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## Survey of the Programs of Work Offered in the Schools of Stevens County, Minnesota

Howard D. Bringgold

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SURVEY OF THE PROGRAMS OF WORK OFFERED IN THE SCHOOLS OF  
STEVENS COUNTY, MINNESOTA

A Thesis  
Submitted To The Graduate Faculty  
of the  
University of North Dakota

by  
Howard D. <sup>Douglas</sup> Bringgold  
In Partial Fulfillment of the Requirements  
for the  
Degree of  
Master of Science in Education  
July, 1938

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This thesis, offered by Howard D. Bringgold in partial fulfillment of the requirements for the Degree of Master of Science in Education in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.

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## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS . . . . .	1
TABLE OF CONTENTS . . . . .	11
LIST OF TABLES . . . . .	111
LIST OF MAPS . . . . .	iv
<b>Chapter</b>	
I. INTRODUCTION . . . . .	1
The Problem . . . . .	6
Limitations . . . . .	6
Sources of Data . . . . .	7
II. ORGANIZATION . . . . .	8
Summary . . . . .	13
III. PROGRAMS OF STUDIES . . . . .	15
Summary . . . . .	36
IV. TEACHER STATISTICS IN RELATION TO THE EDUCATIONAL OFFERINGS . . . . .	38
Summary . . . . .	52
V. ADEQUATENESS OF THE LIBRARY FACILITIES . . . . .	55
Summary . . . . .	65
VI. THE EXTRA-CURRICULAR PROGRAM IN STEVENS COUNTY SCHOOLS . . . . .	67
Summary . . . . .	72
VII. SCHOOL SERVICES . . . . .	73
Summary . . . . .	77
VIII. CONCLUSIONS AND RECOMMENDATIONS . . . . .	79
BIBLIOGRAPHY . . . . .	83

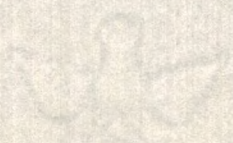
## LIST OF TABLES

Table	Page
1. The Number of Rural Schools With Children Enrolled in the Following Grades . . . . .	9
11. Resident and Non-Resident Enrollment of Pupils in the Stevens County Schools . . . . .	11
111. Hours for Opening and Closing Schools in Stevens County . . . . .	12
IV. Recitation Program for Rural School # 21 . . . . .	17
V. Recitation Program for Rural School # 53 . . . . .	18
VI. Recitation Program for Rural School # 65 . . . . .	19
VII. Recitation Program for Rural School # 63 . . . . .	20
VIII. Recitation Program for Rural School # 39 . . . . .	21
IX. Recitation Program for Rural District # 31 . . . . .	22
X. Recitation Program for Graded Schools at Chikio. . . . .	23
XI. Recitation Program for Graded School at Hancock. . . . .	24
XII. Recitation Program for Graded School at Alberta. . . . .	25
XIII. Recitation Program for Village District # 11 at Donnelly . . . . .	26
XIV. Offerings in the 7th, 8th, & 9th, Grades in the Town Schools in Stevens County . . . . .	27
XV. Comparison Recitation Time Allotments in Certain Elementary Subjects in Rural and Village Schools . . . . .	28
XVI. Curriculum for Elementary Schools . . . . .	29
XVII. Pupil Load per Day in the High Schools in Stevens County . . . . .	33
XVIII. Alternation of Subjects in the Stevens County High Schools . . . . .	35
XIX. Proposed Plan for the Alternation of Subjects in the High Schools in Stevens County . . . . .	36
XX. Training of Teachers in the Public Schools of Stevens County . . . . .	39

XXI.	Statistics on Married and Unmarried Male and Female Teachers . . . . .	41
XXII.	Experience of Teachers in the Stevens County Schools . . . . .	43
XXIII.	Number of Hours Per Week Teachers Spend Preparing for Recitations . . . . .	45
XXIV.	Number of High School Classes Taught by Teachers With Certain Training in Related Fields . . . . .	47
XXV.	Teacher Load Number of Teachers Having Following Number of Classes Per Day . . . . .	49
XXVI.	Teacher Load Number of Pupils in all Classes Per Day . . . . .	51
XXVII.	Number of Teachers With Respective Number of Study Halls Per Week . . . . .	52
XXVIII.	Books in the Libraries of the Stevens County Schools . . . . .	57
XXIX.	Number of Sets of Encyclopedias in the Public Schools in Stevens County . . . . .	59
XXX .	Magazines and Papers Taken Regularly in Two or More Schools . . . . .	60
XXXI.	Number of Sets of Readers for the First Six Grades in Stevens County. . . . .	63
XXXII.	Number of Sets of Textbooks of Various Ages Used in the Elementary Schools in Stevens County . . . . .	64
XXXIII.	Six-Six Schools and Agricultural School Extra-Curricular Participation . . . . .	69
XXXIV.	Participation in Extra-Curricular Activities Rural . . . . .	71

LIST OF MAPS

Map	Page
I. Map of Minnesota Showing Location of Stevens County . .	2
II. Map of Stevens County, Minnesota . . . . .	4





CHAPTER I  
INTRODUCTION

The economic conditions of the past decade and the uncertainties of the immediate future are forcing the public schools, more than ever before, to justify their offerings and their existence to a more and more exacting public. People are questioning the results of student preparation for life in a democracy. Thoughtful educators are attempting to prepare youth, in an impartial, unbiased and thoughtful way, to meet the problems of political and social unrest, such as, starvation in the midst of plenty, increasing unemployment coupled with increasing relief rolls, lessened necessity of human labor in industry and a multitude of other challenging situations. Along with these challenges comes another as to whether the schools are adequately taking care of the problem children that are enrolled. Are the schools endeavoring to satisfy the needs of all of their pupils, keeping all of them in school until they have completed the twelfth grade, or are the schools driving numbers of its students to the streets and pool rooms at an early age with college entrance curricula and an out of date marking system?

Progressive changes instituted as soon as possible by people who are friendly to education are very necessary, so that education may continue its upward climb, the



tax burden be lessened on the rural people, public support be gained for worthwhile educational policies both old and new, and equality of educational opportunity be available to all children. <sup>1</sup>

This study is concerned with the educational setup in Stevens County in Minnesota.

Stevens County is located at the southern extremity of the Red River Region. It is bounded on the north by Grant County, on the east by Pope, on the south by Swift and Big Stone and on the west by Big Stone and Traverse. It contains the following sixteen townships: Baker, Donnelly, Frammas, Hodges, Synnes, Morris, Rendsville, Scott, Potsdam, Pepperton, Swan Lake, Stevens, Darmen, Eldorado, Horton, and Moore. The County has an area of 475 square miles or 308,640 acres. The surface is made up of rolling prairie drained by the Pomme de Terre River, which flows through the county from northeast to southwest.

Prior to its organization, the territory now included in Stevens County was attached to Pope County for all official purposes. In 1862, an act was passed by the legislature which created the county officially. Its boundaries at that time were very much in variance with what we find them today. In 1866 the boundaries were changed. In 1868 an act was passed by the legislature re-arranging county lines. This established the boundaries of Stevens

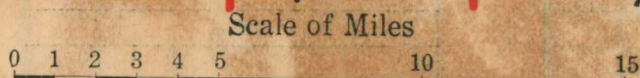
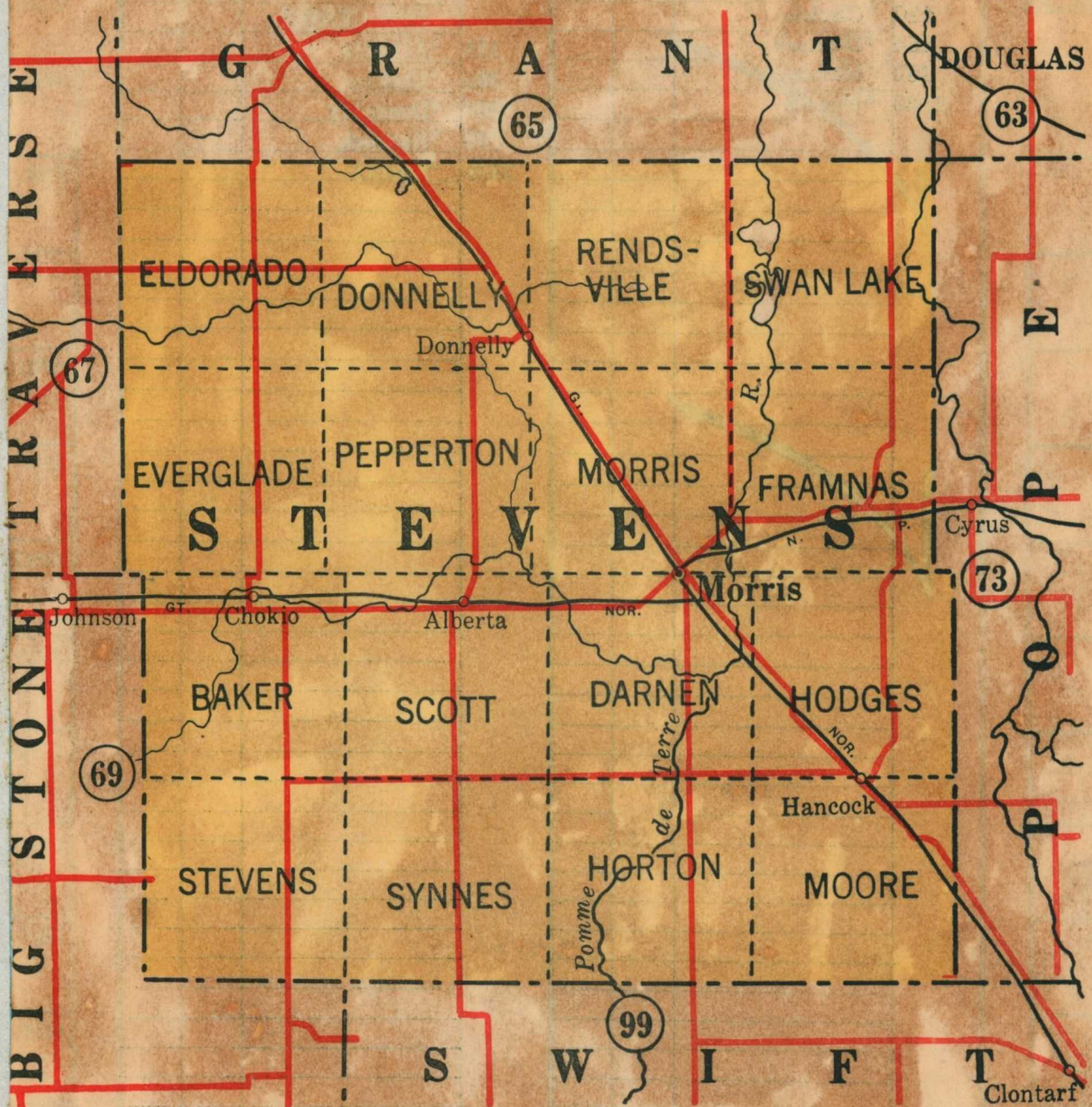
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<sup>1</sup>

Hogan, John J. A General Survey of the School Systems in Foster County, North Dakota (Unpublished Master's Thesis, University of North Dakota Library. 1937)

# STEVENS COUNTY, MINN.

POPULATION  
10,185



Railroads

**AUTOMOBILE ROADS**

County as we find them today, embracing sixteen congressional townships. In spite of this organization and rearrangement, the County business was still taken care of to a large extent by Pope County until 1871.

The towns and villages within Stevens County are: Morris, Hancock, Chokio, Alberta and Donnelly. The County seat is located at Morris.

The first school district to organize was Morris. The records show that there were sixty pupils in attendance in 1867. The second was located near Morris and later joined with the Morris district. The third to organize was Hancock. The first term of school in what is now District Number 4 was taught in the claim shanty of Mr. J. S. Judd, who was one of the early settlers in the county. The early settlers were quite interested in education for their children, for evidences of claim shanty schools can still be gleaned by talking with some of the older residents. The equipment in these schools was very limited. Pupils furnished their own books. Blackboards were just that, boards painted black. The chalk used was shaped like a hemisphere.

At an early date the United States Government created an Indian School on the outskirts of Morris and placed it under the direction of the Catholic Sisters of Saint Joseph. Later the school was abandoned as the Indian population decreased. It was mainly through the efforts of

Mr. L. C. Spooner, who was in the Minnesota Legislature, that a gift was made of the buildings and grounds, to the State of Minnesota. Today we have an Agricultural School located there, which is under the direction of the University of Minnesota.

