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BULLETIN

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., January, 1932.

SIR: Probably a majority of the 3,546 county and district superintendents in this country find it impossible to visit many schools under their jurisdiction more than once or twice a year, even for a very brief stay; or to hold many professional meetings of teachers in order to give them the help they need at the time it is needed. Invaluable as these two supervisory agencies are, county superintendents everywhere have at their command in the use of circular letters a third supervisory agency which has been employed recently with gratifying results. The Iowa State Department of Education has been especially successful in enlisting the hearty cooperation of county superintendents in the use of such letters. At my request a member of the Iowa staff, Miss Jessie Parker, has collected a number of letters used by county superintendents representing the possibilities of this device. I recommend publication of this manuscript as a bulletin of the Office of Education.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

CIRCULAR LETTERS AS A SUPERVISORY AGENCY

INTRODUCTION

Supervision by circular letters is essential in most counties. The size of the territory to be covered makes frequent visits on the part of the county superintendent an impossibility. Many superintendents have no supervisors or field deputies and have only occasional office help. In such cases circular letters are the most valuable means of supervision. One Iowa county superintendent writes: "This county is 48 by 54 miles and has about 150 teachers actually under my supervision. I depend very largely upon circular letters because I can get to a school only once a year unless the teacher is in trouble or I go to make a talk." Many problems individual to teachers or schools can be settled only by conference or correspondence. On the other hand, many difficulties encountered are common to the majority of rural schools and can often be taken care of through circular letters.

This bulletin has been prepared to show that there are various types of circular letters which have proved effective in rural-school supervision. It will indicate certain characteristics which tend to increase the value of circular letters. Finally it will demonstrate the use of circular letters as a supervisory agency by including copies of 64 letters written by education officers during the past few years.

EFFECTIVE TYPES OF CIRCULAR LETTERS

Circular letters may be classified into nine types: (1) Inspirational letters, (2) letters to prepare teachers (and others) to profit by certain supervisory agencies, (3) follow-up letters, (4) letters relating to the curriculum, (5) letters to promote specific educational campaigns and to report progress in connection therewith, (6) letters to improve the quality of programs of various kinds, (7) letters including administrative information of special interest to teachers, (8) letters to pupils designed to further their progress along a certain line, and (9) routine letters.

(1) For encouraging teachers in service inspirational letters are a real help. The beginning teacher, homesick, faced with trying problems, will welcome a letter containing a hopeful message and offers of assistance for organizing the work of the school. Friendly relations thus established will tend to help her to do good work during the year. After the holidays or during the dark, dreary days of February or March, there is another ebb when encouragement is especially desirable. The county superintendent will by this time have made a round of visits and will have observed many instances of good work. A New Year's

greeting which includes commendation for worthy effort and suggestions for improving work not so good will be welcomed. All through the year there should be recognition of things well done and appropriate commendation of teachers and pupils. An occasional letter of the inspirational type to directors and other school officials who give many hours of service without pay and whose daily portion consists largely of complaints and blame will not be out of place and will furnish opportunity for offering constructive prescriptions.

(2) Before arranging for teachers' meetings of any kind, for extension courses, or for visitation of rural schools by prospective rural teachers enrolled in teacher-training institutions, preparatory letters are very helpful. They are especially valuable also in eliciting the cooperation of teachers in supervisory programs. Every one concerned with achieving the objectives of the supervisory agencies indicated will be glad to have prior information of plans made. Thorndike says, "The attitude or set of mind largely determines both the response a person will make to a given stimulus and whether that response will be satisfying or not." Experience has proved that teachers can be definitely prepared through distribution of circular letters to respond to many situations which develop in connection with teachers' meetings, and the like.

(3) The value of any testing or examination program and of many types of teachers' meetings and institutes may be greatly enhanced by follow-up letters. In several reading campaigns, for instance, superintendents have called attention to results obtained by tests, have set forth the general weaknesses, and have suggested types of remedial work for overcoming these weaknesses. Other circular letters have made interesting analyses of examinations and have suggested remedial measures for conquering the most common difficulties. A later report showing improvement following remedial work is always encouraging.

(4) Letters relating to the curriculum are designed to assist teachers to teach specific units of subject matter effectively. They may take one of the following forms: Lesson plans, material to be used in connection with a State course of study or illustrative lessons based on textbooks in use.

(5) Certain types of helpful letters deal with extension of newer lines of educational activity to rural schools. Campaigns are undertaken, for instance, to extend health programs to rural schools, to develop skill and appreciation in art and music in rural school pupils, to promote the greatest possible cooperation between the school and various community agencies, such as parent-teacher associations, and the like. These educational campaigns would frequently be improved if more were done to interest the persons for whose benefit the campaigns are undertaken. More attention may well be given to making teachers, pupils, parents, and other school patrons familiar with the superintendent's plans and the reasons for them through circular letters. Community play days, repairs and improvements on school buildings, and present-day developments in the field of education treated in a nontechnical way may all be covered by this type of letter. An educational development of which school patrons want to know more is the use to which standardized tests are put. In fact, a testing program may lose much of its possible effectiveness if its uses and results are not brought

to the attention of parents. Graphs and explanations may be used in circular letters to indicate in what ways the use of standardized tests helps along classification and other lines.

(6) Programs for school entertainments are often mediocre. Suggestive programs involving actual school work are valuable. So are illustrative programs for teachers' meetings and for parent-teacher associations and other similar organizations. Educational officials find that they are quite certain to interest community groups and to win their hearty cooperation through their initiation by means of circular letters of community programs including topics on the State course of study, on child nutrition, school playgrounds, landscape gardening, county libraries, health service, and the like.

(7) To interest teachers in their own professional status, in the educational significance of records and in special administrative plans of various kinds, occasional letters, including information along the lines of educational administration, are helpful. Distribution of information of this type, which formerly was considered of interest to heads of school systems exclusively, has been discovered in recent years to contribute to good teacher morale, loyalty, and exercise of initiative.

(8) Letters written to further pupil progress addressed directly and solely to pupils or to both teachers and pupils, but with pupil readers chiefly in mind, may achieve important results. With such letters supervisory officials may help inculcate good study habits; explain plans under way for an educational tour; invite attention to a special project which is about to be initiated in all the schools of the county, or in other ways cooperate actively with teachers in furthering the educational welfare of pupils in the schools under their jurisdiction.

(9) The majority of circular letters naturally cover routine matters, such as dates for opening and closing of schools, for holding teachers' meetings, lists of teachers, lists of supplies and directions for their use, report forms to be filled, and the like. Some of these letters are set up in such a way that with minor alterations they can be used for several years. Many routine letters calling for information from teachers contain blanks to be filled in by them. Blanks insure that replies are uniform and that the data desired will be complete and adaptable for compilation.

CHARACTERISTICS WHICH TEND TO MAKE CIRCULAR LETTERS EFFECTIVE

If circular letters are to prove a satisfactory means of furthering educational progress, care should be exercised along the following lines: (1) Time intervals in their distribution, (2) form and appearance of letters, (3) facilities adapted to their preservation and continued use.

Two types of time intervals in general use for the distribution of circular letters are exemplified in the weekly or monthly letter and by the occasional letter sent out as the situation demands. The dangers of the first type are that the material distributed may become stereotyped and perfunctory, limited possibly to a few

quotations or to devices of a superficial character. On the other hand, the occasional letter is easily put off from day to day and so may not be used at all. For this reason, a regular letter seems to be advisable. Like an insurance payment or a budget, it is more insistent in its demands that its claims be met.

Part of the indifference manifested by teachers toward circular letters is undoubtedly due to the neglect of high standards on the part of the educational officer responsible for the preparation and distribution of this kind of material. Circular letters should give evidence of attention to workmanship and English. Letters covering the English work of pupils at times violate the points covered and remind their readers of the old grammar which said: "A preposition should never be used to end a sentence with." Short sentences are better than long involved ones. Many teachers refuse to dig out the meaning of involved sentences. The ideal method would probably be a letter for each important item. Cost of materials and postage makes this an impossibility. The next best method is to arrange material so that the various items will attract the eye and hold the attention. A topical heading in large, type set between consecutive items proves helpful.

The rather messy appearance of some letters is due largely to the poor quality of paper and ink used. The little added expense necessary to furnish a good quality of paper would be justified by the results obtained.

Circular letters should be numbered for convenience in filing and reference. This tends to eliminate the necessity of repeating the same content in more than one letter. Letter No. 7, for instance, may state, "These points are covered in detail by paragraph 4 of circular letter No. 3," and teachers interested will consult No. 3 for further information. This constant review will also lead to care in preservation of circular letters and to a knowledge of their content. A folder or simple file for such letters is valuable and can be furnished each school without great expense.

Some means of checking up on the reading of letters is suggested. A report by teachers on some of the points made in circular letters distributed during the year or responses by them to a few questions in connection with the sending in of term reports might be helpful.

COPIES OF CIRCULAR LETTERS USED IN RURAL SCHOOL SUPERVISION

Letters included in this collection were selected from a larger number submitted because they deal in at least a fairly effective manner (frequently in an excellent manner) with various problems confronting the majority of rural school superintendents. In order to facilitate their use the letters have been classified according to the scheme presented in the first section of this bulletin. The decision to assign a particular letter to a certain type designation, although made in each case after careful consideration of the contents of the letter, has been perforce a more or less arbitrary matter. The letters were studied with a view to ascertaining in so far as was possible from internal evidence, the chief objectives in the minds of

their writers. The objective determined, the letter was assigned to the class to which it apparently belonged. As a result of the foregoing procedure the letters in the collection have been grouped under the terminologies enumerated on page 1 of this bulletin. With this explanation of the organization adopted, the letters are left to speak for themselves.

(1) Inspirational Letters

A Letter of Greeting at the Beginning of a New School Year

Dear Fillmore County Teachers:

Did you listen in for Herbert Hoover's address at West Branch? And did you hear this tribute which he paid his boyhood teacher, Mrs. Curran? "She embodies the spirit of that vast body of women who not only teach and inspire our children but watch over their wider destinies."

It is a beautiful tribute and the loveliest thing about it is that it shows an appreciation of the value of the service to childhood our teachers everywhere are giving. It would be a beautiful experience if all of you some day might hear such words of appreciation from the many boys and girls whom your teaching will guide to the realization of a happy, useful life.

Do you know that you are one of 161 rural teachers in Fillmore County? Only four counties in the State have as many rural schools as our county. You will enjoy working with this group of educators. Some of them measure their teaching service in years and some are teaching their first school, but all are alive to the work to be done. You may be proud to be a member of this company.

