitrary standard had been set up.

The systems employed in marking pupils were investigated, but no attempt was made to determine the basis of the marks. Achievement probably was the common basis with effort playing a part. Of the eleven schools visited, four reported that their marking system was based on the numbers and seven reported it based on letters. Four of the schools using the state examinations used seventy per cent as the passing mark while the other seven used seventy-five per cent as the minimum standard for completing a subject. The letter systems used by the seven schools showed variation in equivalents, and in arrangement of marking segments. The most common form used was the five-letter form of A, B, C, D, and F. Two schools, Buxton and Hatton, used a six-letter system including A, B, C, D, E, and F. One school, Hillsboro, used an entirely different system which gave the arrangement and values illustrated in Table 42.

Table 42
Schedule of Marks

Equivalents	Letter Used	Per Cent
Excellent	E	93-100
Good	A	87-92
Average	M	82-86
Pass	B	75-81
Fail	F	Below 75

The more common five-letter system is illustrated in Table 43.

Table 43
Schedule of Marks

Equivalents	Letter Used	Per Cent
Excellent	A	94-100
Good	B	87-93
Average	C	80-86
Pass	D	75-79
Fail	F	Below 75

The six-letter system used by both Buxton and Hatton is based on the same schedule with narrow limits for each letter assignment.

Table 44 summarizes the system used by these two schools.

Table 44
Schedule of Marks

Equivalents	Letter Used	Per Cent
Superior	A	96-100
Above average	B	91-95
Average	C	85-90
Below average	D	80-84
Poor, but passing	E	75-79
Fail	F	Below 75

Report Cards

Report cards were used by all the schools to inform the parents of the pupils' progress during the period. The rural schools used a

standard form furnished them by the county superintendent of schools. These schools distributed the cards to pupils every four weeks. The schools of the consolidated and classified groups used cards more or less of their own design, some schools using cards entirely their own. Others used standard cards purchased from printing firms and supply houses. These schools distributed their cards at six-week intervals. There was little attempt to do any more on these cards than to indicate the pupil's grade in each subject for each period and hence, they did not serve the purpose for which they were intended, that of informing the parents of the pupil's true progress. They stress subjects and subject matter accomplishments, a traditional thing. The marks when determined reveal very little with regard to the child's progress. They are intended to show whether the child is doing the work which he is capable of doing. What the marks do is to give parents and pupils an unfair basis for comparing one child with another. In many instances, the child of less capacity who works very hard is competing with a child of greater intelligence who is putting forth little effort. The latter child receives the rewards - high marks, praise, and even dollars and cents! The slower but more ambitious child receives condemnation and low marks. This situation causes unpleasant relationships between neighboring homes, between school, and home, and between pupils and teachers.¹

Hillsboro and Mayville reported the additional use of special letters to parents - letters written detailing indications of unsatis-

¹Rossman, Mabel. An Experiment in Reporting Pupil Progress to Parents. Fifteenth Yearbook, The National Elementary Principal. XV, No. 6 (July 1936) p. 364.

factory work and effort. One school was considering the advisability of dispensing with report cards to parents and limiting its report to occasional letters to parents whose children were below standard in any subject at the time.

It is the writer's opinion that some more satisfactory plan of reporting pupil progress would be advisable. A plan of reporting which will recognize abilities and progress and which will give the parents the information they want concerning their children as well as to give the children the necessary incentive to improve themselves would result in a better relationship between the home and school, and also result in better school work.

Types of Records Found

The permanent records in the schools of the County of Traill varied as to their completeness and forms. Rural schools maintained the minimum amount of records. Their records consisted mainly of the Teacher's Attendance Register, a form required by the state and furnished by the State Department of Public Instruction, Bismarck, through the county superintendent's office. This register, in addition to having a complete attendance record of the pupil for the year, has the date of birth of the pupil, his grades in all his subjects for each report period, the final grades, a schedule of recitations and a list of books in the school. Every month, the teacher is required to send the pupil's marks for the period to the county superintendent of schools where they are kept on record. No information is available as to what disposition is made of these registers from year to year. Since rural schools are rarely provided with lock filing cases or vaults, it is doubtful if these records become very permanent.