#### THE PROBLEM

The problem of this study is to discover the present offerings in all the different types of public schools in the County and to make suggestions for the improvement of the Programs of Work in relation to the materials used, activities conducted and services employed, from an administrative viewpoint. Special emphasis is being placed on the difficulties arising from the alternation of subjects and the transferring of high school pupils from one school district to another.

#### LIMITATIONS

This survey of the programs of work in the public schools of Stevens County is limited to the educational offerings in the daily programs. Some of the conclusions and implications could well apply to other areas in the state of a similar nature, but would not necessarily be applicable to other regions which are not similar. The conclusions on alternations could apply to some extent throughout the state wherever alternations are necessary because of limited enrollments and size of faculties. No attempt has been made to study ability to support education,

financial and debt conditions, adequateness of housing, transportation systems or salary schedules. The survey covers the sixty one-teacher rural schools, the five village and town schools and the Agricultural school. In spite of the fact that one hundred percent of these schools returned their questionnaires, a few of the questions were misunderstood, some left unanswered if answering the question took any great amount of time and work, while some of the questionnaires were filled out too hurriedly to be of much value.

#### SOURCES OF DATA

The information in this study was compiled from questionnaires which were sent to and filled out by all of the sixty rural schools, the five village and town schools, the Agricultural school located in Stevens County, and from interviews with City and County Superintendents.

Historical data was gathered from the records of the Stevens County Historical Society at Morris, the Minnesota Historical Society at St. Paul and from talks, correspondence, and conferences with some of the older settlers in the County.

## CHAPTER II ORGANIZATION

Minnesota has several types of school district organization. Among them are the common, independent and special types. Both the independent and special types of school district may be classed as consolidated if common school districts have seen fit to join with them under the law. A few of the earliest cities to receive charters from the legislature, organized as special school districts having a great variety in number of board members and organizations. Stevens County, being a relatively young county, has only two types of school districts, i.e. the common and the independent. There are sixty common school districts in the County that are operating their own schools. Common School District Number 9 maintains its own district organization, levies its own taxes, but has closed its school and has transported its three pupils to Independent District Number 3 at Hancock, paying tuition for them. Each common district has a Board of Education composed of three members elected by the people at an annual meeting held the third Tuesday in July. Each member holds office for three years. These officers are President, Clerk and Treasurer. The Board of Education in the Independent District is composed of six directors with the School Superintendent an ex-officio member. The people at each annual meeting elect two directors to serve for three years each. At the first



meeting of the Board of Education following the annual meeting, the six directors decide on the offices of President, Clerk and Treasurer.

There are sixty rural schools in Stevens County that are equipped to offer the required work in the first eight grades. Because of limited enrollments several do not offer work in each of the eight grades. The following table illustrates the number of rural schools that have children enrolled in each of the eight grades. The smallest school has five pupils enrolled in only three grades. The other schools vary with the largest having thirty pupils enrolled in all eight grades.

TABLE I  
THE NUMBER OF RURAL SCHOOLS WITH CHILDREN  
ENROLLED IN THE FOLLOWING GRADES

Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight
55	53	45	48	48	50	44	44

In Stevens County there are five village and town schools. At Morris the school is operated on the 6-3-3 basis, which means that six years of elementary, three years of junior high school, and three years of senior high school work are offered. Hancock, Alberta and Chokio are all organized on the so-called 6-6 basis, which means that six years of elementary and six years of high school work are offered. The village of Donnelly has an eight year elementary school with four teachers who are under the supervision of the County Superintendent. In this study the schools at Morris, Hancock, Alberta and Chokio, which

all have six year elementary schools and offer six years of high school work, will be considered together. The Donnelly four teacher, eight year elementary school, will be classed alone since there are no other eight year elementary village or town schools. The sixty rural schools will be classed together in the tables and the Agricultural School at Morris will be discussed in a separate division because of its unique organization.

Article 8 of the Minnesota State Constitution states that it shall be the duty of the Legislature to provide a uniform system of education----- . The systems of education are far from offering equality of educational opportunities throughout the State. Equality of opportunity in the different types of schools in the state, is a goal that is worthy of attaining. The schools of the state have a great deal to accomplish before they can closely approach this goal. Stevens County is no exception to the above for the study will point out a great variety of opportunity. To help approach this goal the legislature passed a law which provides seven dollars per month for each non-resident high school child whose residence is in a school district that does not maintain an accredited secondary school. This tuition is one of the few State Aids that is paid in full to the school district giving the service. The following table gives a comparison of the resident and non-resident

enrollment in all of the schools in the County. No aid is paid by the State for non-resident elementary pupils, consequently there is relatively little elementary non-residence.

TABLE II  
RESIDENT AND NON-RESIDENT  
ENROLLMENT OF PUPILS

IN THE STEVENS COUNTY SCHOOLS

	BOYS	GIRLS	RES.	NON-RES.	TOTAL	PERCENT NON-RES
SIX YR. HIGH						
Morris	219	145	219	45	264	17
Hancock	59	74	97	36	133	27
Alberta	64	82	104	42	146	28
Chokio	47	53	63	37	100	37
SIX YR. ELEM.						
Morris	130	123	252	1	253	00.4
Hancock	64	51	113	2	65	01.7
Alberta	36	29	64	1	65	01.5
Chokio	46	51	83	14	97	14.4
EIGHT YR. ELEM.						
Donnelly	27	35	50	12	62	19.3
60 Rural	450	390	814	26	840	03.1
Agriculture School	247	108	355	-	355	----
	1289	1141	2214	216	2430	08.9

Miss Grace Hall of Morris, whose mother was one of the first teachers in School District Number 4, states that in the earliest schools the regular day began at nine o'clock in the morning with a fifteen minute intermission beginning

at ten-thirty. One hour was the usual noon intermission. School commenced again at one o'clock with another fifteen minute intermission at two-thirty. The closing time was quite generally four o'clock.

A large portion of the rural schools still have traditional nine to twelve, one to four, hours for opening and closing. The town schools have similar times for opening and closing, but have eliminated the old time recess and have substituted definite physical education programs for it. The following table illustrates the tendency to cling to the old traditional hours for opening and closing.

TABLE III  
HOURS FOR OPENING AND CLOSING SCHOOLS  
IN STEVENS COUNTY

	Six-Six	8 Yr. Elem.	Agri.	60 Rural	Totals
9-12 1-4	1	1	-	43	45
8:45-11:45 1-4	-	2	-	-	2
9-12 1:15-4:15	1	-	-	-	1
9-12 12:45-3:45	-	-	-	4	4
9-12 12:30-3:30	-	-	-	13	13
8-12:20 1:20-4:20	-	-	1	-	1
	2	3	1	60	66

The length of the school day is regulated by a ruling of the State Department of Education. It requires that

the school day for children from the third grade through the high school be at least six hours in length. This is followed very closely by all the schools in the County except the Agricultural School which has a 7 and 1/3 hour day and is under the supervision of the University of Minnesota.

Along with the introduction of the six year and the separate junior and senior high schools, comes the re-introduction of the sixty minute period. Three of the four schools with six year high schools have their days divided into six sixty minute periods. One of them still has the day divided into eight forty-five minute periods. The sixty minute period keeps the pupil under teacher supervision for a much greater length of time and should provide time enough for both recitation and supervised study.

#### SUMMARY

1. Stevens County has sixty rural schools, five independent town schools which offer six years of elementary and six years of high school work, one town school offering eight years of elementary work, and an Agricultural School.
2. There were 2430 pupils enrolled in the public schools of Stevens County for the school year 1937-1938. Of this number eight and nine-tenths percent, or two hundred sixteen are non-resident pupils.
3. Forty-five of the sixty-six schools in the County have

the traditional nine to twelve, one to four, hours for opening and closing, while thirteen of the rural schools have only half-hour noon periods.

4. All of the schools in the county have a six hour day except the Agricultural School which has a seven and one-third hour day.
5. Most of the high schools have adopted the sixty minute period and the six period day. This gives the pupils more time under teacher direction.

### CHAPTER III

#### PROGRAMS OF STUDIES

If secondary education is to be democratic, it must meet the widely differing needs of the changing type of student body that is entering the secondary schools today. A major problem that is confronting educators, is how to develop a well rounded individual out of each of the students that enters school, offering them work which will fit them for life and citizenship in a complex society, rather than to try to prepare them for college. By this, I do not mean that the student who desires a college education, shall not receive adequate preparation for it, but that the emphasis in the secondary schools today be placed on subjects that will aid the vast majority of students who do not intend to go to college. There is an obligation today upon the schools to enroll all the normal pupils of varying abilities and to prepare them to enter the life of the nation. It must give to those of average or even much less than average ability, the fundamental training needed by an intelligent electorate, as well as care for those with scholarly minds. The subjects in any curriculum should be weighed for their ability to contribute to present welfare and social efficiency rather than for their traditional value.

The tendency in Stevens County is to cling to the traditional to a large degree. This is almost necessary in some cases because of limited numbers of teachers,

relatively large enrollments and limited facilities.

It is pertinent to a discussion of programs of studies in Stevens County, to carefully examine recitation programs in the rural, and village schools to determine the approximate relative time devoted to different basic subjects in the elementary course of study. Because of the fact that the programs of sixty rural schools would take up too much space, I have selected programs of six rural schools in common districts with pupils enrolled in three, four, five, six, seven and eight grades. For comparative purposes, I have selected the first and second grades at Chokio, the third and fourth grades at Hancock, the fifth and sixth grades at Alberta, the seventh and eighth grades at Donnelly and the Junior High School at Morris.



TABLE IV  
 RECITATION PROGRAM FOR RURAL SCHOOL # 21  
 OFFERING WORK IN

GRADE 1, 4, 5			THREE GRADES	FIVE PUPILS
Period Number	Recitation Hour	Number of Minutes	Subject	and Grade
1.	9:00- 9:10	10	Opening Exercises	All Grades
2.	9:10- 9:20	10	Reading	I B
3.	9:20- 9:35	15	Reading	I A
4.	9:35- 9:50	15	Reading	4
5.	9:50-10:10	20	Reading	5
6.	10:10-10:15	5	Relief Drill	1, 4, 5
7.	10:15-10:30	15	Supervised Study	1, 4, 5
8.	10:30-10:45	15	Recess	1, 4, 5
9.	10:45-11:00	15	Social Study	- 4, 5
10.	11:00-11:10	10	Reading	I B
11.	11:10-11:25	15	Reading	I A
12.	11:25-11:40	15	Arithmetic	- 4, -
13.	11:40-12:00	20	Arithmetic	- - 5
14.	12:00- 1:00	60	Noon Hour	1, 4, 5
15.	1:00- 1:10	10	Environment	1 - -
16.	1:10- 1:25	15	Language	1 - -
17.	1:25- 1:40	15	Language	1 4 -
18.	1:40- 1:55	15	Language	- - 5
19.	1:55- 2:00	5	Relief Drill	1, 4, 5
20.	2:00- 2:15	15	Phonics	1 - -
21.	2:15- 2:30	15	Penmanship	1, 4, 5
22.	2:30- 2:45	15	Recess	1, 4, 5
23.	2:45- 3:00	15	Reading	I B
24.	3:00- 3:15	15	Reading	I A
25.	3:15- 3:30	15	Geography	- 4 -
26.	3:30- 3:50	20	Geography	- - 5
27.	3:50- 4:00	10	Spelling	- 4, 5

TABLE V  
 RECITATION PROGRAM FOR RURAL SCHOOL # 53  
 OFFERING WORK IN

GRADES 1, 2, 6, 7

FOUR GRADES - FIVE PUPILS

Period Number	Recitation Hour	Number of Minutes	Subject	Grade
1.	9:00- 9:10	10	Opening Exercises	1, 2, 6, 7
2.	9:10- 9:25	15	Social Studies	7
3.	9:25- 9:40	15	Reading	6
4.	9:40- 9:42	2	Relief Drill	1, 2, 6, 7
5.	9:42- 9:58	16	Reading	1
6.	9:58-10:14	16	Reading	2
7.	10:14-10:30	16	Social Studies	6
8.	10:30-10:45	15	Recess	1, 2, 6, 7
9.	10:45-11:00	15	General Math.	7
10.	11:00-11:15	15	Supervised Study	1, 2, 6, 7
11.	11:15-11:28	13	Mathematics	2
12.	11:28-11:30	2	Relief Drill	1, 2, 6, 7
13.	11:30-11:45	15	Mathematics	6
14.	11:45-12:00	15	Penmanship	6, 7
15.	12:00- 1:00	60	Noon	1, 2, 6, 7
16.	1:00- 1:10	10	Opening Exercises	1, 2, 6, 7
17.	1:10- 1:26	16	Geography	7
18.	1:26- 1:42	16	Reading	1
19.	1:42- 1:44	2	Relief Drill	1, 2, 6, 7
20.	1:44- 1:59	15	Reading	2
21.	1:59- 2:15	15	Geography	6
22.	2:14- 2:30	16	General Science	7
23.	2:30- 2:45	15	Recess	1, 2, 6, 7
24.	2:45- 3:00	15	English	7
25.	3:00- 3:18	18	Language	1, 2
26.	3:18- 3:20	2	Relief Drill	1, 2, 6, 7
27.	3:20- 3:35	15	Language	6
28.	3:35- 3:45	10	Spelling	7
29.	3:45- 3:50	5	Spelling	2
30.	3:50- 4:00	10	Spelling	6