I regret that I can not meet you all at the beginning of the new year, but since that is impossible, I send greetings to you all, old and new. We are glad that you have chosen to work with us and trust that this year may prove one of growth to you as well as to your pupils.

Very sincerely yours,

IRENE WARREN, Superintendent of Schools,

Fillmore County, Minn.

A Letter Designed to Help New Teachers

To Rural Teachers of Hancock County:

Inclosed you will find a preliminary report form which I am hoping you will fill out promptly. When this report has been properly filled out and returned to this office it will give us information that will be valuable to us in our attempt to better the condition of your school. Please mail it back promptly. As soon as it is received report cards and a blank program will be mailed to you.

At the beginning of the school year some teachers, especially those undertaking the work for the first time, are inclined to become discouraged and to believe that conditions are wholly unsatisfactory for good school work. Please remember that a school that has been closed for several months is somewhat like a machine that has stood idle for the same period of time. It is necessary to do a considerable amount of oiling up and adjusting of parts before efficient work can be expected. One of the most common errors is the assignment of too long lessons and expecting too much of the pupils before they have accustomed themselves to the routine of school work. Much review work for the first few weeks will be found valuable. Every school in the county was furnished a Course of Study last year and this should be used as a guide and help in carrying on the work.

The patrons and school officers of the county have with very few exceptions shown a splendid school spirit and have been willing to cooperate in making better school conditions. The custom has been well established in the townships of the county for the boards to allow each teacher a certain amount of money with which to purchase necessary school supplies, such as seat work for the little folks and other materials for the upper grades such as the teacher desires. We have found this to be a much better plan than for us to distribute the same kinds and amounts of material to each school. The amount which we recommended to the school officers to be allowed for this purpose has been 50 cents for each pupil in the first three grades of your school. Ask your director if you may be allowed this much for

the purpose of purchasing necessary supplies. Of course every school should have the usual equipment such as maps, globes, charts, etc., without the use of this fund. The best way to create sentiment for material to improve the school is to make the best use of the things you now find at hand.

With best wishes for a good school year, I am,
Yours truly,

J. R. BAGGS, County Superintendent,
Hancock County, Iowa.

A Letter of Appreciation at the Close of the School Year

To Rural Teachers:

I'm making this my May letter for fear some of you will close your schools this month.

I want to thank you all for your splendid cooperation and interest in the educational program of the county during the school year.

I wish you a profitable as well as a pleasant vacation.

If you attend summer school I wish you would drop me a card. I understand our summer schools are to hold classes covering the "State Course of Study" and I suggest you enter such a class, if possible.

To date I have received 16 "Equipment record" blanks from rural teachers. Don't forget to send yours in. Thanks.

MAY A. HILLS, County Superintendent,
Dallas County, Iowa.

A Letter to Pupils Announcing Good News

My Dear Eighth Grader:

It is with pleasure that I announce to you that you have successfully passed the 1928 eighth grade examinations and that I shall have the privilege on May 26th of presenting to you a certificate of admission into high school and your diploma. I hope you will use both to further the education you have already commenced. You will, I am sure, do your utmost to live up to your class motto "Onward and Upward," and thus prove to your parents and teachers that the effort they have put forth in your behalf has been worth while.

Now, we are really going to have a wonderful graduation exercise this year. It will be in connection with the county choir. Try to get all of your friends to be present on this memorable day—Saturday, May 26th, at 2 p. m.

The graduation exercises will be held in the Methodist Church at Rockwell City. Please be at the church at 1.30. You will then be directed to the room from which the eighth graders will march to the auditorium as a class.

The girls should wear white or light dresses and both boys and girls should wear their colors of emerald green and white.

With all good wishes for a great day May 26 and for success through life for you, I am,

Very sincerely,

RUBIE MELODY, County Superintendent,
Calhoun County, Iowa.

A Letter to Successful Pupils Suggesting Continued Effort

My Dear Student:

This is a note of congratulation to you on your latest achievement, that of promotion from the eighth grade.

The county eighth grade graduating exercises will be held in the Keosauqua High School Building, June 14, at 2 p. m. A diploma will be awarded to you and your presence at that time is desired.

We trust that you will not regard this incident as the mark of finishing school, but rather as a commencement of larger activities, which will enable you more successfully to take up life's duties, and discharge them with credit to yourself, and honor to your country which is providing the wonderful opportunity of public education for you.

With best wishes, I am,

Respectfully yours,

CORNELIA C. HODGES, County Superintendent,
Van Buren County, Iowa.

(2) Letters to Prepare Teachers and others to Profit by Certain Supervisory Agencies

Topics and Question for Discussion at a Teachers' Meeting September 29, 1928

To Teachers of La Salle County:

Each teacher receiving this letter is requested to contribute to the exhibit and to come prepared to participate in the reports and discussions as indicated below:

1. Exhibit a sample page of penmanship (exercises and small letters) of each pupil above the second grade.
2. Report on two specific defects in the penmanship of her pupils and tell how she proposes to correct them.
3. Give the 100 spelling demons, pages 8-9, "Teaching the Common Branches," as a written test to grades 3-8 on Tuesday the 25th, without previous preparation. Then make a chart showing which 10 words were misspelled most frequently in each grade. Discuss methods for overcoming these defects.
4. Discuss plans for making a good school magazine for the November meeting.
5. Was your building in good, clean, sanitary condition for the opening of school? What additional touches did you give the schoolroom to make it cozy and inviting?
6. Was sweeping compound provided? If not, how was it procured? Is it used every day? Is a dustless mop suitable for dusting the furniture at hand?
7. How do you manage to keep the school yard from being littered with papers and lunch refuse? Does your school have a suitable waste-paper basket? Is it systematically used?
8. Discuss methods of routinizing school activities so as to keep the coat rooms, the classroom and the desks neat and tidy at all times.
9. Is your school provided with scrapers, door mats, and old brooms so that mud and dirt can be kept out of the schoolhouse? How do you manage to habituate your pupils to use them?
10. Does your school have a good well? Is the pump usable and in good condition? If water has to

be brought some distance from a neighbor's well, what arrangements have the directors made to have water delivered to the school in 3-5-gallon milk cans?

11. What facilities does your school have for pupils to wash and comb? How do you manage to get the pupils, especially the boys, to make frequent use of these facilities as they should?

12. How many pupils are enrolled in your room this year? Are they well graded? If not, what can be done to improve conditions?

13. How many beginners? Are they mentally mature enough to do school work? If under 6 and mentally immature, have you advised the parents that it will be best for the child to wait a year before entering school?

Monthly Bulletin,
La Salle County, Ill.

Plans for Institute

To County Superintendents:

Re: Teachers' Institutes

Report of Progress of Course of Study Project

You will be pleased to learn that the work on the new elementary course of study is well under way. In the development of this important undertaking, this department is impressed with the active and invaluable assistance being given by able and devoted educators from all over the State. The committees are working out their reports as rapidly as possible so that the project may be completed in time for the presentation of the new materials at the next annual conference of county superintendents in June, 1928.

Course of Study as Theme for Teachers' Institutes

In order that all our schools may promptly and efficiently inaugurate the use of this new course of study, teachers, principals, and superintendents will desire to become thoroughly familiar with this material by the opening of schools next fall. Fortunately, our statutes, particularly section 3832,

paragraph 14, and section 4108 provide for attaining this objective.

3832. "The superintendent of public instruction shall appoint at least one and not more than two county educational meetings or institutes to be held in each county each year and designate the time and place for holding them. The program therefor and the instructors and lecturers therein shall be subject to his approval.

4108. "The county superintendent shall hold county teachers' institutes as directed by the superintendent of public instruction, and shall, with the concurrence of the superintendent of public instruction, procure such assistants as may be necessary to conduct the same, * * *"

In obedience to the express provisions of the statutes, as found in these sections, and in order, that the schools may have the benefit of these new outlines at the opening of the term, I am sending you this advance notice appointing a teachers' institute in each county to be held at the county seat on September 6 and 7. If earlier dates fit into your local situation more satisfactorily, August 30 and 31, or September 3, 4, and 5 may be substituted.

Organization of Teachers' Institutes

To improve the content and technique of instruction is the challenge before the schools. This is a definite program with specific objectives, the achievement of which requires rich content, skillful teaching, and good supervision. The new course of study should be helpful in approximating these requirements. The institute affords a strategic opportunity for concentration upon them.

Two typical programs arranged for the immediate purpose at hand are inclosed. They are merely suggestive. Other pertinent topics around which the sessions might well be planned will occur to you.

For instructors in the institute there are available on these dates several hundred very able city superintendents, high-school principals and teachers, normal training supervisors, elementary

supervisors and teachers, as well as the faculties of the three State educational institutions and the privately endowed colleges of the State. Committee members who worked on the course of study outlines should not be overlooked in organizing the faculty. All the instructors should be chosen on the basis of their ability to serve the purposes of the program. This includes any instructors selected from other States. Since the time of the institute is so limited and the work to be done so important, care should be taken to secure strictly professional instructors equipped to present relevant material.

The demonstration of skillful teaching under ordinary schoolroom conditions is an invaluable feature of the institute, as are conferences in which teachers are stimulated to participate in the discussion. Let the program aim to be for the teachers what the clinic is for the doctors. Given a work type of institute in which teachers and instructors cooperate with the mutual objectives, there should be the real inspiration which leads to concrete results in the schoolroom; in the ultimate analysis that constitutes the real inspirational institute.

It is very desirable that city school systems employing more than 25 teachers join with the other schools of the county on the first day of the institute at least. They might withdraw on the second day for the purpose of holding a city institute, if that seemed better to suit their needs.

Our Mutual Obligation

This notice of the time and place and purpose of the 1928 county institutes is being sent you at this time so that you may have fullest opportunity to work out the details, and ample time to secure the services of a competent faculty of instructors.

As we enter into the working plans for making the course of study function as an effective tool of elementary supervision, let us make strategic use of the teachers' institute with our mutual obligation to the school children uppermost in mind.

Yours very sincerely,

AGNES SAMUELSON,
Superintendent of Public Instruction.