All classified group schools kept this register "active" during the year. There was little evidence that they were made a part of the permanent records of the schools, some schools reporting that they were destroyed. These eleven schools did, however, maintain other permanent and temporary records. A summary of the records used in the two types of schools together with the number of schools using each kind of record is shown in Table 45.

Pupil Cumulative Record Cards

The pupil's cumulative record cards which were used in ten of the eleven schools were of various types and sizes. Predominate in size was the five by eight card. Other schools used the four by six card. A larger size, the eight and a half by eleven inch card was used by one school visited. As to style of card, there was much variation. Several schools used cards which could be purchased on the market, such as the Flynn Utne, Northern, and the Wolverton while other had perfected their own cards and had them printed by their local printer. The writer's observation was that there was considerable laxity in the matter of filling out permanent cumulative records, and all the superintendents visited expressed a desire for more complete and accurate records. In most cases, the system used did not permit of enough detail in the record. Cumulative record cards and other permanent records analyzed for content according to the minimum requirements as set forth by A. O. Heck in "A Study of Child Accounting Records," are indicated in Table 46.

The range of information given by the pupil's cumulative records varied from twenty items in one school to forty-two in another. One

Table 45
 Permanent and Temporary Records Used
 by the Consolidated and the
 Classified Schools

Type of Record	Frequency of Use
Pupil's cumulative record	10
Pupil's health record	1
Census card	1
Teacher's register	11
Records concerning teachers	3
Pupil report cards	11
Teachers cumulative attendance report	8
Enrollment card	4
Age-grade chart	1
Records of graduates	4
High School program card	4
Teacher's report on failures	1
Excuse blank for absence or tardiness	5
Teacher's class book	9
Teacher's report of marks to principal	4
Pupil's Psychological clinic card	0
Transfer card	1
Notice of unsatisfactory progress	2
Honor scholarship certificates	1
Honor attendance certificates	3
Advance selection of subjects	4
Eligibility forms	6
Reading report forms	2
Supervisory records	2
Schedule of classes	6
Plan books	1
Personality cumulative record	0
Guidance record	0
Pupil permission blank	0

Table 46

List of Items Found in the Permanent Records in the
Eleven Consolidated and Classified Schools

Item	Frequency
Name	10
Sex	4
Race	1
Birth date	10
Birth place	4
Age without definition	0
Age as of September 1	0
Address at present	10
Telephone number	3
Parents name	10
Residence	10
Telephone	3
Occupation	6
School previously attended	9
Date entered there	1
Grades attended	3
Date first entered	9
Grades from previous place	9
Date of change	6
Cause of leaving	6
Date of transfer	6
To what school transferred	3
Name of school	0
Date of entering	0
Grade child is in	10
Name of teacher	3
Date of school term	5
Subjects taken	8
Length of term in days	7
Actual days taught	1
Date record made out	1
Scholarship	3
Conduct or deportment	2
Effort	0
Health	0
Rank in class	3
Total for semester or year	6
Date of graduation or promotion	8
Name of standard test	5
Test score	6
Class score	4

Item	Frequency
Standard score	3
Date given	6
I. Q.	4
M. A.	4
Medical history	0
Absences	6
Days present	7
Cause of absence	1
Total enrollment of grade	4
Census figures	0
Extracurricular activities	5
Special abilities	1
Student honor awards	2
Cooperation	1
Reliability	1
Industry	1
Leadership	1
Personal appearance	1
Accuracy	1
Final marks	11
Examination marks	2
Church affiliation	1
Photograph	1

school had provided spaces for listing character traits. This was on a form which had been perfected by the superintendent for his own school. In schools where these character traits were not listed, the superintendents expressed a belief that it would be difficult to get a correct estimate of pupils in this respect. The writer noted a good deal of enthusiasm on the part of the one school which listed these traits as to their value in guidance work. As one school man puts it:

The teacher who knows something about her pupils at the opening of school has a great advantage in adapting her instruction to the needs and abilities of her pupils. Instead of floundering around for several weeks until she gets this information directly, or depending upon what information she can get from other teachers who have had the pupils in previous years, the teacher can find out by consulting the records

as to what her pupils have done and can do. She can be prepared to meet the situation at once and start the year's work at the opening of school.¹

The information that was contained, most consistently, on the cumulative cards were the pupil's name, birth date, parents' name, final marks, subjects completed, date entered, school previously attended and the grades from that school. The last named item was not always given a definite place on the card, but was usually copied on the card in an appropriate place and in red ink to indicate that it was from the pupil's previous school.

Other items of record are less consistently used. It was also observed that even though the information might be included on the records in some place or other, it was dead information as far as being of any practical use. The records that are stored in a filing cabinet and kept under lock and key are seldom made available to teachers for use. A recommendation would be that schools make more use of the excellent possibilities that are contained in a good system of complete records.

Guidance Services

Special attention was given to the extent to which records useful in guidance were kept in the schools in Traill County and also what guidance services were employed. The general situation was that this work was not done by means of any definite program, nor was it based on any definite information except the pupils' final grades. Each of the eleven schools that were visited reported that no definitely planned program had been adopted for guidance work. One school gave a music ability test.

¹Hanson, Lawrence W., School Records and Reports. Unpublished Master's Thesis, University, N. D., 1935.

None of the others carried out a program of testing for guidance. All the schools reported that whatever guidance was done, was done through the regular class work during the year and by special meetings with graduates during the latter part of the year. These consist of general guidance for the group.

Personal guidance received attention only to a limited extent and the basis of information that was used was the general knowledge that the teacher and the superintendent had of the pupil, including his character inclinations and traits, and ability as especially indicated by his final grades. His extracurricular activities also served as a basis. This type of information would be quite extensive in the case of teachers and superintendents who had been in the system for a number of years, but for new faculty members, it would be very limited. At best it is subjective.

In answer to the question as to the results that had been observed from guidance, the replies were usually citations of cases which would be quite out of the ordinary in that they were more or less evident outcomes.

Physical guidance was made a part of physical education. Moral, vocational, social, and educational guidance were handled through the vocations and social classes as well as other classes wherever they would seem to fit. Would this fact have any bearing upon the small preference shown for these subjects by the students, as was indicated in Table 3. As important as guidance is, it should receive greater attention in all schools and it should be put on a more definite basis. The case for guidance is given in the Twelfth Yearbook of the Department of Superintendence.¹

¹"Critical Problems in School Administration," Twelfth Yearbook of the National Education Association, Washington, D. C., 1934, p. 173.

Guidance service for teachers and teacher improvement was investigated, but very little information was found to indicate that it was carried on in any kind of a definite program. Teachers' meetings were held in all schools, but reasons for the meetings, and results obtained, were not known.

Testing Services

This field of service was not used very extensively. All the schools reported a desire to carry out a program of testing, but indicated, in one way or another, that financial reasons precluded any extensive program. Of the eleven schools that were visited, seven stated that they had no definite program. The other four schools carried out a partial program of testing, giving one or two tests regularly each year. As might reasonably be expected, achievement and intelligence tests were most commonly given. Comprehension tests were administered twice a year in the grades of Bohnsack. Portland gave achievement tests twice a year. Hatton gave every freshman class an achievement test and occasionally, to all classes, an intelligence test. Mayville gave intelligence tests in high school and achievement tests in both high school and grades. They also gave a music ability test (Table 47).

Table 47

Status of Testing Services

Schools	Regular Program of Testing	Type of Test Given on Occasions
Buxton	none	Kansas State tests
Hatton	yes	Standard Achievement to Freshmen
Hillsboro	none	- - - - -

Schools	Regular Program of Testing	Type of Test Given on Occasions
Mayville	yes	achievement tests to high school and grades intelligence tests to high school music ability test
Portland	yes	two achievement tests
Reynolds	none	intelligence test to high school
Bohnsack	yes	two achievement tests each year in the grades
Caledonia	none	one intelligence test given three years ago
Galesburg	none	one achievement test given
Lindaas	none	tests have been given
Norman	none	expect to give tests during 1938

With no definite program of testing, it is doubtful if any value will be realized from any spasmodic tests that were given. Results were usually then filed away and ultimately forgotten. It is only when the results of tests are tabulated, compared, and reduced to standard norms that any great, practical value will be realized from any testing program.