TABLE VI  
 RECITATION PROGRAM FOR RURAL SCHOOL # 65  
 OFFERING WORK IN

GRADES 2,3,5,6,8

FIVE GRADES - EIGHT PUPILS

Period Number	Recitation Hour	Number of Minutes	Subject	Grades
1.	9:00- 9:10	10	Opening Exercises	2,3,5,6,8
2.	9:10- 9:20	10	Reading	3
3.	9:20- 9:30	10	Reading	2
4.	9:30- 9:40	10	Social Studies	5
5.	9:40-10:00	20	Social Studies	6
6.	10:00-10:15	15	Social Studies	8
7.	10:15-10:30	15	General Science	8
8.	10:30-10:45	15	Recess	2,3,5,6,8
9.	10:45-10:58	13	Mathematics	2
10.	10:58-11:10	12	Mathematics	3
11.	11:10-11:20	10	Mathematics	5
12.	11:20-11:40	20	Mathematics	8
13.	11:40-11:50	10	Mathematics	6
14.	11:50-12:00	10	Spelling	3,6,8
15.	12:00- 1:00	60	Noon	2,3,5,6,8
16.	1:00- 1:10	10	Art	2,3,5,6,8
17.	1:10- 1:20	10	Reading	3
18.	1:20- 1:30	10	Reading	2
19.	1:30- 1:40	10	Geography	5
20.	1:40- 1:50	10	Geography	6
21.	1:50- 2:05	15	Geography	8
22.	2:05- 2:20	15	General Science	8
23.	2:20- 2:30	10	Penmanship	2,3,5,6,8
24.	2:30- 2:45	15	Recess	2,3,5,6,8
25.	2:45- 2:55	10	Reading	2
26.	2:55- 3:07	12	Reading	3
27.	3:07- 3:17	10	Reading	5
28.	3:17- 3:29	12	Language	2,3
29.	3:29- 3:40	11	English	6
30.	3:40- 4:00	20	English	8

TABLE VII  
 RECITATION PROGRAM FOR RURAL SCHOOL # 63  
 OFFERING WORK IN

GRADES 2,3,6,7,8

SIX GRADES - FIFTEEN PUPILS

Period Number	Recitation Hour	Number of Minutes	Subject	Grades
1.	9:00- 9:10	10	Opening Exercises	2,3,4,6,7,8
2.	9:10- 9:15	5	Word Study	2
3.	9:15- 9:20	5	Word Study	3
4.	9:20- 9:35	15	Social Studies	8
5.	9:35- 9:45	10	Social Studies	7
6.	9:45- 9:55	10	Social Studies	6
7.	9:55-10:05	10	Reading	2
8.	10:05-10:15	10	Reading	3
9.	10:15-10:30	15	Reading	4
10.	10:30-10:45	15	Recess	2,3,4,6,7,8
11.	10:45-10:55	10	Reading	6
12.	10:55-11:05	10	Mathematics	2,3
13.	11:05-11:15	10	Mathematics	4
14.	11:15-11:25	10	Mathematics	6
15.	11:25-11:35	10	Mathematics	7
16.	11:35-11:50	15	Mathematics	8
17.	11:50-12:00	10	Penmanship	2,3,4,6,7,8
18.	12:00- 1:00	60	Noon Hour	2,3,4,6,7,8
19.	1:00- 1:15	15	Reading	2
20.	1:15- 1:30	15	Reading	3
21.	1:30- 1:40	10	Geography	4
22.	1:40- 1:50	10	Geography	6
23.	1:50- 2:00	10	Geography	7
24.	2:00- 2:10	10	English	8
25.	2:10- 2:20	10	English	7
26.	2:20- 2:30	10	English	6
27.	2:30- 2:45	15	Recess	2,3,4,6,7,8
28.	2:45- 3:00	15	Language	3,4
29.	3:00- 3:15	15	General Science	7,8
30.	3:15- 3:30	15	Spelling	6,7,8
31.	3:30- 3:45	15	Spelling	2,3,4
32.	3:45- 4:00	15	Arts & Ind. Arts	3,4,6,7,8

TABLE VIII

## RECITATION PROGRAM FOR RURAL SCHOOL # 39

GRADES 1, 2, 3, 4, 5, 6, 8

SEVEN GRADES - FIFTEEN PUPILS

Period Number	Recitation Hour	Number of Minutes	Subject	Grades
1.	9:00- 9:10	10	Opening Exercises	1, 2, 3, 4, 5, 6, 8
2.	9:10- 9:25	15	Social Studies	8
3.	9:25- 9:35	10	Social Studies	6
4.	9:35- 9:45	10	Reading	1
5.	9:45- 9:55	10	Reading	2
6.	9:55-10:05	10	Reading	3
7.	10:05-10:15	10	Social Studies	4
8.	10:15-10:25	10	Social Studies	5
9.	10:25-10:30	5	Supervised Study	1, 2, 3, 4, 5, 6, 8
10.	10:30-10:45	15	Recess	1, 2, 3, 4, 5, 6, 8
11.	10:45-10:55	10	Mathematics	8
12.	10:55-11:05	10	Mathematics	6
13.	11:05-11:15	10	Phonics	1
14.	11:15-11:25	10	Mathematics	2
15.	11:25-11:35	10	Mathematics	3
16.	11:35-11:45	10	Mathematics	4
17.	11:45-11:55	10	Mathematics	5
18.	11:55-12:00	5	Supervised Study	3, 4, 5, 6, 8
19.	12:00- 1:00	60	Noon	1, 2, 3, 4, 5, 6, 8
20.	1:00- 1:10	10	Opening Exercises	1, 2, 3, 4, 5, 6, 8
21.	1:10- 1:20	10	English	8
22.	1:20- 1:30	10	English	6
23.	1:30- 1:40	10	Language	4, 5
24.	1:40- 1:50	10	Reading	1
25.	1:50- 2:00	10	Reading	2
26.	2:00- 2:10	10	Language	3
27.	2:10- 2:20	10	Reading	4, 5
28.	2:20- 2:30	10	General Science	8
29.	2:30- 2:45	15	Recess	1, 2, 3, 4, 5, 6, 8
30.	2:45- 2:55	10	Geography	6
31.	2:55- 3:05	10	Geography	5
32.	3:05- 3:15	10	Language	1, 2
33.	3:15- 3:25	10	Environment	3
34.	3:25- 3:35	10	Geography	4
35.	3:35- 3:45	10	Spelling	3, 4, 5, 6, 8
36.	3:45- 3:55	10	Penmanship	3, 4, 5, 6, 8
37.	3:55- 4:00	5	Supervised Study	3, 4, 5, 6, 8

TABLE IX

## RECITATION PROGRAM FOR RURAL DISTRICT # 31

GRADES 1,2,3,4,5,6,7,8

EIGHT GRADES - EIGHTEEN PUPILS

Period Number	Recitation Hour	Number of Minutes	Subject	Grades
1.	9:00- 9:10	10	Opening Exercise	1,2,3,4,5,6,7,8
2.	9:10- 9:15	5	Word Study	1,2,3
3.	9:15- 9:25	10	Social Studies	7
4.	9:25- 9:35	10	Social Studies	8
5.	9:35- 9:45	10	Reading	1
6.	9:45- 9:53	8	Reading	2
7.	9:53-10:00	7	Reading	3
8.	10:00-10:10	10	Social Studies	4
9.	10:10-10:20	10	Social Studies	5
10.	10:20-10:30	10	Social Studies	6
11.	10:30-10:45	15	Recess	1,2,3,4,5,6,7,8
12.	10:45-10:55	10	Mathematics	7
13.	10:55-11:05	10	Mathematics	8
14.	11:05-11:15	10	Mathematics	6
15.	11:15-11:22	7	Supervised Study	1,2,3,4,5,6,7,8
16.	11:22-11:30	8	Mathematics	2
17.	11:30-11:40	10	Mathematics	3
18.	11:40-11:47	7	Mathematics	4
19.	11:47-11:55	8	Mathematics	5
20.	11:55-12:00	5	Penmanship	3,4,5,6,7,8
21.	12:00- 1:00	60	Noon	1,2,3,4,5,6,7,8
22.	1:00-11:10	10	Opening Exercise	1,2,3,4,5,6,7,8
23.	1:10- 1:20	10	Geography	7
24.	1:20- 1:30	10	Geography	6
25.	1:30- 1:40	10	Reading I	1
26.	1:40- 1:50	10	Reading	2
27.	1:50- 2:00	10	Reading	3
28.	2:00- 2:10	10	Geography	4
29.	2:10- 2:20	10	Geography	5
30.	2:20- 2:30	10	General Science	7,8
31.	2:30- 2:45	15	Recess	1,2,3,4,5,6,7,8
32.	2:45- 2:55	10	Language	1,2
33.	2:55- 3:05	10	Language	3
34.	3:05- 3:15	10	Language	4
35.	3:15- 3:25	10	Language	5
36.	3:25- 3:35	10	English	6
37.	3:35- 3:45	10	English	7,8
38.	3:45- 4:00	15	Spelling	3,4,5,6,7,8

TABLE X

## RECITATION PROGRAM FOR GRADED SCHOOL AT CHOKIO

GRADES 1, 2

TWENTY NINE PUPILS

Period Number	Recitation Hour	Number of Minutes	Subject	Grades
1.	9:00- 9:05	5	Opening Exercises	1, 2
2.	9:05- 9:15	10	Phonics	2
3.	9:15- 9:30	15	Reading	1
4.	9:30- 9:35	5	Phonics	1
5.	9:35- 9:55	20	Reading	2
6.	9:55-10:00	5	Relief Period	1, 2
7.	10:00-10:15	15	Handwriting	1, 2
8.	10:15-10:30	15	Physical Education	1, 2
9.	10:30-10:50	20	Reading & Word Study	1
10.	10:50-10:55	5	Relief Drill	1, 2
11.	10:55-11:10	15	Music	1, 2
12.	11:10-11:20	10	Phonics	1
13.	11:20-11:40	20	Arithmetic	2
14.	11:40-12:00	20	Spelling	2
15.	12:00- 1:00	60	Noon	1, 2
16.	1:00- 1:15	15	General Period	1, 2
17.	1:15- 1:35	20	Reading	1
18.	1:35- 1:38	3	Word Drill	2
19.	1:38- 1:58	20	Reading	2
20.	1:58- 2:00	2	Relief Drill	1, 2
21.	2:00- 2:15	15	Health	1, 2
22.	2:15- 2:30	15	Physical Education	1, 2
23.	2:30- 2:45	15	Language	2
24.	2:45- 3:00	15	Language	1
25.	3:00- 3:30	30	Arts & Ind. Arts	1, 2

TABLE XI

## RECITATION PROGRAM FOR GRADED SCHOOL AT HANCOCK

GRADES 3, 4

THIRTY EIGHT PUPILS

Period Number	Recitation Hour	Number of Minutes	Subject	Grades
1.	8:45- 9:05	20	Arithmetic	3
2.	9:05- 9:25	20	Arithmetic	4
3.	9:25- 9:27	2	Relief Drill	3, 4
4.	9:27- 9:40	13	Spelling	3
5.	9:40-10:00	20	Geography	4
6.	10:00-10:20	20	Social Studies	3
7.	10:20-10:25	5	Relief Drill	3, 4
8.	10:25-10:40	15	Spelling	4
9.	10:40-11:00	20	Reading	3
10.	11:00-11:30	30	Language	4
11.	11:30-11:45	15	Handwriting	3, 4
12.	11:45- 1:00	75	Noon	3, 4
13.	1:00- 1:20	20	Social Studies	4
14.	1:20- 1:35	15	Music	3, 4
15.	1:35- 1:37	2	Relief Period	3, 4
16.	1:37- 2:05	28	Language	3
17.	2:05- 2:30	25	Reading	4
18.	2:30- 3:00	30	Physical Education	3, 4
19.	3:00- 3:25	25	Reading	3
20.	3:25- 3:40	15	Health	3, 4
21.	3:40- 4:00	20	Arts	3, 4