Plans for Supervision

A Supervisory Program for Winnebago County, Wis.,
1928-29

- A. Purpose: Improvement in the quality of classroom instruction through—
- (a) Training of teachers in service.
 - (b) Research.
 - (c) Field work.
- B. Objectives:
- Major: Every child given an opportunity to develop and achieve to the fullest extent of which he is capable through continued growth of the teacher.
- Minor: (a) Special emphasis on oral and written English.
- (b) A more definite reading program for first grade.
 - (c) Continued emphasis and farther development of two and three level assignments in content subjects.
 - (d) Provision for individual differences by grouping of pupils in arithmetic and reading for remedial work.
- C. Means employed:
- (a) Research work—formal and informal testing.
 - (b) Demonstration teaching.
 - (c) Teachers' meetings.
 - (d) Classroom visitations.
 - (e) Bulletins and outlines.
 - (f) Organized professional reading.
 - (g) Close cooperation with teacher-training institutions.
 - (h) Development of closer contacts between home and school.
- D. Cooperating agencies:
- (a) Teacher-training institutions.
 - (b) County nurse.
 - (c) County agent.
 - (d) Oshkosh public library.
 - (e) State department of education.
- E. Judging of results:
- (a) County tests for seventh and eighth grades.
(Completion of even year's work.)

CIRCULAR LETTERS AS A SUPERVISORY AGENCY

- (b) Achievement test in arithmetic, history, language, and geography for sixth grade.
- (c) Standard reading test administered to sixth and seventh grades.
- (d) Contests in academic subjects, declamation, and song..
- (e) General survey of the county.

ANNA RYSS, Supervising Teacher,
Winnebago County, Wis.

A Supervisory Program for Walworth County, Wis.

Plan of Supervision for 1928-29 and Forecast for
1929-30 and 1930-31

Institute and Meetings

A. General purpose:

1. To constitute a school for the Walworth County teachers through which they can come into direct contact with the office force, receive professional help from supervisors, superintendent, and each other.
2. To put the teachers in touch with the better methods and newer ideas, and to awaken new inspiration for their work through employment of excellent institute conductors.
3. To acquaint all teachers with the big general problems of the school year, to give them aid in the form of written material and lectures, to guide them in their choice of texts, tests, and other educational material, and to direct the reading circle work.

B. General meetings:

1. Walworth County teachers' institute.
Place—Elkhorn.
Time—August 19, 20, 21, 22, 1929.
2. Walworth County teachers' meeting.
Place—Delavan School for Deaf.
Time—December 1, 1928, conducted by superintendent's office and Walworth County teachers' association.

3. Special Program Features: Noted lecturer, music, demonstration program by school for deaf.

C. Smaller group meetings.

MAUDE E. MITCHELL, Supt. of Schools,
Walworth County, Wis.

Improvement of Rural Teachers in Service

To School Boards and Teachers:

We have arranged with the Iowa State Teachers College, Cedar Falls, to send us one of their instructors, Miss Lou Shepherd, who will meet with each group of teachers for a one-half day conference as scheduled below.

Meetings of this kind have been held in other counties with beneficial results and we feel that much good will come to our teachers and pupils from such group meetings. WE ASK THE COOPERATION OF SCHOOL BOARDS AND TEACHERS IN MAKING THESE HALF-DAY SESSIONS A SUCCESS.

The county has been divided into 8 centers or groups with 12 to 14 teachers meeting at each designated center. We ask that the teacher be permitted to dismiss school for the half-day so that she may attend her group meeting. The school where the meetings are to be held will remain in session, for the instructor will want to use some classes for demonstration purposes.

There will be a discussion of objectives and difficulties. Teachers will be free to ask questions and present their problems. Pupils will be taught in demonstration classes, especially in reading, grades two to four.

The forenoon sessions will begin at 9 o'clock and close at noon.

The afternoon sessions start at 1.30 and close at 4 o'clock.

The schedule for the 8-group meetings is as follows:

Tuesday forenoon, October 29.—Teachers from the following schools will meet at Littleton schoolhouse: Perry, Nos. 1, 2, 3, and 6; Triumph; Wapsie; Warren; Fairbank Center; King; Prairie Grove.

Tuesday afternoon, October 29.—Teachers from the following schools will meet at Westburg No. 7 (8 miles northeast of Brandon):

Westburg, Nos. 5, 6, 7, 8, and 9; Shady Grove; Sunnyside; Hardwick; Fairview in Jefferson; Lime Creek; Sumner No. 2.

G. R. LOCKWOOD, County Superintendent,
Buchanan County, Iowa.

A Week of Rural School Observation and Practice Arranged for High-School Students Enrolled in Normal Training Courses

Suggestions to Teachers Cooperating with Normal Training Students

During the week of March 26-30 one or two Cresco normal training students will observe and teach in your school.

Miss Carrie Jackson, normal training critic, and I recommend the following schedule which you are at liberty to follow or not as you and the student teachers may decide.

Monday—Students observe all day.

Tuesday—Students observe most of the day, perhaps conducting one or two classes.

Wednesday—Students teach all day under supervision of regular teacher.

Thursday—Follow your regular program so students may observe the work book and World Book work. Students may be responsible for certain classes.

Friday—Students do all of teaching; regular teacher excused for the day if she wishes. The regular teacher may consider her week's work complete Thursday evening, unless she wishes to be at the school house.

Permit no girl to teach a lesson unless she has made a plan of some kind for the lesson and has had the plan approved by the regular teacher. Plans for Friday should be made early in the week.

The students take with them a report blank for you to fill out. Please study the report early in the week so you may give special attention to the items required. This report should be sent either to Miss Jackson or myself sometime on Friday or Saturday.

Let the girls be of any assistance possible. They will not know what to do, however, and will

appreciate being asked to help with anything they are able to do.

ZINA FESSENDEN, County Superintendent,
Howard County, Iowa.

Improving Teachers in Service

Dear Teacher:

We are inclosing the bulletin on Saturday class work and I am urging you to enroll for three classes. I am calling attention to the special classes that I think would help teachers most.

S153—Miss McBroom directs this class which I feel certain will be particularly helpful. It comes at 8 10, ends at 9.35; 1 hour and 25 minutes.

S151A—Supervision of arithmetic. This class comes at 12.40 and runs to 2.05. The teacher, Doctor Repp, is reported to be very strong.

S163—Standardized tests and improvement of instruction in the elementary school, taught by Doctor Green from 11.10 to 12.35. If this class is taken and the one in arithmetic, teachers will need to get lunch before going into the arithmetic class. I think every teacher who is within daily traveling distance of Iowa City ought to take S163.

The three classes named are particularly the classes intended for teachers who are doing work in 1-room schools. There are two or three other classes here that might appeal to teachers, but I speak of these particularly.

Information as to dates and cost is included in the inclosed folder. Notice what is said under "Registration" on page 2. You can register Saturday morning, October 20, the day when the first class is called.

If you desire to ask any questions in connection with registration I will be glad to answer them.

Yours for better teaching.

W. N. LEEPER, County Superintendent,
Johnson County, Iowa.

(3) Follow-up Letters

Follow-up of County Institute

Dear Teacher:

For the benefit of those who were unable to attend the county institute during the entire session we are

reviewing some of the points brought out by Miss Gieri in her talks on Thursday and Friday.

PROGRAM MAKING.—The teacher decides which eighth grade subject is most difficult for her and her pupils and she provides that this recitation follow the opening exercise in the morning. There has been a tradition that arithmetic should be the first subject on the program, now we know that there is no time of day that is better for any one subject. Place the heavy subjects at the beginning of sessions, when the pupils are ready for hard work. Impress on the eighth grade student that his is a very important job, make him reliable, make him resourceful. City superintendents often say that country pupils are slow, that they have had little reference work, and outside reading. We must speed them up. Never has there been an overworked rural school pupil.

Follow the seventh by the eighth grade. Seventh and eighth grades can not be combined in grammar, arithmetic, and history. In history the curriculum provides that the seventh grade cover the work to Washington's administration. This gives ample time for drill, booklets, map work, etc., in seventh grade history. The eighth grade begins its work at Washington's administration.

Reading is the most important subject for the first four grades so this subject should come in the morning. Primary reading in the middle of the session divides the seat work in two parts. Where there are eight grades in a school, history in the fifth and sixth grades may be alternated with reading. Provision is made for reading twice a week in the reading textbook.

The third and fourth grade classes in arithmetic may be called for recitation at the same time. First, conduct a drill using flash cards and having pupils form a single group. Then pupils may work at the board at the same time, each doing different work. Fifth and sixth grade arithmetic classes may be sent to the board on drill days for a double period.

The seventh and eighth grades may be combined in citizenship, spelling, geography, reading, and hygiene. Hygiene as a definite subject does not need

to be taught until the seventh grade. Alternate citizenship and hygiene. If all grades are found in a school there is not time for opening exercises in the afternoon.

EVA F. JONES, County Superintendent,
Faribault County, Minn.

Mistakes Made in Eighth Grade Examinations

Dear Friends:

This letter is especially for those who had pupils who wrote the eighth grade examinations, but since some of the pupils have moved I will send it to each of the teachers, and I believe it may be helpful even though you do not have pupils who write in May.

The report cards are mailed out to you to-day. They are sent to the teachers and you will kindly see that they get into the hands of your pupils at once. If some of your pupils have moved, be sure and send cards to them at their new addresses.

There are a few suggestions which I would like to make about the work in general. Some pupils have no idea as to the purpose of the margin. Please teach them to observe margins on the written work which you have from day to day. Also teach pupils how to organize the work in an arithmetic example and get it down on paper. How to number questions in history, etc., so that one answer is separate from another.

Arithmetic.—The pupils in general do not understand percentage. It appears to me that some of you are covering so many pages a week, etc., rather than getting the principles into the heads of the pupils. They do not know the simpler tables of measurement, square feet in a square rod, etc. They do not know the difference between 2 feet square and 2 square feet; a tract of land 2 miles square is quite different from one of 2 square miles, and many of the pupils worked the ninth example as 2 square miles instead of 2 miles square.

Sincerely,

LUCY E. HALL, County Superintendent,
Jasper County, Iowa.

