intendent Elliot. The county system of examining teachers is not satisfactory.

1894—Superintendent Lommen. Both a training school and an institute for teachers have been held in the county. The uniform text-book plan is in vogue, and the number of school libraries is increasing. A fine new school building has been erected at East Grand Forks.

1898—Superintendent Kassa. Thirteen new school districts and fourteen new schoolhouses are the product of one year. Little attention is given to ventilation in school building construction. There is a greater demand for efficient teachers.

1902—Superintendent Casey. The supply of teachers is insufficient. Agitation for school consolidation appears to be growing. “General prosperity” is said to exist.

1908—Superintendent Casey. The number of school districts has now reached 215. Nearly every school has free text-books. One hundred and nine districts have libraries. No schools have been closed in connection with transporting children, but some parents haul their children to neighboring towns to attend school. It is claimed that school consolidation is better on both economic and pedagogical grounds, and the objections to this form of school merger are overbalanced by the advantages. The yearly meetings of school officers have had a salutary effect upon the schools. Many schools have installed special systems of heating and ventilation. The depression always noted in the unventilated school disappears where these devices are used.

COUNTY SCHOOLS IN 1910.

The varying conditions, ranging from the very best to the very poorest schools in the county, present an almost true picture of the evolution of the rural school. An occasional brick-supported stove still remains, but up-to-date heating and ventilating systems are going in at a rapid rate. Fifteen schools added libraries. Antiquated text-books are being replaced by new ones. The progressive teacher is in growing demand. Inquiries relative to the establishing of consolidated schools are increasing in number. Four special parents’ and officers’ meetings for the consideration of consolidation were conducted. In view of the fact that the compulsory law defines the duties of parents and children with respect to school attendance, it would be only right that the State should guarantee a term of stated length, a course well-defined and suitable, a school building commodious and sanitary, a complete and useful equipment, and teachers that are professionally and academically trained. A special state aid for transportation is urged. Several school stables have been erected.

Two teacher-training departments, one at Crookston and the other at McIntosh, working in the interest of the rural schools, are turning out teachers somewhat professionally trained. These activities prove a boon to the country school. Educational literature receives more attention. The use of a course of study is becoming more general. The number of State-aided schools has increased one hundred per cent, and these schools are the most prosperous in the county. School officers’ meetings, with practical programs, continue to attract large numbers. Many teachers are voluntarily preparing themselves to teach agriculture. Industrial contests have been started and promise to foster activities of special interest to the home and the school. Many schools offer systematic work in agriculture and sewing. Such subjects tend to ward off a dislike for agricultural pursuits. Two hundred and one schools have free libraries. In 1910 there were 778 trees planted on school grounds. The Crookston School of Agriculture and the special departments in the high schools offer excellent opportunities for our people along the lines of industrial education.

SOURCES OF SCHOOL SUPPORT.

The common schools in Polk County, as elsewhere in the State, have derived their support from (a) apportionment, (b) special State aid voted by the Legislature out of the general tax fund of the State, (c) certain small fines, and (d) the local district tax.