TABLE XII

## RECITATION PROGRAM FOR GRADED SCHOOL AT ALBERTA

GRADES 5, 6

TWENTY FOUR PUPILS

Period Number	Recitation Hour	Number of Minutes	Subject	Grades
1.	9:00- 9:15	15	Music	5, 6
2.	9:15- 9:23	8	Spelling	6
3.	9:23- 9:31	8	Spelling	5
4.	9:31- 9:51	20	Arithmetic	5
5.	9:51-10:16	25	Arithmetic	6
6.	10:16-10:18	2	Relief Period	5, 6
7.	10:18-10:43	25	Language	5
8.	10:43-11:08	25	Language	6
9.	11:08-11:10	2	Relief Drill	5, 6
10.	11:10-11:35	25	Geography	5
11.	11:35-12:00	25	Geography	6
12.	12:00- 1:00	60	Noon	5, 6
13.	1:00- 1:20	20	Social Studies	5
14.	1:20- 1:40	20	Social Studies	6
15.	1:40- 2:00	20	Reading	5
16.	2:00- 2:30	30	Physical Education	5, 6
17.	2:30- 2:50	20	Reading	6
18.	2:50- 3:05	15	Handwriting	5, 6
19.	3:05- 3:07	2	Relief Period	5, 6
20.	3:07- 3:17	10	Health	5
21.	3:17- 3:27	10	Health	6
22.	3:27- 3:29	2	Relief Drill	5, 6
23.	3:29- 4:00	31	Arts & Ind. Arts	5, 6

TABLE XIII  
 RECITATION PROGRAM FOR VILLAGE DISTRICT # 11 AT  
 DONNELLY

GRADES 7, 8

FIFTEEN PUPILS

Period Number	Recitation Hour	Number of Minutes	Subject	Grades
1.	9:00- 9:30	30	Mathematics	7
2.	9:30-10:00	30	Mathematics	8
3.	10:00-10:30	30	Geography	7
4.	10:30-10:35	5	Relief Drill	7, 8
5.	10:35-11:00	25	Social Studies	7
6.	11:00-11:30	30	Social Studies	8
7.	11:30-12:00	30	English	8
8.	12:00- 1:00	60	Noon	7, 8
9.	1:00- 1:30	30	English	7
10.	1:30- 1:55	25	English	8
11.	1:55- 2:00	5	Relief Drill	7, 8
12.	2:00- 2:30	30	General Science	7
13.	2:30- 3:00	30	Physical Education	7, 8
14.	3:00- 3:30	30	General Science	8
15.	3:30- 3:45	15	Penmanship	7, 8
16.	3:45- 4:00	15	Music and Art	7, 8

TABLE XIV  
OFFERINGS IN THE 7th, 8th, & 9th  
GRADES IN THE TOWN SCHOOLS IN STEVENS COUNTY

SEVENTH GRADE	HOURS	EIGHTH GRADE	HOURS	NINTH GRADE	HOURS
English	7	English	7	English	5
Physical Ed.	2	Physical Ed.	2	Physical Ed.	2
General Science	2	General Science	3	General Science	5
Social Studies	3	Social Studies	5	Gen. Bus. Tr.	5
General Math.	5	General Math.	5	General Math.	5
Home Ec. Girls or Ind. Arts, Boys*	2	Home Ec. Girls or Ind. Arts, Boys	3*	Home Economics or Ind. Arts *	5
Geography	4	Music	1	Extra Curricula	1
Music	1	Extra-Curricula	1	Auditorium	1
Home Room	1	Home Room	1	Home Room	1
Auditorium	1	Auditorium	1		
Club	1				
<b>TOTAL HOURS PER WEEK</b>	<b>29</b>		<b>29</b>		<b>30</b>

\*Schools that do not have Industrial Arts and Home Economics Departments may offer Conservation, Orientation, General Language or something similar.

TABLE XV  
COMPARISON  
RECITATION TIME ALLOTMENTS IN  
CERTAIN ELEMENTARY SUBJECTS IN RURAL AND VILLAGE SCHOOLS

GRADE	GEOGRAPHY			SOCIAL STUDIES			MATHEMATICS		
	R	G	Jr.Hi.	R	G	Jr.Hi.	R	G	Jr.Hi.
1									
2							10	20	
3					20		9	20	
4	10	20		10	20		10	20	
5	11	25		9	20		12	20	
6	11	25		13	20		11	25	
7	12	30	48	11	25	36	11	30	60
8				14	30	60	14	30	60

R - Rural  
G - Graded  
Jr. Hi. - Junior High

TABLE<sup>1</sup> XVI  
CURRICULUM FOR ELEMENTARY SCHOOLS

Subject	Taught in- formally or in General Periods Years	Constant Years	Composite Constant Years
Reading	-	1 - 6	
Language	-	1 - 6	
Handwriting	-	1 - 6	English 7 & 8
Spelling	1	2 - 6	
Arithmetic	1	2 - 6	General Math. 7 & 8
History	1 - 3	4 - 6	
Citizenship	1 - 3	4 - 6	Social Studies 7 & 8
Geography	1 - 3	4 - 7	
Environment	1 - 3	4 - 6	General Sc. 7 & 8
Arts or Industrial Arts	-	1 - 8	-
Physical Ed.	-	1 - 8	-
Music	-	1 - 8	-

<sup>1</sup>  
Manual for Graded Elementary and Secondary schools,  
Department of Education, St. Paul, Minnesota, August, 1935.

Comparisons of teachers' daily programs is rather difficult unless the observer is personally familiar with each school in question. Opening exercises include a large variety of offerings such as: music, rote singing, story telling, and oral reading by the teacher. General periods may include for grade one, spelling or arithmetic and for grades one, two and three, it may include history, citizenship, geography, and environment. Arts and industrial arts may include drawing, water-coloring, chalk work, pattern work, basketry, sewing, coping saw work, and in the town schools home mechanics.

The rural schools offerings are curtailed because of the large number of classes. This may be offset to a small extent by the fact that in many cases the classes are very small, which would mean fewer pupils per class to recite.

In geography class you find the town children having in every case more than twice as many minutes for recitation as the country children. This difference is still more marked when considering the seventh grade rural school child in geography with the seventh grade child in geography in the junior high school. Here we find town advantage to be four times as great.

In the social studies including history and citizenship, the advantage for the town child compares favorably with the geography comparison, except that in the case of the junior high school child the advantage increases to a little

more than four and one-fourth.

In mathematics the comparison shows that in every case the graded schools are offering twice as much time to recitation as the rural schools, and that this figure increases in the case of the junior high to four and one-fourth as did the social study comparison.

The State Department of Education requires that all high school students complete twelve credits on the senior high school level to be eligible for graduation. Three of these credits must be in English, and two in the field of social studies, including American history.

The requirements for graduation in the high schools in the County include the above, and in two cases are increased with three credits in the social science field. One school requires biology for graduation. Because of the limited number of teachers in the high schools at Alberta, Chokio and Hancock, the number of elective subjects is limited. This makes some elective subjects practically the same as required.

Electives offered on the senior high school level are: plane geometry, advanced algebra, physics, chemistry, rudiments of music, economic geography, typing I, stenography I, stenography II, business law and problems, commercial law, bookkeeping, typing II, biology, modern history, world history, introduction to social science, Latin I, Latin II, French I, French II, industrial arts X,

industrial arts XI, home economics X, home economics XI, and library science.

Each of the four high schools in the County have Commercial Departments. Morris is the only one of these schools that attempts to train any of its students from the vocational angle. The other three schools; Alberta, Chokio, and Hancock are teaching some commercial subjects from a "Personal Use" viewpoint and have their teachers do some work in other departments as well.

Morris and Hancock are the only high schools that maintain industrial arts and home economics departments. Here the work is made as practical as possible. The seventh grade industrial arts students meet for two sixty minute periods per week. The work is mostly home or general mechanics. In the eighth grade the students meet for three sixty minute periods per week. The work in this grade is divided equally between woodwork, drawing and elementary electricity. The ninth grade students meet for five sixty minute periods per week and divide their time equally between drawing and woodwork. In the tenth grade the boys meet for five sixty minute periods per week and spend their time, almost entirely, on metalwork. The lengths and number of the periods in the home economics departments parallels those in the industrial arts department, with emphasis on practicality, including such topics as: food, health, personal hygiene, breakfasts, accident prevention, lunches and suppers, food storage and



preservation, clothing, clothing management and construction.

The Agricultural School at Morris has separate curricula with emphasis on agriculture for boys, and on home economics for girls.

The Agricultural School has four of the so called special departments, which include, commercial, agriculture, home economics, industrial arts. These departments are well equipped and the work offered is quite practical.

With the introduction of the six-year high school, the pupil load, particularly in the ninth grade, was increased. These students are required to take five subjects; physical education and enough extra-curricular and activity work to keep them under teacher direction for thirty hours per week. In the schools that have organized their programs with the sixty minute periods, I found the ninth grade students in every case enrolled for at least twenty-eight hours or more. The following table shows the pupil load in the four, six-year high schools.

TABLE XVII

## PUPIL LOAD PER DAY IN THE HIGH SCHOOLS IN STEVENS COUNTY

PERIODS:	TOWNS				Total
	Alberta 45 min.	Chokio 60 min.	Hancock 60 min.	Morris 60 min.	
Three Subjects	2	1	-	-	3
Three and one-half Subjects	-	1	-	-	1
Four Subjects	79	46	51	75	251
Five Subjects	63	52	82	189	386
Six Subjects	2	-	-	-	2
TOTALS	146	100	133	264	643
AVERAGE	4.4	4.5	4.6	4.7	4.6

It has been said recently that one-third of the people of the United States are residing in different states than the one in which they were born. If this is true, the mobility of the population within a certain state would, in all probability, be even more pronounced. Couple with this, the fact that the percentage of tenants to owners is rapidly rising and you find a mobility of population that definitely affects the schools. With the coming of winter each year, there seems to be an inflow of people to the small towns, where the parent either applies for direct relief or seeks a job on W.P.A. Stevens County is no exception to the above situations and transfers from one school to another are not infrequent.

Since most of the teachers in the high schools of the County are teaching five one-hour classes per day, with the average teacher, including superintendents and principals, teaching four and one-half classes per day according to table # XVII, with an extra-curricular load as well, there is of necessity a certain number of subjects that are not of great demand that have to be taught on alternate years. The mobility of the high school population in the smaller high schools, where alternation of subjects is necessary, presents a problem of alternates and transfers to the administration.

A careful study of the questionnaires from Morris, Alberta, Chokio, and Hancock, reveals the following situation as to alternates for the school years 1936-37 and 1937-38: French II alternated with French I, chemistry with physics,

physics with chemistry, Latin II with Latin I, Latin I with Latin II, plane geometry with rudiments of music, economic geography with biology, business law and problems, with bookkeeping.

TABLE XVIII

## ALTERNATION OF SUBJECTS IN THE STEVENS COUNTY HIGH SCHOOLS

1936-1937	1937-1938
French II	French I
Chemistry	Physics
Physics	Chemistry
Latin II	Latin I
Latin I	Latin II
Plane Geometry	Rudiments of Music
Economic Geography	Biology
Business Law and Problems	Bookkeeping

In the Morris High School, I found that French I and II were the only subjects alternated. The faculty was large enough to offer each of the other subjects every year. From the above table the problem of transfer for a physics student to the neighboring high school where physics is not offered, is the problem that I propose to help to partially solve. The writer realizes that any period of change is difficult and that some difficulties are going to present themselves if the schools in Stevens County are going to attempt to arrange the subjects that are alternated according to any pattern, which would make the problem of transferring from

one high school to another less difficult.

After considerable study of the curricula in the different high schools in the County, the writer presents the following plan of alternates for consideration.

TABLE XIX

PROPOSED PLAN FOR THE ALTERNATION OF SUBJECTS  
IN THE HIGH SCHOOLS IN STEVENS COUNTY

<u>1938-1939</u>	<u>1939-1940</u>
French II	French I
Chemistry	Physics
Latin I	Latin II
Rudiments of Music	Geometry
Bookkeeping	Economic Geography

SUMMARY

1. The sixty rural schools in Stevens County vary in size from five pupils to thirty pupils.
2. The sixty rural schools offer work in from three to eight grades.
3. The recitation time allotments in most subjects were from two to three times as long in the graded town schools as in the rural schools.
4. The greatest difference in recitation time was noted between the seventh and eighth grade subjects in the rural schools and in the junior high schools. Here the advantage was as much as four and one-fourth times as much in recitation time.
5. Graduation from high school is based upon the successful

completion of twelve units on the senior high level. Three of these units must be in the field of English and two in the field of social science, including American history.