CIRCULAR LETTERS AS A SUPERVISORY AGENCY

Follow-up of a Testing Program

Report on Standard Tests

TABLE 1.—Medians—Monroe Silent Reading Test. Form I, April, 1928

Grade	Number of pupils examined		Comprehension			Rate		
	Rural	Consolidated	Standard median	Rural median	Consolidated median	Standard median	Rural median	Consolidated median
3	83	12	3.8	4	6.5	82	86	89
4	81	21	7.7	6	6.5	122	106	119
5	79	22	9.8	8	10.0	142	117	152
6	86	16	11.0	9	11.0	159	141	151.5
7	55	20	12.5	11	11.0	171	154	148
8	77	15	13.7	12	13.0	185	157	189
Total	461	106						

TABLE 2.—Medians—Monroe Silent Reading Test. Form II, November 5, 1928

Grade	Number of pupils examined		Comprehension				Rate			
	Rural	Consolidated	Standard median	Rural median	Consolidated median	Village, city, school median	Standard median	Rural median	Consolidated median	Village, city, school median
3	129	94	3.8	3	4	8	78	57	70	114
4	120	91	7.7	5	5	9	116	101	82	130
5	136	95	9.8	7	8	12	135	106	107	167
6	111	104	11.1	9	10	12.5	164	136	147	173
7	136	78	12.6	10	10	13	176	159	136	156
8	94	71	13.8	12	12	14	191	161	160	173
Total	726	533								

Looking at Table 1, which includes information on results obtained through the use of Form I of the test, notice that the children in the consolidated schools were up to standard median, while those in the rural schools were approximately a grade below. This test was given in April, when the year was nearly completed, and therefore the children in order to be up to grade should have ranked a grade ahead of the standard median.

CORRELATION OF TEST GRADINGS.—Medians in the standardized tests agree with the results shown in other tests. It may seem that these tests do not give a fair rating of the children in rural schools since the children are not accustomed to taking

standardized tests. That may seem true if we had only these tests to base our reports on. But we supervisors have two other sources of information and both give the same results. First, there are the impressions we receive from the visits to all the schools; and second, the results shown by the State examinations. When one visits all types of schools, the good, average, and poor, there is a chance for a fair comparison between the schools that are doing superior and standard work and those that are making slow progress. There is no objective standard by which to check accurately the rating of the type of work done in each school; but the supervisor can see very plainly whether the children are orderly, studious, and interested in progress, or whether on the other hand they are noisy and restless, idle and aimless in their studies. There is the opportunity to compare these schools in which the pupils are carrying on the discussions with those in which the teacher is answering her own questions. Too often the recitation consists of questions asked and answered by the teacher while the pupils respond by "yes" or "no" or by very incomplete answers. There are no discussions, no projects, and very little interest. The teacher is doing no real teaching, only the testing part of the class work is done. It does no good to find out what the child has learned if we do not teach what he has failed to get.

As a contrast some schools are alive, both the teacher and pupils filled with interest for the projects they are studying. I remember especially one school that I visited last fall. The school is an average school, with regard to pupils in attendance, building, equipment, textbooks, and library. The teacher has no more education than the average rural teacher but she has made use of all available material. She has sent for bulletins and other courses of study and has read pedagogical books and magazines, and put into practice the information gained. She is keenly alive to her work and interested in the progress of the children. Every lesson was made vital to the children by interesting constructive drill so that at the close of each lesson the pupils had accomplished something definite, had mastered the assigned amount of new material and

added to their store of knowledge. The seatwork following each class of the lower grades was carefully planned to follow and fix in their minds the information they had gained during class. The study periods of the upper grades were regular and well planned so that pupils worked with an aim in preparing the next lesson.

DORA H. YOUNG, Field Deputy,
Barnes County, N. Dak.

Letter on Eighth Grade Examination Results

Information of Interest to Lincoln County Teachers

I hope some child took home a set of questions to each teacher so that the contents of the examinations are known to all.

A survey of the papers written by eighth grade pupils as they are being returned by the examining board shows the following errors:

I. ARITHMETIC.—Inaccuracy (1) in the fundamental operations, particularly long division; (2) in the tables of measures; (3) in fractional equivalents of per cents; (4) in getting per cents of numbers as 20 per cent of 10; 5 per cent of 100.

II. DRAWING.—Question 1. "Make a calendar design for December." The examiner considers that a design should have the picture and the calendar both. Some pupils made the figures only with no sketch. Others made a sketch and no drawing of the calendar form. Some sketches were not appropriate for December. Teach children to choose something simple that they can do well.

Question 2. "Name the primary colors." Red, blue, yellow are the primary colors. It is pathetic when children name brown, grey, purple, and violet, etc. This shows they have no idea what is meant by the word "primary." From the primary colors all others are made. This should help them remember the three. In this connection the "secondary" colors should be taught and children should practice making, namely, green, orange, and violet.

III. ENGLISH COMPOSITION.—The examiner criticised the papers in this subject in general by saying that the children took no care in writing down their answers. An answer might be correct but the form

of the answer incorrect. As: "Use have seen in a sentence." Answer: "I have sean him before (Seen misspelled and no period at the end of the sentence.) Other illustrations of lack of care: (1) John said "go shut the door (no comma, no capital, no period, and no closing quotation marks). (2) "They can be 50 words send for the same price 10 word are in telegram." (3) "Did you do what you was supose to." In English composition the grade depends just as much on the way the answers are written as on the actual answer to the question. The children should be told that they must at all times practice the rules of punctuation, capitalization, and correct spelling.

ROSE D. NORTH, County Superintendent,
Lincoln County, Nebr.

Results of Mid-Year Examinations

To the Rural Teachers of Howard County:

The following tables show the results of the February examinations of 1929 as compared with those of 1930. In Tables 1 and 2 items marked Spread represent the range in grades made by pupils in the six subjects enumerated. The pupils with the lowest grade in orthography stood 10; the pupil with the highest, stood 99, and so on; the items marked U. Q. represent the grade equal to or above which the upper quarter of the class placed; items marked M. represent the grade above and below which an equal number of grades were received; items marked L. Q. represent the grade below which the lower quarter of the class placed.

TABLE 1.—Year 1929

	Orthog- raphy	Arith- metic	Grammar	History	Civics	Music
Spread.....	99-10	95-17	91-16	97-23	95-25	100-40
U. Q.....	90	71	70	77	80	88
M.....	81	62	58	66	70	80
L. Q.....	67	50	48	51	60	65

CIRCULAR LETTERS AS A SUPERVISORY AGENCY

TABLE 2.—Year 1930

	Orthog- raphy	Arith- metic	Grammar	History	Civics	Music
Spread.....	100-5	80-0	87-15	91-5	96-11	100-16
U. Q.....	96	55	65	68	74	90
M.....	91	35	56	52	62	76
L. Q.....	80	25	46	40	51	62

The above tables are rather disheartening, but the most disappointing part of all to me was that the sentence formation, punctuation, and general form of the work in the answer books was also a drop backward. We had more pupils writing without beginning sentences with capitals and closing sentences with the proper marks than we have had since the first year I was back in the office, I think, and that after our special effort to get a perfect paragraph in the notebooks each week. Perhaps our first big trouble is that the pupils were allowed to form bad habits in the lower grades; the second trouble—that we feel so rushed that we fail to realize that to take time to do right what we do, is better in the end than to try to do more than we can do right. If the pupils do not have a good foundation it is better to go back and build that foundation than to try to work without it.

Let us see how that would have worked out in the examinations, taking arithmetic and grammar as examples. We have taken the course of study and found as nearly as possible (it is not always possible to locate any particular information in a single grade) in which grade the pupils should have learned the information needed.

Arithmetic

Problem	Page in course of study	Grade	Problem	Page in course of study	Grade
I.....	73	7	VII.....	73	7
II.....	74	8	VIII.....	70	6
III.....	74	8	IX.....	74	7
IV.....	70-71	7	X.....	65	5
V.....	71	6	XI.....	69	6
VI.....	71	6	XII.....	69	6

In summary: One problem was taken from grade 5; five problems were taken from grade 6; four problems were taken from grade 7; two problems were taken from grade 8.

As the pupils had a choice of 10 out of 12 problems, six-tenths of the required problems were taken from below seventh grade work, and pupils completing sixth grade should by May be able to gain a 60 per cent grade on the February examination in arithmetic.

ZINA FESSENDEN, County Superintendent.

Remedial Instruction is Valuable

Results of Eighth Grade Examinations in Montgomery County, Iowa

Scoring eighth-grade papers is a long tedious task, but when the work is finished and the results compiled, there is a very exciting hour in the office, noting each child's record. No doubt you have received your reports and have experienced the same thrill. There were 90 pupils writing and 9 of these passed in all subjects. I hope that these lucky children will not feel that school is over for them. If they are entering high school next September, there is much valuable work which they can do. We have in the office samples of work books in history, geography, language, and arithmetic for middle and upper grades. Any child who will purchase one of these and use it for the remainder of the term, would gain a more comprehensive grasp of each subject. Please return the grade cards, that they may be used again in May.

In each subject there is a technical vocabulary with which each child should become familiar. Be sure that he knows the correct pronunciation, meaning, and spelling. So many words were misspelled by the pupils who wrote in civics that I am printing them below. Please teach them to your eighth graders.

legislative	kerosene	cereal
executive	posterity	secretary
judicial	cigarette	disease
tuition	treasurer	mysterious
naturalization	corner	

Pupils did not distinguish between legislature and legislative, nor did they make a difference between treasure and treasurer.

The preamble to the Constitution seems to have been quite generally taught, but judging from the misspelled words and expression in some papers, I concluded that it was not very well understood by the pupils. Can you not make it more real to them? Our office copy of Zack Peters will be very helpful for this.

We have an outline of civics which may be purchased for 20 cents. Answers to the following were quite generally wrong in the examination: Who are citizens of the United States? How do they obtain citizenship? It is true that "a citizen is one who has the rights and privileges of the inhabitants of a State or Nation." Let us make it clear that only those who have been born in a country or have become naturalized are citizens of that country. An alien may become a citizen of the United States after 5 years of continuous residence. Declaration of intention must first be filed, then the petition be made for naturalization. There must be at least 2 years, but no more than 7 between the filing of declaration of intent and the final application.

Teach your pupils that jazz is not recognized as good music. If possible teach them to recognize some good musical selections—some with beauty—that they may learn to appreciate them.

Emphasize the distinction in the use of learns and teaches. See page 315 of Third Language Book.

LULU B. REED, County Superintendent,
Montgomery County, Iowa.

(4) Letters Relating to the Curriculum

Improving the Teaching of Reading

The Problem of the Lowest Level Group

It is the purpose of this outline to suggest means for obtaining maximum results with slow readers AS A GROUP, as distinguished from remedial work with individual pupils. "The Improvement of Reading," by Gates (Macmillan), includes detailed and practical suggestions covering individual remedial work. This appeared in Rural Teachers Bulletin, Vol. II, No. 2.

Reading Instruction with a Slow Group in Grades II-VI

1. A RELATIVELY SHORT UNIT. If the selection is several pages in length, it should be divided into smaller sections and these taken up one at a time.