Medical Agencies

Medical services to school children in Traill County was left almost entirely to the county nurse. Through her visitations to the schools in the county, a check-up was made once a year, of all grade pupils. Since the office was not operating the latter part of this year (1938), no information was available as to the detail with which these examinations were conducted, nor the disposal that was made of cases that required treatment. However, the writer's experience with the service in this particular county is sufficiently extensive to be able to state that notices were sent to the parents whose pupils had been found in need of corrective work, and a later attempt was made to follow up the notice to see if the corrective work had been made.

A service available to all schools by the county nurse was that of a consultant in the event that a pupil appeared to have a communicable disease and the teacher was unable to definitely detect it. The nurse was called in and, if necessary, she obtained the services of a doctor in order to isolate any cases found.

Individual schools have little to do with this work, and no records are kept in any of their offices dealing with health. Hillsboro reported that they carried out an annual dental examination by two local dentists who gave recommendations to pupils in need of attention.

During the present year, the County Board of Health carried out a program of vaccinations and inoculations in all the school districts in the county. Serum was furnished free of charge to the county by the State Health Department. This service is available to all counties. The Traill County Medical Association, composed of all the doctors in the county, divided the county into districts closely coinciding with the territory served by each one, and a campaign of inoculation and vaccination was announced to all school children in all the schools. On determined days, the doctors were at their respective city schools and any child whose parents had decided to avail themselves of the services, could receive his vaccination and the first inoculation. A second day was set when the inoculation would be completed. For the convenience of the rural children, the doctors visited each school and performed the work there. The only charges were the doctor's fee of seventy-five cents for each of the two immunizations. This fee was paid by the County for those children whose families were on relief.

Records of these inoculations and vaccinations were required, and

these records were filed in the State office, and in the office of the County School Nurse. An estimate of the extent to which this service was used was given by one of the doctors who said that about ninety-five per cent of the children of his territory had taken the treatments, either this year or previously when the same campaign was carried out two years ago. The Chairman of the County Medical Association reported that fifty per cent of the county school children were protected. The service was available for all children and also for adults.

A health service closely allied to this is the pre-school clinic which is held every summer. This service is under the direction of the State Health Department with the cooperation of the County Medical Association. Clinics were held last summer in nine centers in the county. These centers were the towns. The local doctors conducted the clinic, and on occasion, a representative of the State Health Department assisted. The county nurse also assisted. There was no charge for the service, the County Medical Association furnished its services gratis to all who wished to bring their children. Any child up to school age was permitted to come. A considerable amount of corrective work was done as a result of these clinics, and doubtless it aided materially in decreasing the amount of disease and sickness amongst the young children of the County who were starting school.

Pupil Participation in School Government

Considerable variation was noted in the extent to which pupils are permitted to participate in school government. The personal reactions of the superintendents were of both extremes of choice from that where no

participation was granted to one in which the participation was carried towards its upper limit of power. The usual situation, however, was one in which the pupils organized their own class by electing class officers. These officers served in the usual capacities which amounted to practically nothing as far as participation in school government was concerned. Each class had its faculty advisor who approved the deliberations of the class. The activities which the classes engaged in were parties, picnics, and programs. In the matter of the handling of funds, the most common practice was to leave all funds with the superintendent who kept the records, and wrote the checks. Five schools reported that there were no class funds. One school left the class funds with the class, but required close supervision of the fund by the class advisor.