6. The pupil load is considerably larger with the requirement that all students in the junior high school be enrolled for approximately thirty hours under teacher direction.
7. The average pupil load for all pupils in the six year high schools in Stevens County is four and six-tenths subjects per day without counting extra-curricular work.
8. The high school population is somewhat mobile. This causes a problem when pupils transfer from one school to another. This problem becomes acute when the schools in question alternate some subjects every other year.
9. A suggestive plan for the alternation of subjects in Stevens County for the years 1938-39 and 1939-40, is to alternate French II with French I, chemistry with physics, Latin I with Latin II, rudiments of music with geometry and bookkeeping with economic geography.

CHAPTER IV  
TEACHER STATISTICS IN RELATION TO THE  
EDUCATIONAL OFFERINGS

It is only within the last year that there has been anywhere near a reasonable balance between the demand for and the supply of teachers. Along with the increased demand came a noticeable increase in salaries. This increase in salaries is already on the decline because of the partial return of an economic depression. One of the most important factors in the education of a child is the teacher. Children are particularly impressionable during their school careers and need well selected and well trained teachers to guide them through their twelve years of elementary and secondary education.

Standards for selection, tenure certification, salary schedules, and retirement, rise very slowly, mainly because teachers are hesitant about organizing for their common welfare and indirectly for the welfare of the children in the public schools. Teachers, in most cases, have been too insecure in their positions to take an active interest in local and state government affairs. They have not dared, except in rare instances to contact candidates for their state legislatures to find out how they stand on the educational measures that are to be considered in the coming sessions.

The average training of the sixteen teachers in the first six grades in the four Graded Schools, is two and three-

tenths years. Only two of these teachers have their Bachelor's Degrees, and the other fourteen have their two year certificates.

In the six-year high schools in the same towns, the thirty-two teachers, principals, and superintendents have an average of four and one-tenth years of training. Seven of them have either a Master's Degree or its equivalent, and twelve have approximately four and one-half years of training beyond high school.

TABLE XX

## TRAINING OF TEACHERS IN PUBLIC SCHOOLS OF STEVENS COUNTY

	TYPE OF SCHOOL					TOTAL
	Graded Elem.	Six-Year High	Agri- cultural School	Donnelly Eight Year	Rural	
Less Than One Year	-	-	4	-	1	5
One Year But Less Than Two	-	-	-	-	38	38
Two Years But Less Than Four	14	6	1	3	21	45
Four But Less Than Five Years	2	19	11	1	-	33
Five or More Years	-	7	6	-	-	13
Number of Teachers Working in Different Types of Schools	16	32	22	4	60	134
AVERAGE	2.3	4.	3.7	2.5	1.3	2.5

Seven have completed the four year course with Bachelor's Degrees, and six have less than four years of training. These six teachers were brought into the junior high school from the

seventh or eighth grade departments when the school re-organized on the six-six basis.

All teachers who are under contract to teach in the seventh or eighth grades of a graded elementary school before the opening of school September 1935, and who have certificates based on less than four years of college work, may be permitted to teach in the seventh, eighth and ninth years of a six year high school under the following conditions: 1. Such teacher shall earn annually by summer school or correspondence work, a minimum of five semester hours toward a degree; and 2. All such teachers, after September 1, 1940, shall meet the requirements for high school certification.<sup>1</sup>

The average training of the twenty-two teachers in the Agricultural School is three and seven-tenths years. Six of these teachers have a Master's Degree or its equivalent, five of them have approximately four and one-half years of training, six have completed the Bachelor's Degree, one teacher has less than four years and four teachers in the fields of industrial arts, welding carpentry, etc., have only apprentice training.

The four teachers in the eight year elementary school at Donnelly have an average of two and one-half years of training. This is slightly higher than the average for the other town elementary schools.

The sixty rural teachers of the County have an average training of one and three-tenths years. Twenty-one of these teachers have completed the work for their two year certificates thirty-eight have only had one year of training, and one has less than one year of training since high school.

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<sup>1</sup> Manual for Graded Elementary and Secondary Schools, State of Minnesota Department of Education, St. Paul, Minnesota, August, 1935.



The average training for the one hundred and thirty-four teachers in the Public Schools of Stevens County is two and one-half years. The above facts are illustrated in table number XX.

In the six year elementary schools there are sixteen unmarried women teachers. In the six year high schools there are seventeen unmarried women, seven unmarried men and eight married men. In the Agricultural School there are nine unmarried women, one widow, one unmarried man and eleven married men. In the rural schools there are fifty-five unmarried women, four married women and one unmarried man. In Donnelly there are three unmarried women and one married man.

TABLE XXI  
STATISTICS ON MARRIED AND UNMARRIED MALE  
AND FEMALE TEACHERS

	Number Married	Per cent Married	Number unmarried	Per cent Unmarried	Total	Per cent
Men	20	15	19	14.0	39	29.0
Women	5	3.6	90	67.4	95	71.0
TOTAL	25	18.6	109	81.4	134	100.0

If the personnel in the teaching profession is to be selected from the students who seem to be best suited for educational work, the profession must be made more attractive by offering reasonable security of tenure, and a decent salary schedule. If the new philosophy of education which deals with enrolling all normal children in school and keeping them through the twelfth grade and the abandonment of grading systems,

etc., is to be an actuality, more teachers better trained and selected, must be had to motivate this type of work and to offer intelligent guidance to all of the student body. One of the important factors in attracting young people to the teaching profession is, as before stated, reasonable security of tenure. The three large cities in Minnesota, Minneapolis, St. Paul, and Duluth have reasonably adequate tenure laws and the teachers in the rest of the state have the small protection of the Continuing Contract. The writer firmly believes that some sort of merit system or civil service system, which would give a competent teacher, tenure rights within a state at least, would make the profession a great deal more attractive to potential teachers who were seeking a profession, rather than a stepping stone to some other profession.

A close examination of Table number XXII, shows that seventy-nine percent of the teachers in the Stevens County Schools have had ten years experience or less, while twenty-four percent have had two years experience or less. Only twenty-one percent of the teachers have had from ten to thirty years of experience, while nine percent have had from twenty to twenty-nine years experience. These facts seem to indicate that approximately twenty-five percent of the teachers are recruited each two years, while only one teacher in the County will be ready to retire on a pension at the end of the next year's teaching.

TABLE XXII  
EXPERIENCE OF TEACHERS IN THE STEVENS COUNTY

Years of Experience	SCHOOLS					Totals
	Six Yr. Elem.	Six Yr. High	Agri-cultural School	Rural	Eight Yr. Elem.	
1	-	4	3	-	3	10
2	-	5	2	2	13	22
3	1	4	-	-	6	11
4	1	-	-	-	4	5
5	-	3	2	1	7	13
6	2	2	1	-	2	7
7	5	4	-	1	6	16
8	1	2	1	-	3	7
9	3	1	-	-	-	4
10	1	-	1	-	4	6
11	1	2	2	-	2	7
12	1	-	-	-	-	1
13	-	-	1	-	1	2
14	-	1	-	-	3	4
15	-	-	1	-	2	3
16	-	1	-	-	-	1
17	-	1	-	-	-	1
18	-	-	1	-	-	1
20	-	-	2	-	-	2
21	-	-	2	-	-	3
22	-	-	1	-	1	2
23	-	1	1	-	2	4
26	-	-	1	-	-	1
29	-	1	-	-	-	1
Totals	16	32	22	4	60	134
Average in Years	7.5	7.1	12.0	4	6.9	7.0

The figures on experience in Stevens County are probably somewhat higher than those in similar rural areas because of the location of the Agricultural School in the County. The average number of years experience for teachers is twelve years. This is higher in the Agricultural School than for any other group in the County. The average experience for the teachers in the whole County is seven years.

The lay public often remarks that the six hour day, the five day week, and the nine month year, of the teacher, makes the job of teaching a rather easy one. Teachers have to live twelve months a year, and should be paid on a twelve month basis. Their salaries should be such that they could afford to attend summer school, travel during the summer, and maintain a standard of living comparable with other professional people. The conscientious teacher does not limit his week to five days, nor his day to six hours. Table XXIII, shows the fallacy of the above argument from the number of hours of weekly preparation outside of recitation periods for the teachers in Stevens County. It is rather interesting to note that the sixteen teachers in the first six grades of the graded elementary schools spend on an average of thirteen and one-tenth hours per week preparing their materials for class work. The thirty-two teachers in the six year high schools also spend on an average of thirteen and one-tenth hours per week in outside preparation for recitation. The twenty-two Agricultural school teachers, who have a considerably longer recitation day, spend ten and seven-tenths hours per week on preparation, somewhat less time than is spent in the town schools. The four teachers in the Donnelly eight year elementary school spend on an average of ten hours per week on outside preparation; this is the lowest average for any group listed.

TABLE XXIII  
 NUMBER OF HOURS PER WEEK TEACHERS SPEND  
 PREPARING FOR RECITATIONS

Number of Hours	Six year High	Six year Elementary	Agri- cultural School	Eight year Elementary	Rural	Totals
1	-	1	3	1	14	19
2	-	1	-	-	-	1
3	-	1	-	-	-	2
5	1	2	1	-	2	6
6	-	-	3	-	1	4
7	3	2	1	-	1	7
8	1	4	2	-	1	8
9	1	-	-	-	1	2
10	-	5	2	1	4	12
11	-	1	-	-	2	3
12	-	2	2	-	2	6
13	-	-	-	-	2	2
14	-	-	2	-	2	4
15	2	3	3	2	6	16
17	-	1	-	-	2	3
18	2	1	-	-	2	5
19	-	-	-	-	2	2
20	4	3	1	-	4	12
22	2	1	-	-	-	3
23	-	1	-	-	1	2
24	-	-	1	-	2	3
25	-	-	-	-	3	3
26	-	1	-	-	-	1
30	-	1	1	-	3	5
33	-	1	-	-	1	2
35	-	-	-	-	1	1
TOTALS	16	32	22	4	60	134
AVERAGE	13.1 Hrs.	13.1 Hrs.	10.7 Hrs.	10. Hrs.	12.7 Hrs.	12.5

The sixty rural teachers spend on an average of twelve and seven-tenths hours per week on outside preparation. This average includes fourteen teachers who either failed to answer this question or else actually spend little or no time on outside preparation. One teacher in the eight year elementary,

three in the Agricultural School, and one in a six-year high school either failed to answer this question, or else spend little or no time in outside preparation. This fact might tend to make the final average of twelve and five-tenths hours per week for the one hundred thirty-four teachers in the Stevens County schools, somewhat lower than it should be.

The State Department of Education is recommending that teachers should do their teaching in either their major or minor fields. The six-year high schools, in Stevens County, in spite of the fact that they are all rather small, have a pretty good record in this respect. Table XXIV shows that out of the one hundred forty-six classes taught in the four six-year high schools in the county, one hundred twenty or eighty-two and one-tenth percent are taught by instructors with at least a minor in the related field, twenty or thirteen and seven-tenths percent are taught by teachers with some college training in the field and only six classes or four and two-tenths percent are taught by teachers with no special training in the related field. In the Agricultural School out of the one hundred fourteen classes taught, eighty-four or seventy-three and six-tenths percent are taught by teachers who have at least a minor in the related field, fourteen classes or twelve and two-tenths percent are taught by instructors with some training, but less than a minor, in the related field, three classes or two and six-tenths percent are taught by instructors with no special training in the related

field, and thirteen classes or eleven and six-tenths percent are taught by instructors who have had apprentice training only.

TABLE XXIV  
NUMBER OF HIGH SCHOOL CLASSES TAUGHT BY  
TEACHERS WITH CERTAIN TRAINING IN RELATED FIELDS

Training of Teachers	Six Year High Number of classes	Per cent	Agriculture School Number of classes	percent	Total
At least a minor	120	82.1	84	73.6	204
Some training but less than a minor	20	13.7	14	12.2	34
No special Training	6	4.2	3	2.6	9
Apprentice training only	-	-	13	11.6	13
<b>TOTAL</b>	<b>146</b>	<b>100.0</b>	<b>114</b>	<b>100.0</b>	<b>260</b>

In the six-year graded elementary schools, fourteen of the sixteen teachers had special training for the particular grades that they were teaching. Two teachers in these schools were teaching third and fourth grades, but had received their major teaching for upper grade work. In the Donnelly eight year elementary school, three of the four teachers had received their major training for the grades that they were teaching, while one teacher was teaching the third and fourth grades but had received her major training for work in the upper grades. In the rural schools thirty-nine of the sixty

teachers had received training either in normal training departments or had majored in rural education at some Teachers' College, twelve of these rural teachers were two year Teachers' College Graduates with majors in intermediate grade work, seven of them with majors in primary work, and two with majors in Upper Grade work.