2. A UNIT OF MATERIAL WHICH OFFERS FEW VOCABULARY DIFFICULTIES. This may call for the use of a book designed for a lower grade. A slow child plowing through a page containing 10 or 15 difficult words or expressions loses the thread of the thought and is likely to become inattentive and discouraged. One often sees a very slow group of third-grade children, for instance, listlessly or distastefully struggling with a third reader selection and thus acquiring attitudes which will prevent them from ever liking to read.

3. THE CAREFUL CLEARING-UP OF WORDS AND EXPRESSIONS, THE MEANING OF WHICH MAY GIVE DIFFICULTY. This is done by means of explanation and enough interesting drill to fix meanings. Those new words whose meanings can not be guessed from the context should be taken up before the reading; new words which may be understood through the context should be discussed after the reading.

4. A DEFINITE AND SIMPLE ASSIGNMENT. The children should be asked to do only one or two things with the material, e. g. (a fifth-grade assignment) "Read the story and give it a new title." If the same material is used for several purposes, rereadings of it should be allowed.

5. CHECKING UP ON THE ASSIGNMENT IN SUCH A WAY AS TO PROVOKE A RESPONSE FROM EVERY PUPIL. In many cases it will be found that slow pupils do not feel responsibility for doing the work; they are likely to sit back and hope that the teacher will call on someone else. If they know that each child will be obliged to respond, they will gradually assume responsibility. Asking each child to write his response after reading, and then conducting oral discussion, is helpful.

6. PLENTY OF TIME FOR ANSWERING THOUGHT-PROVOKING QUESTIONS. Let the pupils know that a response is expected from everyone. The teacher who impatiently requires an immediate response often

frightens slow children into stolid silence. Even wrong answers ought to be respected as they are evidence of effort. The teacher should encourage the children to feel that she is confident they can think.

7. RECORDS OF IMPROVEMENT. Let the class or the individual members keep a record of their improvement by means of charts, graphs, or progress notebooks.

8. KEEPING A WORD BOOK. It is valuable to have the children select two or three new words or expressions from the reading material, write them in the word books, and explain their meaning either by use in a sentence, by action, by illustration, or by definition.

CHAS. F. MARTIN, County Superintendent,
Jackson County, Iowa.

A Letter Inclosing Material on Work-Type Reading and Suggestions for its Use

Dear Teacher:

Inclosed you will find an outline of WORK-TYPE reading samples for the Beacon Readers, Primer to Fourth, inclusive.

There is inclosed also a similar outline for the Baldwin and Bender Readers for grades 4, 5, 6, 7, and 8.

Those parts of the outlines representing work that your classes have already covered may be used for review this year. Next year they should be available for use at the proper time, since such materials as these should be left in the school for your successor. The advanced samples can be used as you need them. If the advanced work is to be used to the best advantage care should be taken not to assign the lesson which the sample of the outline covers as an oral reading assignment, when you wish to use it as a SILENT WORK-TYPE reading exercise. This can be prevented by going over the desk copies of your readers of the Beacon and Baldwin and Bender sets and checking the lessons which Professor Cram has used as samples in his outlines in such a way that when you arrive at that point of the reader it will be a signal for you to turn to the right place in the outline and make the proper use of the lesson.

Where YES-NO, TRUE-FALSE, and other tests are provided in the outline we have made additional

copies and are inclosing what we believe is a sufficient quantity for your use. If you need more please make the request. (We still have extra copies of the seat work and outline maps mailed you some months ago. You may have more of these for the asking.)

Four different tests are furnished for each member of your first grade, two for each member of the second grade, four for the fourth, two for the fifth, two for the sixth, two for the seventh, and three for each member of the eighth grade. I mention this so that you may check your supply and know where to use it.

With the results of the February examinations at hand the need for this sort of test (the objective test) is more keenly felt. Many failures, particularly in reading, were due to the lack of experience and understanding of this type of test. Each year this sort of thing is bound to be more and more generally used. It will be to the interest of the child to give him as early and as complete an understanding of the objective test as possible. He should at least be familiar with the various types so that with the necessary facts at his disposal he should not fail because he does not understand the method of questioning.

Emphasis is again placed on the necessity for calling special attention to the fact that these outlines are for the most part SILENT, WORK-TYPE reading. Again, we can not too often repeat that these lessons are samples or types. The teacher can apply this sort of thing to lessons in other readers, to other lessons in the same readers, and to history, physiology, geography, and other subjects.

In the following outline for use with the Beacon Primer references are to pages 24 and 25:

Page 24. Directions to give pupils and questions to ask them.

1. Read the lesson through to yourself. (The words "silently" and "silent reading" may well be explained and used early.)
2. What is the dog's name?
3. Why must the dog not jump on baby?
4. What girl is named in the story but not shown in the picture?

5. What is in the picture but not in the story?
(Kitty.)
6. Does the story say that the boy has a wagon?
7. In what two ways are we told that he has a
wagon? (Picture; "Take her for a ride.")
8. Where is Rover going?
9. Is he a little or a big dog?

Note: Answers to 5 and 7 are given in parentheses. Do not give to children unless they fail to answer correctly.

There should be no oral reading except to check a child's difficulties. If a pupil can not answer a question, the question can be: (1) Passed on to another pupil; (2) answered by the teacher; (3) reread by the pupil. Do not expect ready responses at first. The lesson may be used for oral reading later, if desired, but such procedure is not recommended.

Page 34. The children read the story through silently. Then the teacher asks, orally, the following questions:

1. Name the girl in this story.
2. What is the story about? (Hat.)
3. What is the dog's name?
4. What noise did the dog make?
5. Where was the hat?
6. Who put it there?
7. Does the story say who got the hat down?

Now have the children copy the following incomplete sentences (written on the board before school and kept covered until needed) either in printing, writing, or with word cards, filling in the omitted word.

1. Rover ran to the (tree or hat.)
2. He began to (whine.)
3. Ruth went to see (Mary.)
4. Ruth could not find her (hat.)
5. Rover says Mary the hat. (hid.)
6. Ruth said Rover was a dog. (good.)

This work should be done with one reading if possible, but some rereading may be necessary to answer the questions.

CHAS. F. MARTIN, County Superintendent,
Jackson County, Iowa.

Improving the Teaching of Spelling

Supervisory Sheet In Spelling

After the supervisor had observed the spelling classes in each grade of the school a teachers' meeting was given over to the discussion of problems arising in connection with the teaching of spelling. The following sheet of suggestions for improving the spelling was later given to each teacher.

SPELLING—Suggestions for Improvement—January, 1924

Method of study:

- a. Give less time to the method; emphasize the fact that certain words are to be learned; the method is only suggestive of an effective way to get those words.
- b. Eliminate waste of time during the study period by—
 1. Spending less time on closing eyes, putting hands to eyes, etc.
 2. Spending less time on moving around after materials, pencils, clean-up sheets, etc.
 3. Keeping book open all the time, not closing it between the study of each word.
 4. Going right after a word through hard work, using every second of the study time.
- c. Children should study each error in order, so that they know when the job is done.
- d. Children should use the text not the clean-up sheet, as the correct reference while studying words.
- e. In the primary grades particularly, use the spelling words for the writing practice. Call attention to particular errors as shown by the Monday test. (The Horn-Ashbaugh method was in use.)
- f. The children write too slowly. Encourage them to practice the writing of a word for speed, after its spelling has been mastered.
- g. Every child should look closely at each word as he pronounces it after the teacher in Monday's lesson.

MAUDE McBROOM, University Elementary School,
State University of Iowa.

Teaching of History—Grade Six

Teachers' Aims, Purposes, and Plans Require Thought

We advise combining your fifth and sixth grades in this work whenever possible. Keep the following aims of the sixth-year course in mind in planning your work for this class:

1. To furnish a European background for the understanding of American history as a stage in the progress of the world's civilization.

2. To picture as effectively as possible life in the Middle Ages and then show how it differed from that of the earlier and that of the present times.

Use the suggestions below in planning your work:

(a) Present the subject matter so that the work of sixth, seventh, and eighth grades will be one continuous story.

(b) Emphasize home life, commerce, industry, schools, and religion, rather than wars.

(c) Make constant comparisons between conditions in that day and at the present time.

(Have pupils give oral or written compositions imagining Xerxes or Herodotus coming to Minneapolis. Write an imaginary conversation they might have with some one here. List ways of living we have which would be new to them.)

(d) Show customs, and laws, and ways of living that have carried over from the early days in Europe.

(e) Make use of suggestions to teachers in back of book.

Most of the schools have "Introduction to American History" by Woodburn and Moran. If there isn't a text in your school, consult the office before buying. It would be a good plan before starting the direct study to discuss the aims and purposes of the course so that the pupils may see a reason for studying the early people. Raise some interesting questions such as: How did people live in America two hundred years ago? What do we have now that they did not have in those days?

The first two months may well be spent on the study of the Egyptians, Chaldeans, Phoenicians,

Hebrews, Persians, and Greeks. Put special emphasis on the Greeks. Find all the material that you can in the library. It would be well to include in your library order some very interesting, easy histories on the Middle Ages.

MAY H. DILLS, County Superintendent,
Hennepin County, Minn.

Expanding the Outline in the State Course of Study

A Guide for Teaching a Civics Block

This block of work is an expansion of the civics outline given in the Common School Manual. All of the questions and problems listed here should be taken up. These in turn will suggest others. This block is the teacher's guide and must not be placed in the hands of the children. Place questions, etc., from same on blackboard. Have pupils use notebooks. As a help to the teacher the answers for many of the questions are given in this block.

References: Election Methods in Wisconsin—
Chapters XXIV and XXV. Conduct and Citizenship—
Broome and Adams.

PRIMARY ELECTIONS

1. September Primary:

a. When held in Wisconsin?

The September primary is held on the first Tuesday after the first Monday in September.

b. Where held?

In the voting precinct polling place.

c. Why held?

Compare the primary-election system with the party nominating-convention system. The candidates for what most important national office are nominated at party conventions? Are all points in favor of one or the other? Give reasons for your answer.

Tell what you can about the Republican convention held in _____.

Tell what you can about the Democratic convention held in _____.

d. Candidates for what offices are nominated?
(See ballot for September primary.)

1. National. 2. State. 3. County.

ANNA JOHNSON, County Superintendent,
Chippewa County, Wis.

Suggestions for Teaching Five Elementary School Subjects

TEACHER: Keep this outline for reference all through
the year

HISTORY.—Teach American History by outline method. Use the Spriggs American History Notebooks I and II; 49 cents each for seventh and eighth grades. You can use both books in eighth grade; in seventh grade use only one. They are published by Hall & McCreary Co., Chicago. You will need plenty of reference material. Buy copies of several textbooks instead of one set for your class. For grades 4, 5, and 6 "My Work Book in American History" is very fine at 48 cents, Harter School Supply Co., Cleveland, Ohio. A new history text which is very fine is "America in the Making," D. C. Heath & Co., Chicago. You will find this very teachable.