In the larger scheme of having officers representing the whole high school, there were seven schools reporting that such organizations exist. Sometimes they were called Athletic Associations, as in the Lindaas school; Clifford had the same designation. Buxton designated theirs a Literary Society. These associations usually assumed charge of one or two school activities such as athletic events, carnivals, initiations, libraries, or playground supervision. They usually had school funds. Galesburg and Buxton permitted the students to keep the records and also the money, but required that the accounts be closely supervised by the superintendent. Reynolds permitted the pupils to examine the books which were kept by the superintendent. The superintendent had the money. Portland and Hatton included all the separate school funds into a single fund. The superintendents kept the books and paid all bills by check, but permitted

the students to examine the accounts at all times.

Reynolds and Mayville had the nearest approach to student government. Their systems provided for a Student Council, elected by the students. The Council was given the authority to plan school parties, sponsor carnivals, have charge of discipline in limited capacities, and to provide a better means of contact between teachers and pupils. Faculty supervision of Council meetings was required, and Council regulations were approved by the faculty.

Community Use of School Gymnasium

The writer tried to ascertain what use was made of the school gymnasium for community purposes. The school quite often is the social center of the community. Especially was this so in the schools of Traill County where there was a gymnasium. The schools which did not have a gymnasium were used for meetings which did not require a large room. Meetings which could be accommodated in the regular classrooms or in the assembly hall were often held regularly in the school house. Social gatherings were usually such that a larger, and more often specially designed place was required, such as a school gymnasium offered to such a gathering.

The study of the community use of school gymnasiums is given in the summary in Table 48.

Galesburg, Caledonia, and Buxton had no school gymnasiums. Galesburg and Caledonia had a town hall available for school use, while Buxton had none. The gymnasiums in Hatton, Mayville, Portland, and Norman were all of recent construction and all filled a long felt need in the respective communities.

Table 48
The Use of the School Gymnasium
For Community Purposes

Classified Schools	Number of Activities	Minutes Per Week
Hatton	4	45
Mayville	1	120
Portland	4	60
Reynolds	4	90
Total	13	315
Consolidated Schools		
Bohnsack	4	300
Norman	3	120
Lindaas	5	60
Total	12	480

The type of activities for which the communities used the seven school gymnasiums in the county and the number of communities using their gymnasiums for those activities are indicated in Table 49.

Table 49
Showing the Kinds of Community Activities Carried
on in School Gymnasiums

Activity	Number of Meetings
Community club	5
Farm organizations	3
Voting	2
Political meetings	1
School board meetings	1
Independent basketball	4
Parent-Teacher meetings	2
Boy Scout meetings	3
Study club	1
Concert	1
District lodge meeting	1
4-H Club	1
Men's chorus rehearsals	1
Everything except lodge, church	1

The school can well be used more extensively by a community for the many types of activities for which it is suited. Discretion must be exercised in permitting its use for only those activities which are educational in nature, and which will in no way disturb the regular routine of school work. The schools with gymnasiums are fortunate in being able to meet the needs of the community more fully than are the schools which have none.

Definite information relating to the use of the rural school houses for social activities by the community was not available. In this group of schools there were four schools which had gymnasiums - so-called - but which were, in reality, enlarged rooms used for play purposes. Nevertheless, all these schools were the community social centers, and the activities that took place in many of them during the year, and the amount of time they were used for these activities, would compare favorably with the use that was made of the school plants in classified and consolidated schools, as is indicated in Table 49.

Since the rural schools were smaller, their use for social purposes often worked to the detriment of the school program by reason of the disturbance of school materials which must be moved in order to make accommodations for the larger group.

Summary

This chapter has analyzed the service agencies that the schools employed. Marking systems were found to vary in different schools, and the meaning of marks was found to be indefinite. Records were analyzed and Tables 45 and 46 show the types of records kept, and the extent to

which they were kept. Guidance services and testing services were found to be inadequate. Medical agencies were used to a considerable degree, and much valuable work was done. Pupil participation in school government was found to be quite unimportant in the schools. Finally, the use of the school plant for community purposes was investigated, and deductions drawn.

The schools in the classified and consolidated groups were better supplied with records than the rural schools and hence, offered better educational opportunities. It is pertinent to this phase of the investigation in Traill County that the writer found much that is praise-worthy in the service agencies rendered by the various schools.