The question arises as to whether the rural teacher with two years of training with emphasis on some particular grade level, is not better qualified for her work than the graduate of the one-year Normal Training Department, which emphasizes rural work only.

Table XXV shows the teacher load in number of recitation classes per day. The average number of classes per day for the sixteen teachers in the six-year elementary schools is nineteen and nine-tenths, for the four teachers in the eight year elementary school the average is nineteen and five-tenths and for the sixty teachers in the rural schools, twenty-seven and six-tenths. In the six-year high schools the average number of classes per day for the thirty-two superintendents, principals and teachers is four and five-tenths, while in the Agricultural School the average is five and nine-tenths. The average number of classes per day for the one hundred and thirty-four teachers in Stevens County is seventeen and four-tenths.



TABLE XXV  
TEACHER LOAD  
NUMBER OF TEACHERS HAVING  
FOLLOWING NUMBER OF CLASSES PER DAY

Number of Classes	Six yr. Elem.	Six yr. High	Agri- cultural School	Eight Year Elem.	Rural	Totals
1	-	1	-	-	-	1
2	-	2	-	-	-	2
3	-	4	-	-	-	4
4	-	2	5	-	-	7
5	-	17	5	-	-	22
6	-	5	3	-	-	8
7	-	1	6	-	-	7
8	-	-	1	-	-	1
9	-	-	2	-	-	2
15	-	-	-	-	-	-
16	3	-	-	-	3	3
17	-	-	-	-	1	1
18	2	-	-	1	-	4
19	2	-	-	-	2	4
20	3	-	-	1	1	4
21	2	-	-	-	1	4
22	1	-	-	2	2	6
23	1	-	-	-	2	3
24	1	-	-	-	1	2
25	-	-	-	-	3	4
26	1	-	-	-	4	4
28	-	-	-	-	2	3
29	-	-	-	-	3	3
30	-	-	-	-	2	2
31	-	-	-	-	16	16
32	-	-	-	-	2	2
33	-	-	-	-	6	6
34	-	-	-	-	1	1
35	-	-	-	-	4	4
36	-	-	-	-	1	1
38	-	-	-	-	2	2
	-	-	-	-	1	1
<b>TOTALS</b>	<b>16</b>	<b>32</b>	<b>22</b>	<b>4</b>	<b>60</b>	<b>134</b>
<b>AVERAGE</b>	<b>19.9</b>	<b>4.5</b>	<b>5.9</b>	<b>19.5</b>	<b>27.6</b>	<b>17.4</b>

Table XXVI shows the teacher load in number of pupils in all classes per day. In this table the teachers in the four graded elementary schools have by far the greatest load and the rural teachers the smallest. The sixteen teachers in the four graded elementary schools have an average pupil load of three hundred thirty-two pupils per day, while the sixty rural teachers have an average of only sixty-one pupils per day in all classes. The four teachers in the eight-year elementary school at Donnelly have an average of one hundred fifty-one pupils in all classes per day. The thirty-two teachers in the six-year high schools have an average of one hundred two pupils per day in all classes, while the twenty-two teachers in the Agricultural School have an average of one hundred four.

The problem of supervision of study halls is always present in every high school. In some of the smaller schools it is sometimes necessary for a teacher to hold recitation in part of a study hall with a certain number of students studying in some other part of the room. This problem is not as noticeable with the introduction of the sixty minute period and the six-year high school, for the junior high school students are under teacher direction for the whole day and in the senior high school a student that carries four subjects and enters into a certain amount of extra-curricular work is under teacher direction for about five-sixths of the day. Table XXVII shows the number of teachers in the six-year high schools and the Agricultural School with the

respective number of study halls that they supervise per week.

TABLE XXVI  
TEACHER LOAD  
NUMBER OF PUPILS IN ALL  
CLASSES PER DAY

Number of pupils	Six year Elem.	Six year High	Agri-cultural School	Eight year Elem.	Rural	Totals
21- 30	-	1	-	-	5	6
31- 40	-	1	-	-	7	8
41- 50	-	1	2	-	8	11
51- 60	-	1	5	-	13	19
61- 70	-	2	-	-	10	12
71- 80	-	2	2	-	6	10
81- 90	-	6	1	-	5	12
91-100	-	4	2	-	2	8
101-110	-	2	2	-	1	5
111-120	-	2	-	1	2	5
121-130	-	2	-	-	1	3
131-140	-	3	1	-	-	4
141-150	-	2	-	-	-	2
151-160	-	-	3	2	-	5
161-170	-	2	2	-	-	4
171-180	-	-	2	1	-	3
181-190	-	-	-	-	-	-
191-200	-	1	-	-	-	1
201-225	1	-	-	-	-	1
226-250	2	-	-	-	-	2
251-275	2	-	-	-	-	2
276-300	-	-	-	-	-	-
301-350	3	-	-	-	-	3
351-400	4	-	-	-	-	4
400-----	4	-	-	-	-	4
<b>TOTALS</b>	<b>16</b>	<b>32</b>	<b>22</b>	<b>4</b>	<b>60</b>	<b>134</b>
<b>AVERAGES*</b>	<b>332</b>	<b>102</b>	<b>104</b>	<b>151</b>	<b>61</b>	<b>113</b>

\* The above final averages are based on the average of numbers on the extreme left.

TABLE XXVII  
 NUMBER OF TEACHERS WITH RESPECTIVE  
 NUMBER OF STUDY HALLS PER WEEK

Number of Study Halls per Week	Six-Year High Schools	Agricultural School	Totals
0	17	19	36
1	5	-	5
2	1	2	3
3	1	-	1
4	1	1	2
5	4	-	4
6	-	-	-
7	1	-	1
13	1	-	1
15	1	-	1
TOTAL	32	18	54
AVERAGE	2.1	.8	1.6

SUMMARY OF CHAPTER FOUR

1. The average training of all teachers in the public schools of Stevens County is two and one-half years.
2. Seventy-one percent of the teachers in Stevens County are women and twenty-nine percent are men.
3. There are twenty married men teaching in the County compared with nineteen unmarried men.
4. There are ninety unmarried women teaching in the County compared with five married women.

5. The average number of years of experience for all the teachers in Stevens County is seven years, with the teachers in the Agricultural school having the highest average.
6. Twenty-four percent of the Stevens County teachers have two years training or less, while no teachers are eligible for retirement this year and only one will be eligible for retirement at the end of next year.
7. The teachers of Stevens County spend on an average of twelve and one-half hours per week outside of school in preparation of lessons.
8. In the six-year high schools, ninety-five and eight-tenths percent of the subjects were taught by teachers who had training in that field. Eighty-five and eight-tenths percent of the subjects in the Agricultural School were taught by teachers who had a formal training in the field and eleven and six-tenths percent of the subjects were taught by teachers who had apprentice training.
9. In the elementary schools, fourteen of the sixteen teachers in the six-year graded schools were teaching in the grades in which they had received their major training, in the eight year elementary, three of the four teachers were working in the grades in which they had their major training and in the rural schools thirty-nine of the sixty teachers were trained for rural work, while the others had two years or more of training with emphasis on

special grades.

10. The teachers of Stevens County teach seventeen and four-tenths classes per day on an average.
11. The teachers of Stevens County have on an average, one-hundred and thirteen pupils in all of their classes per day.
12. The teachers of Stevens County have an average of one and six-tenths study halls to supervise per week.
13. The above facts regarding experience, training and teacher load, do not make the educational profession look any too attractive to serious young people who are seeking a life work.

## CHAPTER V

## ADEQUATENESS OF THE LIBRARY FACILITIES

Recent investigations in the field of vocabularies indicates that adequate library facilities are fundamental in developing a suitable command of the English Language. The State Department of Education, realizing the necessity of better libraries, recommends that the library budget for the purchase of books be not less than one dollar per pupil in average daily attendance, and that the librarian, in all Graded Elementary and Secondary Schools, be qualified by certain training for the work. In schools having less than twenty-five teachers, library service of not less than one period daily, can be rendered by a part-time librarian with a library endorsement based on a minimum of six semester hours of library science.

A well-managed library leads to an expansion of the scope of course content to correspond with the expanding range of knowledge in the subject, and away from the limitations of one author.<sup>1</sup>

The four schools organized on the six-six plan have an average of one thousand seven hundred six books in their school libraries, with the greatest number in the fields of literature, history, sociology, and useful arts. The Agricultural School has a total of one thousand one hundred ninety-six books in its library with the greatest number in the fields of useful arts, history, literature, and natural science. The eight-year elementary school at Donnelly

<sup>1</sup> Leonard V. Koos, *The American Secondary School*, p. 713

has two hundred thirty-nine books in its library with the greatest number in the fields of literature, history and useful arts. The fifty rural schools that reported have an average of one hundred eighteen books in their libraries with the greatest number in the fields of history, general works, literature and natural science. The average for the schools in the County is two hundred fifty-two books per school.

It is an important function of the high school library to encourage more discrimination in involuntary reading. This can be accomplished in part by having the library serve as a laboratory for courses, the courses being administered in some part to aim at this. But the library can and should go much farther by appealing constructively to the reading interest beyond and, without relation to school requirements, in this way contributing also to the establishment of abiding and valuable reading habits.<sup>2</sup>

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<sup>2</sup>

Ibid, p. 715



TABLE XXVIII  
 BOOKS IN THE LIBRARIES OF THE  
 STEVENS COUNTY SCHOOLS

Titles	Six-six Schools	Agri- cultural School	Eight Year Elem.	Rural <sup>1</sup> Schools	Total	Average
General Works						
000	450	51	-	1439	1940	34.3
Philosophy						
100	159	20	-	87	257	4.6
Religion						
200	68	18	12	89	187	3.3
Sociology						
300	907	85	16	422	1430	25.5
Philology						
400	34	1	8	80	123	2.2
Natural Science						
500	863	92	24	530	1514	27.0
Useful Arts						
600	876	427	30	227	1560	27.8
Fine Arts						
700	482	49	6	222	759	13.5
Literature						
800	1760	211	73	1298	3342	59.8
History						
900	1230	242	70	1484	3026	54.0
<b>TOTAL</b>	<b>6826</b>	<b>1196</b>	<b>239</b>	<b>5878</b>	<b>14138</b>	
<b>AVERAGE</b>	<b>1706</b>	<b>1196</b>	<b>239</b>	<b>118</b>	<b>252</b>	

<sup>1</sup>

The figures given are for fifty of the sixty rural schools in the county.

A free Traveling Library Service is rendered by the State of Minnesota, which brings to the schools desiring the service, groups of selected books. Only two of the four schools which are organized on the six-six basis and four of the sixty rural schools, take advantage of this service.

A Readers Guide is considered as necessary in all libraries. In spite of this, only one of the four six-six schools, the Agricultural School, and eight of the sixty rural schools have one.

The selection of the books in the libraries is one of the important tasks falling to the schools. To aid school officials in the selection of library books, the State Department publishes a State Library List of approved books on which State Aid is paid. Apparently the administrators in the six-six schools and the Agricultural school appreciate the importance of this duty and place the chief responsibility for the selection of all library books, on the librarians.

All of the six-six schools, the Agricultural School, the eight-year elementary and fifty of the sixty rural schools report that they have at least one large unabridged dictionary.

It is very important that every well equipped library have a few well selected sets of encyclopedias of recent copyright. According to Table XXIX, the schools of Stevens County are fairly well supplied, with the six-six schools having an average of four and three-fourths sets, the eight year elementary with three, the Agricultural School with

three and the sixty rural schools with an average of one and six-tenths sets. Three rural schools report that they have no encyclopedias for the lowest record and one six-six school reports six sets for the highest.