GRAMMAR.—This is the English grammar year and we are furnishing you with the grammar outline. However, do not neglect the composition. On all your papers watch punctuation and spelling—bear this in mind in grading your papers. We are furnishing you a pamphlet on punctuation which we hope you will use once a week. We have ordered some English Standard Tests to be used during the year.

BOOKKEEPING.—No bookkeeping should be necessary this year but if you have a pupil who did not finish it last year, take him through the Farm Accounting set. No doubt you have a Teacher's Manual and a Pupil's Manual—all you will need will be Student's Record Book to be secured from Agricultural Extension Service at Lincoln for 15 cents. This must be written in INK before we will accept it.

HYGIENE.—In hygiene we shall expect you to stress health habits and plan all instruction around this basis. Use health charts for teaching health habits and correlate with your text. Talk the milk habit

to your pupils and help them to develop the right eating habits.

ARITHMETIC.—Our arithmetic tests last year diagnosed our difficulty. We expect to use more of them. Stress fundamentals. Accuracy should be the aim. Slipshod methods only create bad habits. Children can be made to realize the importance of accuracy. Review fundamentals and keep it up until children are letter perfect in them. Send children to the board and give them "think" problems and insist that they put down each step in their thought. First graders should be taught to count—count THINGS, count by 1's, 2's, 3's, and 4's, etc. Second graders should have all combinations letter perfect. Third graders should have WELL their multiplication tables by close of the year.

EVA B. SHUMAN, County Superintendent,
Jefferson County, Nebr.

A Test of the Teachers' Grasp of the Iowa State Course of Study in Arithmetic

All Clinton County teachers may well test themselves on the following directions and questions:

- A. 1. Outline a plan for beginning a year's work in first-grade arithmetic.
2. How should new skills be taught?
 3. How maintained when taught?
 4. What should be the relation of drill to development?
- B. 1. List ways to introduce the child to his number experiences.
2. Name some arithmetical terms that should be taught in the first grade.
 3. How many objects should a child recognize without counting?
 4. Write a plan for teaching children to write numbers.
 5. Drill for combinations should be built on what previous drill?
 6. How may children get a feeling for number values?

- C. 1. Give 3 objectives for the second grade.
2. What is a mixed drill?
3. State several second-grade activities that should parallel the drill exercises used in teaching combinations.
4. State some rules that should govern drill.
5. How may neatness in making figures be checked?
- D. 1. What should be the first work covered in the third grade?
2. What is meant by "bridging"?
3. How should subtraction results be checked?
4. Give some aids in problem solving.
5. How is the teaching of multiplication in the third grade based on the teaching of second-grade addition?
6. Explain steps of difficulty involved in each of the examples a, b, c, d, e, and f at the bottom of page 56.
7. On page 58 is a drill for "carrying" in multiplication. In No. 15, using group 4, show what the process would be for the first three multiplication facts.
8. What method is suggested for checking results of division?
9. Give achievements for which third grade is responsible.
- E. 1. Outline a plan for beginning the fifth-grade work.
2. What previous skills would you expect might need extra practice?
3. What new thing is involved in each of the types 1, 2, 3, 4, and 5 at top of page 66?
4. Pick out the steps involved in types 1 to 6 under "Subtraction of Fractions."
5. Do the same for types under "Multiplication and Division of Fractions."
6. How would you explain the use of the decimal point to a fifth-grade class?
7. Explain the steps illustrated under "Addition of Decimals."
8. Explain the steps illustrated under the heading "Subtraction of Decimals."
9. Give an example of subtraction of denominate numbers involving three denominations and borrowing.

10. What skills should be carefully maintained during the fifth year? Outline a plan for accomplishing this.
 11. State minimum achievements for which the fifth grade is responsible.
- F.
1. Name the skills on which you would test a sixth-grade class at the opening of the school year.
 2. List suggestions that will aid pupils in problem solving.
 3. Give a problem involving the multiplication of denominate numbers involving three denominations.
 4. Explain the scheme for fixing the decimal point in the division of decimals—be somewhat detailed.
 5. Suggest some practice in drawing to scale.
 6. Name three or more groups of facts that can be expressed by a graph.
 7. Make a list of fractional parts and per cents upon which you would drill a class; e. g., 25 per cent = $\frac{1}{4}$; $\frac{1}{4}$ = 20 per cent.
 8. Illustrate what is known as the first case of percentage.
 9. Illustrate what is known as second case of percentage.
- G.
1. Why is a careful testing program desirable at the beginning of the seventh grade-work?
 2. List the skills upon which you would test a seventh-grade class during the first weeks of school.
 3. Outline suggestions for problem solving as given in the seventh-grade section of the course of study.
 4. Illustrate the third case of percentage.
 5. What should be a minimum list of topics covered in mensuration in seventh grade?
 6. List the types of graphs to be taught in the seventh grade.
 7. List the achievements for which the seventh grade should be responsible.
- H.
1. List the important things to be taught under "measurements" in the eighth grade.
 2. What would you teach an eighth-grade class in connection with the business of a bank?

- 3. State some material found in connection with regular school work that can well be illustrated by graphs.
- 4. List minimum achievements for which the eighth grade should be held responsible.

CLARK W. BROWN, Superintendent of Schools,
Clinton, Iowa.

Lesson Plans

To the Elementary School Staff:

Please look over the accompanying diagnostic sheet in reading. Will each teacher in grade 3 and above try it out in her grade? Mimeographed copies of the sheet are available in the office. At our teachers meeting on October 26 we shall discuss the sheet on the following points: (a) The skills tested; (b) weak points in the exercises; (c) remedial work needed by our children in reading as revealed by the exercises.

If possible I should like to have each teacher bring to meeting a remedial exercise which will be an amplification of one of the skills—A, B, C, or D—from the sheet.

Diagnostic Sheet in Reading

Time..... Grade.....
Score..... Name.....

OUR FRIEND THE TOAD

Have you ever heard anyone say that toads make warts on your hands? This is not true. Toads do not make warts on your hands.

You need not be afraid of toads. They are ugly, but they will not hurt you.

The toad is your friend. He eats mosquitoes. He eats cutworms. He eats grasshoppers. He eats 83 different kinds of insects.

- A. 1. How many paragraphs in this article?
- 2. Number the paragraphs.
- 3. Which paragraphs tell about the toad's value to the farmer?

- B. 1. Do toads make warts on your hands?
2. What harmful insects do toads eat?
-
3. Will toads hurt you?
4. Can children help to protect toads?
- C. 1. The article about toads may be divided into the following two main topics. Beside each topic write the number of the paragraphs which come under that main topic.
- a. Whether or not the toads are harmful to man
- b. Ways in which the toad is a friend to man
- D. Write the two big main questions which this article answers.
1.
2.

MAUDE McBROOM, University Elementary School,
State University of Iowa.

Plans Made and Used by Teachers

A plan for teaching *Evangeline*, submitted by the county superintendent, but formulated by a teacher in Martin County, Minn.

Evangeline is a narrative (story-telling) poem based on an incident that occurred during the French and Indian wars. In early times when nations were bent on colonization and adding more territory to their realm it sometimes happened that the easiest way to force obedience was for the conquerors to move the rebellious peoples and scatter them among their own colonies.

Nova Scotia was a source of much trouble between the French and the English during the French and Indian wars of the eighteenth century. The people were French. When England gained control of Nova Scotia they refused to swear allegiance if it meant bearing arms against France. Consequently in 1755 the English sent boats to Nova Scotia, forced about 3,000 Acadians on board, and scattered them in various parts of the southern English colonies. Sometimes, in the excitement and confusion of loading, families and friends became separated and had great difficulty in later finding one another.

Descendants of these French Acadians are to be found in various parts of the United States, especially in the region of the valley overflowed by the Mississippi River in 1927.

This poem is the story of the efforts of a French girl called Evangeline to locate her lover from whom she had become separated. It opens with a prelude (a short introduction) describing the great forests that were to be found in Nova Scotia, introduces the villagers of Grand Pre, and tells what the story is to be about.

(Some of the above can be obtained from pupils by questions as: What might happen during the confusion of loading?)

READINGS: Follow Klapper's plan of reading of the poem by teacher before pupils have books. (See Klapper, Teaching Children to Read.)

Aims in teaching Evangeline:

1. Study of characters.
2. Study of plot.
3. Study of setting.

THREE CONTRACTS

A contract (Insist that each pupil does this.)

Part I

1. Sketch a map showing the places mentioned in the poem.
2. How does Longfellow give us evidence that the Acadians were a peaceful, happy people?
3. Contrast Evangeline's father with Basil, the blacksmith.
4. Describe the scene of the signing of the contract.
5. Name characteristics of Evangeline shown in Part I.
6. How do we know that the people loved their priest?
7. Describe the scene of embarkation.

Part II

1. Trace on a map the wanderings of Evangeline.
2. Where does she finally find Gabriel? Give circumstances.

3. What friends has she met and what places has she visited in her wanderings?
4. What new characteristics does Part II bring out?

B contract. In addition to contract A do two of general questions.

C contract. In addition to contracts A and B do two more from general questions.

General Questions

1. (a) Read aloud to the class a description which you like.
(b) Name four other scenes which you think are beautifully described.
(c) Make a brief outline of one of them.
 2. Dramatize, with the help of others, one scene.
 3. Trace on a map and locate the important places mentioned in the story. By a colored line show travels of Evangeline.
 4. Characterize Evangeline basing it upon what she says and does and what others say about her.
 5. Make an Evangeline booklet. (Suggestions: Draw sketch of each leading character showing style of dress; and scenes depicting the story, giving line from poem for each.)
 6. The imagery (word picture) is pleasing. Longfellow has a faculty for picturing objects as performing some action as: Stars, the "forget-me-nots of the angels" blossoming "in the infinite meadows of heaven." Give five illustrations of such imagery.
- (5) Letters to Promote Specific Educational Campaigns and to Report Progress in Connection Therewith

The Value of the Services of a County Nurse

To the School Directors of Jasper County

Dear Friends:

I am inclosing with this a copy of the report made for this present school year of 1927-28 by Miss Laura Donnelson, our school nurse. I want to ask you to read this over carefully and I also want to discuss with you the situation as regards the nursing proposition for this coming year.