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

The previous chapters of this thesis have presented the facts regarding the opportunities for education that were being offered by the schools in Traill County. Inequalities were present which were contrary to the long established fundamental principle of equal opportunities for all. As long as these inequalities are not recognized, nothing will be done to correct them. They have been accepted in the past because most people believed that they were getting the best that it was possible to get. It has been the purpose of this survey to uncover the inequalities, and then make plans to remedy them so that it will not be to a child's disadvantage that he was born and must live in a certain place.

The inequalities in the formal programs of studies is summarized in Table 37 of Chapter 2. The inequalities of all the phases of the program of work is given in the following summary:

1. The course of study in the larger schools was richer in content.
2. The teacher in the larger schools was able to devote more time to recitation and instruction. Children who are hurried from class to class come to regard school as a place for reciting rather than an abode of learning.
3. The teacher in the larger school had more training and more experience.
4. The teacher in the rural school received the poorest salary so there was a movement of the best teachers away from the rural schools.
5. The teacher in the larger school had better library facilities and more and newer textbooks.

6. The pupil in the larger school attended school more days per year than did the rural pupil who tended to become irregular. This condition accentuated the differences in time spent on recitations.

7. The pupil in the larger school had more extracurricular activities to take part in and was able to spend more time on them.

8. Rural boys and girls did not have the opportunity to take part in the Boy Scout and Girl Scout movement except in a limited capacity as Lone Scout members.

9. The larger school had better records of pupil progress, and could offer better services in the matter of guidance. However, all schools in the County were more or less deficient in this respect.

10. Testing service was better in the larger schools.

Local civil subdivisions or school districts are responsible for the type of educational opportunity offered in their schools. The ability of the district is one determining factor; the effort they make is another. This survey has not attempted to measure either the ability or the effort, but has confined itself strictly to the opportunities as they are present now. The financial side of the question has not been reviewed for the reason that it received consideration in a previous survey.¹ When the program of work does not give equal opportunities to all pupils in all schools it would be unfair to the youth who are denied the opportunities if nothing were done to remedy the situation. Local subdivisions, or school districts as we designate them in North Dakota, can do a lot to improve the programs of work, but the problem is inherently larger than

¹Hewitt, Olten, The Control of Income and Debt Service in the School Districts of Traill County, North Dakota, Unpublished Master's Thesis, University, North Dakota, 1932.

that, and must go beyond the local districts for a remedy or solution.

Recommendations

The writer of this survey is not going to present a plan, worked out in infinite detail, for an ideal situation. That must be the duty of others who have the information as it relates to all the counties in the state.¹ As was suggested in the preceding paragraph, the local board of education can help matters to a limited extent, but the real solution will come only from a reorganization into larger school districts comprising, no doubt, several of the smaller, inadequate districts that we now have. The educational programs improve, it seems, in direct proportion as the schools get larger, and as the schools and territories in which they are situated, unite. Not that the larger school is always the most efficient; it often is not. But other things being equal, the larger school has a great advantage for equalizing educational opportunities for the children. The rural schools have been shown to be less capable of giving the opportunities which can be given in a larger unit.

If larger units are established, better opportunities will be offered and administered. Will the greater opportunities that are then offered be worth while? Without concerning ourselves with the implications of the question, it should instantly be maintained by all thinking men that anything that will improve the educational opportunities for a child should not be denied on the mere basis of cost alone. But it has

¹Survey of Public Education System, WPA Project #2609, Dr. A. V. Overn, Director; W. A. Gamble, Supervisor.

been shown that in Burleigh County, North Dakota, a reorganization of rural school districts into larger units would increase their ability to support schools.¹ If this is true in Burleigh County, it would undoubtedly be true in Traill County where distances would not be as great because larger schools are already well scattered about the county. The county, too, has a network of county highways which make transportation a minor matter. (Map of Traill County, Figure 1).