TABLE XXIX  
NUMBER OF SETS OF ENCYCLOPEDIAS IN THE  
PUBLIC SCHOOLS IN STEVENS COUNTY

Number	Six-six	8 yr. Elem.	Agri. School	Rural	Total
0.	-	-	-	3	3
1.	-	-	-	32	32
2.	-	-	-	9	9
3.	-	1	1	14	16
4.	2	-	-	2	4
5.	1	-	-	-	1
6.	1	-	-	-	1
TOTAL	4	1	1	60	66
AVERAGE	4.75	3	3	1.6	1.9

It is an important function of the high school library to encourage more discriminating involuntary reading. This can be accomplished in part by having the library serve as a laboratory for courses, the courses being administered in some part to aim at this. But the library can and should go much farther by appealing constructively to the reading interests beyond and, without relation to school requirements, in this way contributing also to the establishment of abiding and valuable reading habits.<sup>2</sup>

<sup>2</sup>

Ibid, p. 716

TABLE XXX  
MAGAZINES AND PAPERS TAKEN REGULARLY IN TWO OR MORE SCHOOLS

Publication	Six-six Schools	Agri. School	8 yr. Elem.	Rural Schools	Totals
American	2	1	-	2	5
American Boy, The	2	1	-	1	4
American Girl, The	2	-	-	1	3
American Home	1	1	-	-	2
Arts & Decorations	1	1	-	-	2
Athletic Journal	2	-	-	-	2
Atlantic Monthly	1	1	-	-	2
Better Homes & Gardens	2	1	-	-	3
Child Life	1	-	-	2	3
Childrens Activity	1	-	-	8	9
Colliers	1	-	-	1	2
Conservationist	4	1	-	-	5
Consumers Guide	2	-	-	-	2
Country Gentleman	1	1	-	-	3
Current Events	2	-	-	31	33
Current History	2	1	-	-	3
Digest	1	1	-	-	2
Everybodys Health	1	-	-	12	13
Farmer, The	-	1	-	2	3
Forum	1	1	-	-	2
Good Housekeeping	1	1	-	-	2
Grade Teacher	1	-	-	9	10
Harpers	1	1	-	-	2
Health	-	-	1	7	8
Hygiea	2	-	-	1	3
Literary Digest	2	-	-	-	2
McCalls	1	1	-	2	4
Minn. Ed. Journal	4	-	-	1	5
Mpls. Tribune	-	-	-	3	3
National Geographic	4	1	1	3	9
New Republic, The	1	1	-	-	2
Pathfinder	-	-	-	4	4
Popular Science	2	1	-	1	4
Practical Home Economics	1	1	-	-	2
Readers Digest	3	1	-	2	6
Saturday Evening Post	2	1	-	1	4
Saturday Review of Lit.	2	-	-	-	2
Scholastic	3	-	-	-	3
Scientific American	1	1	-	-	2
Scribners	1	1	-	-	2
Time	2	1	-	-	3
Wilson Bulletin	2	1	-	-	3
Normal Instructor	-	-	-	10	10
Weekly Readers	1	-	-	8	9
Womans Home Companion	1	1	-	2	4
Young America	-	-	1	2	3
Young Crusader	-	-	-	6	6
Total Magazines & papers in two or more schools	68	26	3	123	220

The following fifteen magazines appear in only one of the six-six schools in Stevens County: American School, Board Journal, American Observer, Balance Sheet, Congressional Record, Consumers Union, Current Science, Every Week, Home Craftsman, Industrial Arts and Vocational Guide, Nature, National Educational Journal, News Week, New York Times, School Activities and Scholastic Coach.

The following six magazines appear only once in the rural schools in the county: Guide to Health, Junior Red Cross, The Messenger, Progressive Teacher, St. Nicholas, and Wee Wisdom.

The following twenty-three magazines appear only in the Agricultural School: American Cookery, Butterick, The Breeder's Gazette, Business Week, Booklist, The Delineator and Pictorial Review, Etude, Farmer's Wife, The Gregg Writer, Hoard's Dairyman, House and Garden, Jacobs Orchestra Monthly, Journal of Farm Economics, Journal of Home Economics, Journal of the American Society of Agriculture, Minnesota History, Minnesota Horticulturist, The New Outlook, Poultry Herald, Poultry Tribune, School Arts, Vogue and Wallaces Farmer.

Popular Mechanics appears only in the Donnelly eight-year elementary school.

The above four lists of infrequently taken magazines that are taken by only one school in the county totals forty-five. This total together with the two hundred twenty ~~only~~ magazines enumerated on the preceeding page that are taken

by two or more schools in the County, brings the final total of all magazines taken by the sixty-six public schools in Stevens County to two hundred sixty-five.

Textbooks are the service aids which are to be intelligently used by both teacher and pupil in achieving educational aims. They are essential in order to present the contents of a subject adequately.

The curriculum has been much influenced by textbook writers to such an extent that many poorly trained or less wide-awake teachers have come to consider the work of instruction as contained in the textbook. Most of the inexperienced teaching has come to be textbook teaching of a narrow type and teachers who subscribe to this method have made their function almost solely that of drilling and testing the memories of the pupils on the materials in the text.<sup>1</sup>

Good teachers have long since ceased a slavish use of textbook method of teaching and encourage their pupils to get the opinions of several authors and authorities on the subject and from these formulate their own opinions.

The State Department of Education suggests and recommends that textbooks be used as recent as possible and that textbooks with copyrights that are ten years old or more should generally be discarded. In the case of the classics there would be little or no advantage in replacing those that were not worn unless it would be an advantage resulting from the use of better type, ink, or paper, which might facilitate reading.

<sup>1</sup>Fred Englehardt and Victor Overn, Secondary Education, p. 223

TABLE XXXI  
 NUMBER OF SETS OF READERS FOR THE  
 FIRST SIX GRADES IN STEVENS COUNTY

Grade and Type of School	10	9	8	7	6	5	4	3	Total	Av.
<b>First Grade</b>										
Six Yr. Elementary	1	1	1	1	-	-	-	-	4	8.5
Eight Yr. Elementary	-	-	-	-	-	-	1	-	1	4.0
Rural	1	4	10	8	9	10	15	3	60	5.9
	2	5	11	9	9	10	16	3	65	6.0
<b>Second Grade</b>										
Six Yr. Elementary	1	1	1	1	-	-	-	-	4	8.5
Eight Yr. Elementary	-	-	-	-	-	-	1	-	1	4.0
Rural	1	2	2	4	13	13	16	9	60	5.3
	2	3	3	5	13	13	17	9	65	5.3
<b>Third Grade</b>										
Six Yr. Elementary	1	1	1	1	-	-	-	-	4	8.5
Eight Yr. Elementary	-	-	-	-	-	1	-	-	1	4.0
Rural	1	-	1	5	7	10	20	16	60	4.5
	2	1	2	6	7	11	20	16	65	4.8
<b>Fourth Grade</b>										
Six Yr. Elementary	-	-	-	1	-	3	-	-	4	5.5
Eight Yr. Elementary	-	-	-	-	-	-	1	-	1	4.0
Rural	-	-	-	-	4	4	21	31	60	3.7
	-	-	-	1	4	7	22	31	65	3.8
<b>Fifth Grade</b>										
Six Yr. Elementary	-	-	-	1	-	2	1	-	4	5.2
Eight Yr. Elementary	-	-	-	-	-	-	-	-	1	4.0
Rural	-	-	-	1	-	4	12	44	60	3.3
	-	-	-	2	-	6	13	44	65	3.5
<b>Sixth Grade</b>										
Six Yr. Elementary	-	-	-	1	-	2	-	1	4	5.0
Eight Yr. Elementary	-	-	-	-	-	-	-	1	1	3.0
Rural	-	-	-	-	2	1	5	52	60	3.2
	-	-	-	1	2	3	5	54	65	3.3

TABLE XXXII  
 NUMBER OF SETS OF TEXTBOOKS OF VARIOUS AGES USED  
 IN THE ELEMENTARY SCHOOLS IN STEVENS COUNTY

Ages of Sets	Six-Year Elementary	Eight Year Elementary	Rural Schools	TOTALS
Number of Schools	4	1	60	65
One-Five Years	55	32	414	801
Average per School	88.7	32	6.9	12.3
Six-Ten Years <sup>1</sup>	257	18	576	851
Average per School	62.8	18	9.6	13.0
Eleven Years and on	77	4	524	605
Average per School	19.2	4	8.7	9.3
Total Sets	689	54	1514	2257
Average	172.2	54	25.2	34.7

<sup>1</sup>

The Agricultural School did not report on this material.

There are eight hundred one sets of textbooks with copyrights within the last five years in sixty-five schools in Stevens County. This is an average of twelve and three-tenths sets per school. In the next group with copyrights from six to ten years old, the numbers are only slightly higher with a total of eight hundred fifty-one and an average of thirteen sets per school. There are still quite a few sets of old books in the County for the total is six hundred five with an average of nine and three-tenths sets per school.

In all of the sixty-six schools in Stevens County, the textbooks are furnished free to the pupils.



## SUMMARY

1. The schools of Stevens County have a total of fourteen thousand one hundred thirty-eight books in their libraries, with the most books under the classification of literature, history, general works, and useful arts.
2. The average number of books in the six-six schools is one thousand seven hundred six, in the Agricultural School, one thousand one hundred ninety-six, in the eight year elementary school, two hundred thirty-nine and in the rural schools, one hundred eighteen.
3. There is an average of one and nine-tenths sets of encyclopedias in the schools of Stevens County.
4. The public schools of Stevens County take two hundred sixty-five magazines: The National Geographic, the Minnesota Conservationist, The Minnesota Educational Journal, Readers' Digest, and Scholastic appear the most frequently in the six year high schools. The Current Events, Everybodys Health, Normal Instructor, Grade Teacher, Children's Activity, and Weekly Readers appear the most frequently in the rural schools.
5. The average number of readers in the first grades is six, in the second is five and three-tenths, in the third is four and eight-tenths, in the fourth is three and eight-tenths, in the fifth is three and five-tenths and in the sixth is three and three-tenths.
6. The textbooks in the County schools are of fairly recent

copyright with an average of twelve and three-tenths sets from one to five years old, of thirteen sets from six to ten years old and of nine and three-tenths sets eleven years old or older.

7. Only ten of the rural schools are without unabridged dictionaries, while all of the other schools have at least one.
8. In every school, the textbooks are furnished free to the pupils.
9. In all of the schools the teacher librarian is responsible, to a large extent, for the selection of library books.
10. Only six of the schools in the County take advantage of the Minnesota Free Traveling Library Service.

CHAPTER VI  
THE EXTRA-CURRICULAR PROGRAM  
IN STEVENS COUNTY SCHOOLS

The educators of the nation have for some time realized the necessity for suitable leisure time activities in the public schools. It is rather difficult to keep boys and girls away from the undesirable places and from participating in unwholesome types of recreation without offering some suitable substitute for them. With the growing importance of machinery in industry, with more labor saving devices being patented annually and with the purchasing power of the masses continuing on a lower plane than ever before, more unemployment or a shorter working day seems inevitable. This in itself presents a challenge to the nation if we are to survive the chaos surrounding us. The schools of today must prepare the youth, not only with a leisure time program that is adequate for their needs; but must also prepare them with interests, appreciations, and skills that will carry over and take care of the leisure time needs of the same individuals in early and later adulthood.

The modern teacher should ever be aware of the fact that although the two curricula be discussed separately, they are both very important and represent interrelated phases of pupils daily programs. The extra-curricular activities should help in a large measure to liberalize education and should be a vital factor in arousing community interest in the schools.

The extra-curriculum is the liberalizing influence by which teachers try to modernize the conventional school offering. It may be used to liberate the organization and administration of the school from unsound tradition, to arouse school spirit, and to contribute in other ways toward stimulating pupils to more intelligent living in a democratic society. The less measurable outcomes -- friendly cooperation, leadership, self-direction, self-reliance of the pupils, and others are hoped for through this agency.<sup>1</sup>

Educators are quite generally agreed that every child in the schools today should participate in some extra-curricular activity. In the past most of the extra-curricular emphasis was on competitive athletics. Considerable emphasis will continue to be placed on athletics for some time but there seems to be a feeling among educators that intra-mural sports are of much more value than competitive contests between schools.

The extra-curriculum aims to fill the gaps in the educational offering so that the whole may be regarded as an integrated representation of life for the pupil in school. It should help to induce parents to a more active interest in the work of the school through the distribution of school publications; the public performance of vocal and instrumental groups; clubs, supervised parties, physical-education demonstrations and other wholesome hobbies. Recent studies have suggested that parents are more interested in these aspects of the school than in reports of competitive athletics.<sup>2</sup>

Table XXXIII shows that in the high schools and the Agricultural School that a total of nine hundred ninety-

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<sup>1</sup> Fred Engelhardt and Victor Overn, Secondary Education, pp. 228-229

<sup>2</sup> Ibid, p. 229

seven boys and seven hundred forty girls participate in extra-curricular activities. The activities most frequently participated in by boys are; basketball, kittenball, football, band, baseball, mixed chorus, class plays and yearbook. The activities that are most popular with the girls are; basketball, glee club, mixed chorus, band, declamation, class plays and kittenball.