Seven years ago this summer, the first nurse came to Jasper County to work with the rural and small-town schools. Miss Fayle was our first nurse and got the work well started. She stayed the one year and was followed by Miss Ketman. Then Miss Ohlendorf was here for one year and then we were without a nurse for a year. The salary for the first three nurses was paid by the Jasper County Red Cross Board from the funds which had been left from war time.

During the year that we were without any nurse, many calls came in from schools needing the services of a nurse but we had to refuse them. The invariable response was "Well, why do we not have a nurse?" We took the matter up with the county board of supervisors and they agreed to pay half the salary of a nurse and also the traveling expenses; the Red Cross Chapter agreed to pay the other half of the salary. Miss Wick was hired and was here one year. Then we obtained the services of Miss Donnelson and she has been here for the past two years. Her work has been very satisfactory and people seem to feel that the nursing work should be continued. Here is the present situation: The reserve of the Red Cross has been used up and it is very difficult to get much from a roll call in peace times. The board of supervisors feel that they can not take over the entire support of the nurse but will continue the support which they are now giving.

This will make it necessary for us to obtain the rest of her salary (\$900) from some other source. I have talked with a number of the directors and they feel that the school boards can take over this amount without much effort on their part. If each rural school board will pay \$5 and the nine towns to which the nurse goes, pay somewhat in proportion to their pupils, we will have the amount. Surely each rural independent board can pay the \$5 per school and the townships pay \$5 for each of their schools. In this way there will be no burden on any one. Please take the matter up at the July meeting and have your secretary send the money making it payable to the Jasper County Nursing Fund. Send it to me and it will be taken care of.

I think I do not need to emphasize the value of this work. We are looking after the stock, hogs,

cattle, etc., and the children are much more important. Our seven years has converted all of us to the need of this work, so I do not need to present arguments of any sort. However, I will state one instance, that of a lady from Monroe who told me recently of her gratitude to the nurse. Their boy was able to read well and they did not realize that he was using one eye entirely. The nurse examined each eye and advised them to consult a doctor for his eyes. They took him to a specialist immediately and found that one eye was not being used, in fact the sight was almost gone and only prompt action saved the sight.

Parents are interested in their children but they are busy, the children do not complain and conditions are allowed to develop until they become serious. If a nurse is on hand to call attention to a condition which needs to be remedied, the matter will be investigated.

I am putting the situation before you and am asking for your cooperation in the interests of the boys and girls of Jasper County.

Miss Donnelson visits all schools excepting those in Newton and has inspected and examined each child who was present the day she visited the school. She has visited each rural school this year and all grades in the town schools excepting the seventh and eighth grades in Colfax. She has had a very busy year and has been a very conscientious nurse and has helped with various lines of work as you will see from her report.

May I hear from your board in connection with this matter?

Sincerely,

LUCY E. HALL, County Superintendent,
Jasper County, Iowa.

The Value of a School Magazine

Dear Friend:

In my opinion, there is nothing we can do that will motivate the language work of our pupils more than having them make a school magazine each quarter during the year. See pages 78-80 of the Manual, also page 221 and note 107 of the Advanced Language Text. Well managed it will aid greatly in developing

fluency and correctness of expression and at the same time give much needed zest to the spelling, the penmanship, the capitalization, and the punctuation, tending to make these desirable features habitual. Teachers that have emphasized magazine making have been well repaid by the advancement they have made along these lines—so much so, that I am anxious to have every room above the fourth grade "get out" at least four copies of their school magazine this year.

Some of the teachers still seem to be timid about attempting this feature of the composition work. They are apparently afraid that the work of their pupils will not be excellent enough, when in fact, the first issue should not be elaborate, neither should the smaller school attempt to make as big a magazine as the larger ones. But all can try and all can improve by practice and experience, and as an encouragement, I am offering the following suggestions:

Ruled paper about 8 by 10 inches has proved to be the most convenient size. Write on both sides of the paper so that the leaves can be turned like those of a book.

Leave a margin of $1\frac{1}{2}$ to 2 inches on one edge so that the binding will not cover any of the writing.

If possible, show the pupils a school magazine made by their school last year or one made by the pupils in another school.

Use several recitation periods if need be to discuss the merits of the magazine exhibited and in planning the one they are to make. Every pupil (4-8 grades) should be required to contribute at least a page in his own handwriting.

W. R. FOSTER, County Superintendent,
La Salle County, Ill.

Citizenship Clubs

Suggestions for Teachers

If your school desires to have a junior citizenship club, you may let the club take the place of your regular citizenship lessons every two weeks.

Club program must not be over 20 minutes, unless there is a special program.

Program committee is to arrange the program, but the teacher should work with members, so that no

silly, unpleasant topics or morbid items get into the programs. In the lesson the teacher presents every two weeks, she can easily lay a foundation on which the program committee may build a program.

If a teacher desires a junior citizenship club, she might present it to her pupils some morning, at the opening exercises, during the first week, say Wednesday. In presenting it she might say something like the following:

"For the past three years you have had citizenship lessons on every Friday afternoon, and I am wondering if you would like to form yourselves into a junior citizenship club, that will hold its meetings every two weeks in place of the regular citizenship lesson."

The aim of the club will be (read "Aim" from constitution):

AIM

1. To learn how to work together and do the right thing whether in school or out.
2. To understand how to earn, save, and use money.
3. To understand what property is and how to use it.
4. To learn to control self and to do our best in anything attempted.
5. To learn how to use leisure time wisely.
6. To develop habits of loyalty to home, school, neighborhood, and country.
7. To understand enough about government and American life to become an intelligent citizen and voter.

You will choose your officers, and they will learn to conduct the meeting just as grown people conduct meetings.

I want you to read over the constitution and think about it, and if you want one, you may elect your officers Friday afternoon after recess.

JUNE CHIDESTER, County Superintendent,
Jefferson County, Iowa.

What Will be the Outcome of To-day's Meeting?

To the Patrons of Jewell County School Districts:

You have met to make the best plans that you can devise for a successful school year for your children. Your presence here is a manifestation of your interest in the education of the children of your community.

"Quality" has become the slogan of reputable business and industry. Experience has shown that the cheapest article often times proves the dearest in the end.

A piece of bad merchandise can be replaced by a better; an inferior educational training, however, may bring permanent injury. Progressive school districts have found that it is expensive to lose a strong teacher from the community.

"As is the teacher so is the school" is quite true. Your teacher is the most valuable part of good school equipment. Good teachers don't remain long where their efforts are neither realized nor appreciated.

To-day is your day of the year to make adequate provision for the comfort, health, and training of your children. What will you do concerning the actual necessary equipment needed as an investment in better childhood and a better citizenship?

The school district treasurer is to be elected at this meeting; also all other officers whose places have been filled by appointment since the 1928 annual school meeting.

May we suggest September 2 as a suitable date for the beginning of your school?

Every patron of our schools is cordially invited to make use of all the facilities of your county superintendent's office at any time.

With best wishes for your success in your better plans for the year, I am,

Very truly yours,

RAY D. HODGELL, County Superintendent,
Jewell County, Kans.

Two Ways in Which Schools are Making Progress

To Buchanan County Teachers:

A PARENT-TEACHER ASSOCIATION.—A parent-teacher association has recently been organized by the rural schools of Buffalo Nos. 1 and 3, and Byron Nos. 2

and 6 joining together, with Mrs. Ray Flickinger as its first president. We also understand that an organization has been perfected at Byron No. 8 where Dorothy Kerr is teacher. Let the good work go on. We have had inquiries from other schools.

An organization of parents and teachers working together in the interest of the child and the school should have a wholesome effect on the community. In a new organization it is necessary to sell the parent-teacher idea to the people in order to gain in membership. At the outset the aims and ideals of the movement should be stressed and acquaintance and sociability promoted. It is well to keep in mind that partisan politics, sectarian beliefs, and personal grievances have no place here.

Any one interested in promoting this kind of an organization should write to the Iowa Congress of Parents and Teachers, 415 Shops Building, Des Moines, for material.

THE COUNTY RURAL SCHOOL CHOIR.—The county rural school choir was explained to the teachers at study center by Prof. C. A. Fullerton of the Iowa State Teachers College. With about 60 per cent of our rural schools now supplied with phonographs and records it would seem that we could get together a creditable choir by the close of the school year. Professor Fullerton will take charge of this choir at the county gathering of eighth-grade graduates next spring. Pupils in grades 4 to 8 are eligible. They should learn the songs listed for the first year choir as set forth in the folder handed out by Professor Fullerton. The records cost 75 cents each and can be secured through your local dealer or from the Watters Drug Co., Cedar Falls. Later in the year you will be asked to report all pupils who will take part in a county choir.

For the first time the county school choirs of the State will be brought together at the State fair next summer. Miss Jessie M. Parker, of the rural school division, will be in charge of this program. Every rural pupil taking part in this choir will be admitted free to the fair for two days. Let us have a good showing in the State choir this year.

G. R. DOCKWOOD, County Superintendent,
Buchanan County, Iowa.

The Play-Day Special

Dear Friends:

All Aboard! We're off!

We Want All of You With Us on This Trip!

Not only because you will have a good time going along with us;

Not only because you will be improved in soul and body by happy, healthy, hearty play;

Not only because we would please Mr. Everts, our State physical director;

Not only because the play-day activities serve as an objective toward which to direct some of the physical training work which by law has become a part of the regular school program;

Not because of any ONE of these reasons, but because of ALL of them and many more like them, we want you to begin right now working and playing for the spring field day.

In preparing for play day we must decide upon a few games which you will enjoy and which will promote good health and proper physical development. No doubt you know most of the games listed. Our play-day program will be selected from this tentative list.

All schools need a volley ball and a playground ball. If your school has none, an order for them should be placed at once.

Schools that have victrolas will find many of the singing games on Victor records. Have you made your jumping pit? (Physical Education Manual, pp. 202-4.)

Get the friendly fathers, big brothers, and useful uncles to help you. The merciful mothers, sociable sisters, and amiable aunts are sure to be interested. We want them all at the play day next spring, the men in the tug of war and 50-yard dash; the women in the walking race and relay race; and everybody at the picnic dinner.

A good article for parents and teachers to read is Alfred Parker's "Building of Healthy Boys" in the September "Hygeia."

IRENE WARREN, County Superintendent,
Fillmore County, Minn.

Drama Contests

To School Officers:

You are cordially invited—and urged—to attend our COUNTY DRAMA CONTEST, to be held in Mason City, at the Lincoln School, on Saturday, December 7, beginning at 10 a. m.