Bohnsack township has consolidated all its one-room schools and has a single brick building located in the approximate center of a thirty-six section township. Four years of high school work are offered and, in general, the educational opportunities are equal to those indicated in all the tables under the consolidated type of school. The other four consolidated schools considered are similar to this and the educational advantages are apparent.

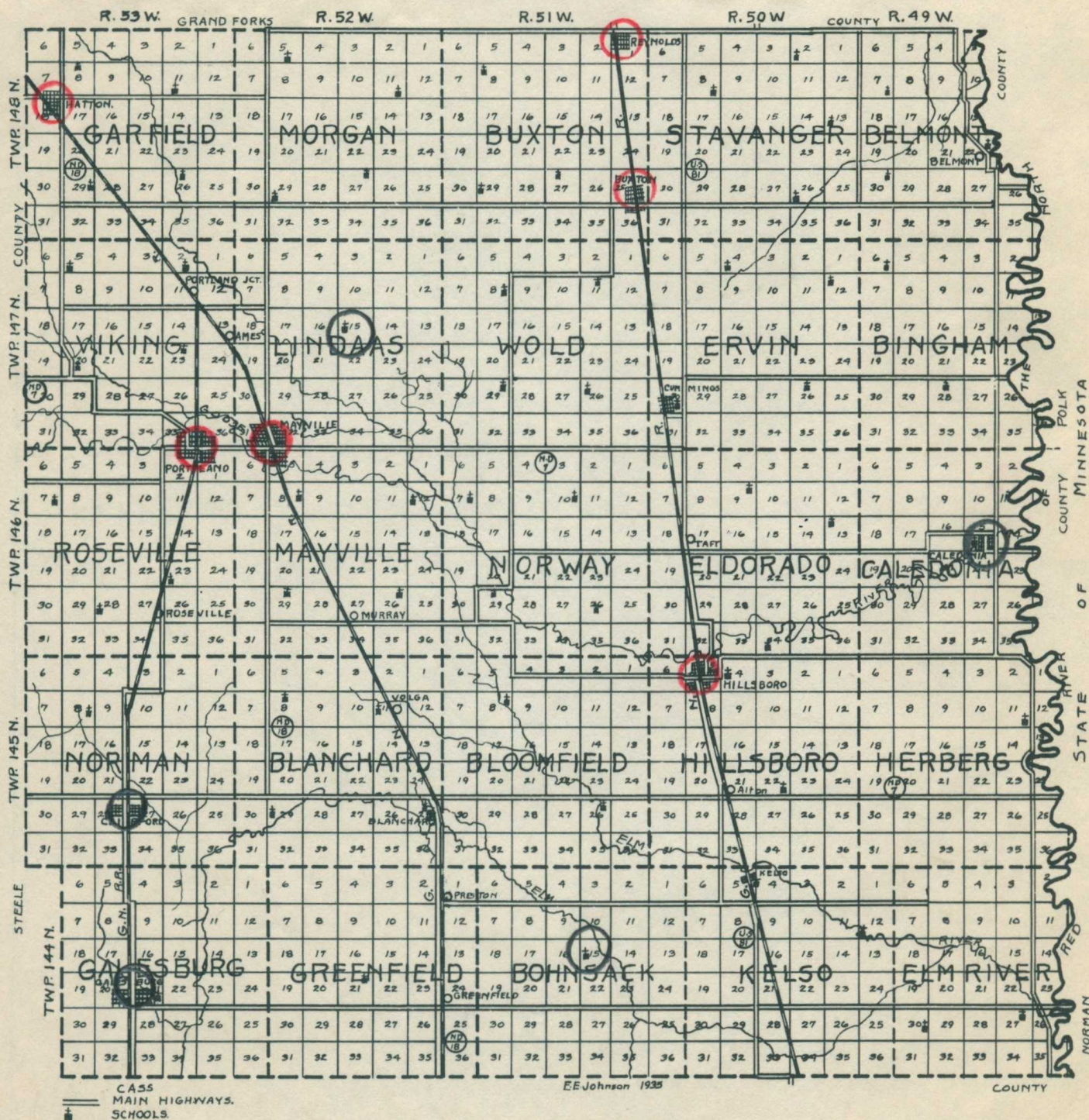
Reorganization would probably be based on larger units than the township. Reynolds and Buxton are close to rural schools in other school districts which could quite easily be incorporated with their systems. This is true of other classified schools also. The plan of reorganization, whatever form it might take, should be a plan which recognizes equal opportunities for all pupils, rural or town.