TABLE XXXIII

## SIX-SIX SCHOOLS AND AGRICULTURAL SCHOOL

EXTRA-CURRICULAR PARTICIPATION	No. of			Schools Credit
	Boys	Girls	Total	
Basketball	191	118	309	-
Tennis	25	18	43	-
Football	100	-	100	-
Track	15	-	15	-
Baseball	85	-	85	-
Boxing	50	-	50	-
Kittenball	100	40	140	-
Horseshoe	30	12	42	-
Orchestra	12	4	16	-
Band	85	73	158	1
Glee Clubs	34	107	141	-
Mixed Chorus	69	106	175	-
Class Plays	53	54	107	-
Debate	12	2	14	-
Declamation	22	55	77	-
School Paper	22	36	58	-
Yearbook Club	45	23	68	-
Home Economic	--	25	25	-
Rifle Club	35	-	35	-
Athletic Club	8	-	8	-
Sketch Club	-	25	25	-
Pep Club	-	30	30	-
Science Club	4	12	16	-
	997	740	1737	1

All five of the schools under discussion have basketball, class plays and declamation; four of them have baseball, band, glee clubs, mixed chorus and yearbooks, while only three have

school papers, and pep clubs.

There seems to be a growing tendency to have more of these activities scheduled during the regular school day. One school offered credit for work in band if the performer reached certain standards and had taken a one credit course in rudiments of music.

In the rural schools four hundred thirty-seven boys and three hundred seventy-four girls participated in extra-curricular work. Kittenball, declamation, school plays, citizenship club, mixed chorus and literary clubs were the most popular with the boys. Kittenball, declamation, mixed chorus, school plays, citizenship clubs, and literary clubs were the most popular with the girls. As in the high schools there seems to be a tendency to have as many of these activities as possible during the school day.

In three of the high schools some stress was placed on the noon hour problem. One high school had a very well worked out program, which called for the participation of all of the rural children who did not go home for their dinners. Under the supervision of the home economics department, a Works Progress Administration cook prepared the hot lunch, the materials for which were furnished or paid for on a sort of cooperative basis. Farm children were solicited for foods that they had an oversupply of, surplus commodities were supplied for children from relief families, and those who did not care to furnish were charged three cents per meal. With the exception of the gas used for cooking and a few

TABLE XXXIV  
 PARTICIPATION IN EXTRA-CURRICULAR  
 ACTIVITIES  
 RURAL

	Boys	Girls	Total
Track	6	5	11
Baseball	8	6	14
Kittenball	101	79	180
Harmonica Band	7	11	18
Mixed Chorus	38	42	80
School Plays	51	40	91
Debate	7	3	10
Declamation	70	64	134
School Paper	10	11	21
Science Club	29	24	53
Jr. Red Cross	7	8	15
Little Citizens	42	31	73
Art Club	6	6	12
Literary Club	36	27	63
4 H Club	19	17	36
TOTALS	437	374	811

incidentals, the project was self supporting. Under the supervision of the Physical Education Director, several student assistants conducted organized games after the noon lunch. During the fall and spring months the activities for the most part were carried on out of doors. Two kittenball diamonds, a horse shoe court, two tennis courts, and an outdoor basketball court, were used. During the winter months the gymnasium was opened for either basketball or volleyball, the stage was fixed for boxing, the hallway was used for shuffle board, and the lunch room tables were used for ping-pong and checkers.

#### SUMMARY

1. There is a decided tendency both in the rural and town schools to schedule as many extra-curricular activities as possible during regular school hours.
2. The most popular extra-curricular activities in the town schools are; athletic, musical or dramatic in nature.
3. In the rural schools kittenball, declamation and citizenship clubs seem to be the most frequent.
4. The noon hour program in the rural schools is very informal and unorganized.
5. There is a tendency in the town schools to have a formal organized noon hour program, with hot lunches followed by supervised play.



## CHAPTER VII

## SCHOOL SERVICES

The importance of the service agencies and services in helping to round-out a complete educational program, has been realized for sometime by most educators. The biggest handicaps to the successful carrying out of such a program are chiefly financial in nature, although some arise because the teachers have not been properly trained to take care of detailed programs of guidance, health service and testing programs. More emphasis will probably be placed on these services in the future, if educators can convince the lay public that the additional expense is justifiable and the teacher training institutions that there is a greater demand for teachers with these types of additional training.

In this study consideration is given to health service, guidance, and testing. The findings seem to indicate that much can still be done in Stevens County along all of these lines.

The first cardinal principle of education is health. A great deal of emphasis is placed on making people well who are sick, but too little is placed on keeping people well.

The army draft results at the time of the World War, based on the physical examination of 2,753,922 recruits, showed that 46.82 percent of our men, at the ages when they should be most physically perfect, were handicapped by one or more physical defects, and that the defects were so serious in the case of 24.6 percent that they were rejected for military service. Such a condition is a startling revelation of the long neglect of the physical care of our youth by both parents and schools.<sup>1</sup>

<sup>1</sup>LEIWOOD P. CUBBERLEY, Public School Administration, p. 610

The Board of County Commissioners in Stevens County have felt that the services of a county nurse are unnecessary and have not provided this service for several years. Consequently such things as dental and health clinics are practically unknown in the county. Several years ago the Mantoux test for tuberculosis was given throughout the County, but since that time nothing has been done of any consequence in the public schools. All of the town schools have a reasonable amount of playground apparatus including, swings, slides, rings, outdoor basketball courts, tennis courts, baseball and kittenball diamonds, and horse shoe courts. More of this equipment is being added each year since the emphasis has been placed on physical education and recess periods above the second grade are slowly becoming a thing of the past. The Department of Education has recommended that each child above the second grade take part in one formal physical education period per day of at least thirty continuous minutes in length. The rural schools have been unable to follow this because of the conflicts that would arise in their programs. Noticeable results are noted in the town schools where the new type program has been tried out. The teachers seem to realize that the period is for directed physical education activities that are planned, rather than a typical recess period where the children are allowed to shift for themselves for fifteen minutes, twice per day. Every spring the children in the rural schools gather at the fair grounds at

Morris for an annual play day. The day is spent in the playing of games, competitive sports and contests with prizes furnished for each. There has been considerable agitation for a county play day that would include the children from the town schools as well.

All four of the high schools, the Agricultural school, the eight year elementary school, and the sixty rural schools have parties for their student bodies during the year. In the town schools most of the parties are held in the evening under the supervision of the teachers, while in the rural schools the most of them are held in the afternoon and are connected with some holiday; such as Thanksgiving, Christmas, Easter, or Valentine's Day. Informal dancing parties are held in two of the high schools and the Agricultural school. The high school dancing is held in the afternoon or evening from two to four times during the year while the dances at the Agricultural school are held on alternate Saturday nights. None of the schools report special problems in connection with the parties and dances. Attendance is limited at parties and dances in all schools to students in attendance and guests.

Two high schools and the Donnelly eight year elementary school have annual carnivals to raise funds for needy student activities, either athletic or musical. All of the high schools have annual Junior-Senior banquets. One school has an athletic banquet also, while the Agricultural school has an all school banquet at the end of each semester.

Guidance activities have been recently classified as social-civic-moral, educational, vocational and health. The aim of these types of guidance is to examine and discover all the facts concerning each child's economic, social, moral, emotional, physical and mental make-up, so that practical suggestions can be made which will help the child to get along better in his vocational and everyday life.

Educational guidance reveals to each student the possibilities in the major fields of learning and leads him to explore his aptitudes and interests in them. It leads pupils into appropriate vocational courses after it has explored their capacities and aptitudes. Vocational guidance adjusts each pupil to those elements in his desired vocation which he cannot change and tries to discover which occupation will meet his physical, mental and other personal capacities most happily. Guidance in health should develop interest in one's physical welfare, health habits, and continued health. Civic-social-moral guidance aims to develop in the pupil emotional attitudes of social conduct, based upon intelligent understanding of the pertinent facts and a lively interest in the best.<sup>1</sup>

Social-civic-moral, educational, vocational and health guidance programs in the Stevens County schools are not very well developed. The little that is done is accomplished by the cooperative efforts of the superintendents, principals and classroom teachers whenever the need occurs. In the junior high school grades, home room periods are held every week where a certain amount of guidance is offered. Club activities are stressed in the junior high school grades, while class organization and control of class activities

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<sup>1</sup>

Fred Engelhardt and Alfred Overn, Secondary Education, pp. 237-238.

under teacher supervision is stressed in the senior high school grades. Instructions in etiquette and how to study are generally correlated with other classes in all of the schools in the County. Only one school reports organization for self government. Another school has a student council which is under teacher supervision. This group has charge of the affairs of the activity tickets for all games and programs.

The testing programs in the schools of Stevens County are very informal. The teachers rely chiefly on the achievement tests that they prepare themselves. Most of the town schools have meager, poorly planned programs, which include standardized achievement testing in the spring, mental testing spasmodically, and diagnostic testing in only one high school. The Objective type of examination is rated the more popular type by both pupils and teachers with one exception.

#### SUMMARY

1. The Stevens County schools have quite adequate playgrounds and gymnasium equipment, reasonably adequate health training, but practically no clinical or County nurse service.
2. The high schools and Agricultural School offer supervised social entertainments in the form of parties, dances, banquets, and picnics.
3. The educational, vocational, health, and social-civic-moral guidance in the schools is all of an informal

nature and is taken care of by the cooperation of superintendents, principals and teachers. Clubs, home rooms, and class organizations offer considerable opportunity for teacher guidance.

4. Only one school is organized for self-government and another has a student council that takes charge of the sale of activity tickets.
5. The testing program is too meager and not particularly purposeful.

## CHAPTER VIII

## CONCLUSIONS AND RECOMMENDATIONS

The foregoing chapters of this study have presented the facts concerning the programs of work in the public schools in Stevens County. No attempt will be made to present a detailed plan for an ideal educational situation, for county lines are not necessarily natural divisions for reorganization purposes and in the last analysis this must be left to others who can attack the problem on a state-wide basis. It is hoped that this meager study may be of assistance to them at that time. A few friendly suggestions are offered that may help to equalize the educational offerings throughout the County and put the teaching profession on a higher and more serviceable plane.

1. The hour period could be adopted in the other high school to probable advantage.
2. The legislature should extend the state aid laws relating to the transportation of and tuition for non-resident school pupils to include the rural pupils in the seventh and eighth grades.
3. A suggestive plan for the alternation of subjects in the Stevens County high schools for the school years 1938-39 and 1939-40 is to alternate French II with French I, chemistry with physics, Latin I with Latin II, rudiments of music with geometry, and bookkeeping with economic geography.
4. The amount of training of teachers in the rural schools

- along with other factors, seems to indicate that raising the requirement to a minimum of two years training beyond high school for all new rural teachers, would do a great deal toward equalizing educational opportunity.
5. The six year high schools should reduce as soon as possible, the number of teachers teaching in junior high school classes without degrees.
  6. It would seem advisable for the eight year elementary school at Donnelly to attempt to raise its classification by a careful check-up on equipment, supplies and certification of teachers.
  7. If the teaching profession is going to attract serious young people who are seeking a life work, standards for selection, training, salary schedules and tenure must be raised.
  8. The writer suggests that some form of civil service or a merit system, be adopted which would give competent teachers tenure rights within a state if not within a community.
  9. Additional teachers could be added to the faculties of the high schools to advantage. This would make it more nearly possible to have all teachers teaching in their major and minor fields.
  10. The library service could be somewhat improved particularly in the rural schools, all of the town schools should have the Reader's Guide, and the selection of magazines could be improved.



11. The textbook situation is fairly good in the schools of Stevens County. The situation could be improved by the addition of more readers and newer texts in several of the schools. The ten rural schools who do not have unabridged dictionaries should be provided with them.
12. The tendency to schedule as many extra-curricular activities as possible during school time, should be continued.
13. The noon hour program should be expanded with hot lunches, and formally organized activities. The plan of relieving the physical education instructor of one regular class period so that he can take charge of the noon hour activities with the aid of student assistants is worthy of more consideration.
14. The field of guidance is so important that considerably more of this type of service should be offered in the Stevens County schools.
15. Because of the somewhat neglected health situations in the Stevens County schools, an efficient county nurse should be hired who would cooperate with the school officials for the carrying out of an intelligent health program.
16. Definite, well planned testing programs should be offered in every school.
17. A well organized program of publicity should have a place in every school for it is only through a well

informed, interested public that educational progress  
can be made.



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