The personal visitations of the writer to the schools surveyed brought to his attention a number of suggestions regarding details which

¹Van Wyk, Arnold, Educational Survey of Burleigh County, North Dakota, With Special Reference to Inequalities in Program of Work, Ability, and Effort, Unpublished Master's Thesis, University North Dakota Library, 1937, p. 208.

Figure 1
Map of Traill County, North Dakota^a

TRAILL COUNTY NORTH DAKOTA



- Classified Schools
- Consolidated Schools

- ⊠ Rural Schools
- == Main Highways

could be recommended to the heads of the schools. The major ones only will be listed - those which apply more directly to the programs of work, the object of this study. They might be set down as items of friendly advice as follows:

1. Keep more and better records of the many vital things about a pupil.
2. If possible, employ clerical help to attend to many of the details.
3. Keep your records alive and working.
4. Have basic information concerning enrollment, class size, et cetera, at your finger tips.
5. Introduce and carry on a definite program of testing. It may be a small program, but make it useful.
6. Be able to give more and better guidance to your students and teachers.
7. Stress the importance of the extracurricular studies and activities. Have activities for all with restrictions only as needed.
8. Be alert to the physical conditions and surroundings of the school plant.
9. Sell the schools to the public in return for which the public will better support the schools.
10. Adjust the curriculum to the needs of the students, and, to a certain extent, the student to the curriculum.

APPENDIX

QUESTIONNAIRE

School _____ Teacher _____ Grades _____

Teacher's Experience:

(Previous to September 1937) Years rural _____ Years city _____

Teacher's Training:

(Institution attended beyond high school) Years _____ When _____

(Institution attended beyond high school)	Years	When
_____	_____	_____
_____	_____	_____
_____	_____	_____

Type of Certificate Held _____

Total Number of Hours Spent Per Week on Extracurricular Activities:

- (1) During school hours: _____ hours for _____ weeks of year
(2) After school hours: _____ hours for _____ weeks of year

List all the extracurricular activities your room offers and the number of students taking part in each activity.

How many sets of readers do you have for each grade:

Grade 1	_____	Grade 5	_____
" 2	_____	" 6	_____
" 3	_____	" 7	_____
" 4	_____	" 8	_____

Number of Magazines and Newspapers: _____

How many sets of textbooks in use are from 1 to 5 years old _____,

From 6 to 10 years old _____, 11 years or older _____?
(Figure from the copyright date of the book).

Types of Records Kept:

PERSONAL VISITATION FORMS

Name of School _____ Plan _____ District _____

Enrollment:	Boys	Girls	Non-resident
Grade 9	_____	_____	_____
" 10	_____	_____	_____
" 11	_____	_____	_____
" 12	_____	_____	_____

What subjects are required for graduation above those of the state requirements? _____

What electives are offered? _____

What courses are alternated? _____

Service Agencies Employed

Attendance service _____

Visiting teacher service _____

Testing service _____

Medical agencies _____

Guidance service _____

Teacher improvement service _____

What information regarding the pupil is used as a basis for guidance? _____

What results have been observed from guidance? _____

Does your school have a radio: _____ How many pianos: _____

Do you use the state traveling library system? _____

What training has the librarian had? _____

Is the library available for community use? _____ Support? _____

Who selects library books? _____

Number of magazines and newspapers taken: _____

Does your district furnish free textbooks for the grades? _____

For the high school? _____ If not, how obtained _____

Who selects new textbooks? _____

Do you hold teacher's meetings? _____ When? _____

Do you have a Parent-Teacher's organization? _____

What clerical assistance does your school employ? _____

Are correspondence courses being taken? _____