At this contest eight schools—two from each of the quarter-sections of the county, to be selected at the elimination contests, held next Saturday—will compete for the trophy.

The lunch hour will be spent in the assembly room of the courthouse, and a social time enjoyed by all. BRING YOUR BASKETS, AND ENJOY THE DAY WITH THE CHILDREN.

THE CHOIR—COMPOSED OF CHILDREN FROM ALMOST EVERY SCHOOL IN THE COUNTY—WILL SING IMMEDIATELY FOLLOWING LUNCH, ON DECEMBER 7. WE ESPECIALLY DESIRE YOUR PRESENCE FOR THIS FEATURE OF THE PROGRAM.

Your attendance is also requested at the Elimination Contests next Saturday. These contests will be held in Rock Falls, Ventura, Rockwell, and Thornton, as scheduled below. The schools participating in each are also given.

Score Card for Use in Drama Contests

Acting and interpretation.....	50%					
Unity (team work).....	20%					
Carriage, action, Facial expression, Stage business.....	10%					
Audibility and diction.....	10%					
Smoothness (free from unnecessary waits, prompting, missing cues, etc.).....	10%					

Setting.....		30%					
Scenery and lights..	10%						
Costumes.....	10%						
Make-up.....	10%						
Choice of play.....		20%					
Intrinsic value.....	10%						
Effectiveness.....	10%						

Play No. Rank
 Play No. Rank
 Play No. Rank
 Play No. Rank
 Play No. Rank

PEARL M. TANNAR, County Superintendent,
Cerro Gordo County, Iowa.

Health Inspection In The Rural Schools of Fillmore County

A Report of Our Nursing Service

Due to the fact that there are so many rural and village schools in Fillmore County, the county nursing service has formulated and conducted new plans for the inspection of the rural school children.

There are 161 rural schools in session and 11 village and city schools in the county, having an enrollment of approximately 5,600 pupils, who are subject to a health inspection in the schools.

The rural school inspections were conducted by townships these past years. The children from each school in the respective township met at one school in or about the center of the township and were given a health inspection by the county nurse. A notice was sent to each teacher a week in advance. This gave the teachers and parents ample time to make preparations for the transportation of the pupils to the township center.

The new program began September 17, 1928, and was completed November 19, 1928.

The schools were given a certain hour to be present and the following inspections were made: Inspection of teeth, throat, nasal passages, vision, posture, skin, lymph nodes, and nutrition.

IRENE WARREN, County Superintendent,
Fillmore County, Minn.

A Teachers' Meeting to Which Pupils are Invited

Teachers:

Pupils are invited to a teachers' meeting! Mr. Irving Wolfe invites you to bring one or more of your pupils, who can sing, to the junior high school building (two blocks west of the courthouse) at Creston, Saturday, November 10, at 10 o'clock. Mr. Wolfe plans to help the teachers and pupils with the course of study in music for the rural schools.

Teachers, let's make this meeting 100 per cent in attendance! Don't stay away if you find it inconvenient to bring a pupil.

Sincerely,

ELLA M. DAY, County Superintendent,
Union County, Iowa.

Three Activities for Teachers to Consider

Contributions From Teachers

We are indebted to Mr. Ray Yost, teacher of Ripley No. 2, for this month's attractive cover design. The original poem accompanying the drawing contains a very worth-while thought and we are glad to pass the suggestion on to you.

It gives us much pleasure to have so fine a contribution from one of our own rural teachers and we hereby wish to thank Mr. Yost for this favor.

No doubt there are others of you who are talented in drawing, story writing, or verse making. If you or your pupils care to contribute any of your work we would be pleased to receive it.

Perhaps you have some new ideas that have helped you and would help your fellow teachers; if so, send them in, and if it is possible we will print them in the suggestion bulletin from time to time. All

contributions must be in before the 25th of the month if they are to be included in the next month's bulletin.

It is our aim to make the monthly bulletin as useful as possible to teachers and to this end we solicit your suggestions and criticisms.

The county papers have recently printed some splendid rural school news letters. Patrons and pupils enjoy these, so plan to submit at least one each month.

RURAL SCHOOL CHOIR WORK.—In a letter from the State superintendent to-day, all rural teachers are urged to make a business of carrying out the school choir course as outlined by Professor Fullerton recently. She says: "Members of the State rural school chorus will be boys and girls from grades four through eight who are members of the choir in their home school. This means that they will have learned certain designated songs from the phonograph and have succeeded in singing them exactly like the machine when tested individually with it. Since the preparation of these songs should be a part of the regular weekly work in music, the success of the county and State chorus depends directly on how well the work is done in each school—in YOUR school."

IMPORTANT NOTICE FROM HIGHWAY COMMISSION.—Teachers, please insist that pupils follow this instruction:

"The Highway Commission advocates that all pedestrians walk on the side of the highway facing traffic. It is believed to be safer than to have pedestrians walk with the traffic. We advocate this particularly in the case of school children."

HAZEL M. BLACK, County Superintendent,
Butler County, Iowa.

The School, a Strategic Health Agency

Essentials for Health of Rural Children

The most vital problem of rural health relates to the health of the children. It is recognized more clearly every day that the school is the strategic agency to provide for the children of each county not only the best possible means of general education, but also the standards of health. Health work in

rural schools is very new, but enough has been done in a few States to demonstrate how important and how practical are certain types of health work. The following are essentials for health of rural school children:

1. Daily health inspection by parent and teacher with the cooperation of school nurse and doctors for detection of early signs of health disorders and to control and minimize communicable diseases.

2. General health examinations, including dental examination, at least once a year, for discovery of physical defects and estimation of general health and capacity of the child, and to make a classroom height record. There should be scales in every rural school so that each pupil may be weighed each month.

3. Follow-up health work with provision of medical, surgical, and dental correction of health defects, with service of school or district nurse to make effective the health program in the schools.

NEBRASKA T. B. ASSOCIATION.

Township Meetings

To the Teachers of Mahaska County:

The main project for the fall is the "Township meeting." We have already been having inquiries relative to these meetings. Teachers who are new will naturally be concerned about them but will not have difficulty in getting the work lined up.

In each township in this county all schools will be closed on the date set for its township meeting. This is to be considered as a school day taught and you, and your pupils will be expected to attend and do your part in making the day a success. You will be expected to attend unless prevented by illness such as would keep you from teaching; upon you, as teacher, will rest a great deal of responsibility for having a good attendance from your district. Talk up the meeting; request each family to plan on attending; send a note home by the children asking the folks to help make your school one of the best in attendance. If the parents know that you are really anxious to have a good record, they will be willing to help out, I am sure.

Ask each mother to see that each member of her family is provided with a plate, fork, spoon, and cup or glass.

ERMA L. KROUT, County Superintendent,
Mahaska County, Iowa.

(6) Letters to Improve the Quality of Programs of Various Kinds

Program Suggestions for Teachers' Institutes

Theme—Improvement of the Reading Program

Monday morning

9.00–9.30—Opening and announcements.

9.30–10.00—General talk before entire group on such topics as—

The modern reading program in the grades and high school.

Objectives of instruction in reading.

10.00–12.00—Section meetings.

Rural and graded sections (in separate groups):

Demonstrations and group conferences on such topics as—

Work-type reading in primary grades.

Work-type reading in intermediate grades.

Work-type reading in upper grades.

Development of the vocabulary.

High-school sections:

Group conferences on such topics as—

The relation between reading and literature.

Teaching high-school students how to read.

Teaching effective study habits.

Supervising the study hall.

Responsibility of each high-school teacher in the reading program.

Standards in written work in the high school.

Promotion standards in reading for eighth grade pupils.

Standards of attainments in reading represented by a high-school diploma.

Remedial work in reading in the high school.

Monday afternoon

1.30-2.00—Labor Day observance.

2.00-4.00—Section meetings.

Rural and graded sections (in separate groups):
Demonstrations and group conferences on such topics as—
Relation of reading to other subjects.
Reading tests.
Diagnostic and remedial work in reading.

High-school sections:

Group conferences on such topics as selected by the groups.

Tuesday morning

9.00-9.30—Opening and Announcements.

Meetings—County athletic, declamatory associations, and the like.

9.30-10.00—General talk before entire institute on such topics as—

Recreational reading.
Teaching effective study habits.

10.00-12.00—Section Meetings.

Rural and graded sections (in separate groups):
Demonstrations and Group Conferences on such topics as—
Materials needed in reading instructions.
Objective reading tests.
Relation of reading to literature.
How to teach poetry.

High-school sections:

Group conferences on such topics as—
A high-school reading list.
Causes and remedies of failures in high school.
Extracurricular activities.
Literature in the junior and senior high school.
The high-school teachers' reading list.
Training for leisure time.

Tuesday afternoon

1.30-2.00—General talk before entire group on such topics as—

A balanced reading program for teachers.

Improving study habits.

The reading budget.

Report of program in reading as developed by the
† institute.

2.00-4.00—Section Meetings.

Rural and graded sections (in separate groups):

Demonstrations and group conferences on such topics as—

Principles of objective tests and practice in making each type.

Measuring results in reading.

Recreational reading.

Standards of attainment in reading for each grade.

High-school sections:

Group conferences on topics selected by the
teachers as most pertinent.

AGNES SAMUELSON,

State Superintendent of Public Instruction,

Des Moines, Iowa.

Programs for Parent-Teacher Association Groups

A Program Based Upon the Iowa Course of Study

The material entitled "Do You Know the Iowa State Course of Study" is prepared in response to requests from parents for information regarding the Iowa course of study for elementary schools. All page references unless otherwise specified refer to this book. Copies of the book may be found in every school in the State so that material is easily available.

It is not intended that the material be a complete program. More than enough for one program is printed in order to leave room for selection to fit the needs and interests of the community.

In practically all programs, activities or "stunts" are suggested which carry out the theme of the program.

Bibliographies are omitted since these are found in the course of study.

It is hoped that as a result of these programs parents will become familiar with the course of study and give aid in carrying it out successfully.

JESSIE M. PARKER,
Standard Rural School Inspector,
Department of Public Instruction.

Do You Know the Iowa State Course of Study?

1. Singing.....All
County Choir Selections or Parent-Teacher Songs
2. History and General Plan of Course of Study
.....Patron
Introduction.....Page 10, Course of Study
Preface.....Page 3, Course of Study
Index.....Page 519, Course of Study
Minimum Essentials: What are they?
Geography.....Pages 142 to 181, Course of Study
History.....Pages 221 to 247, Course of Study
3. Rhythm Exercise with Victrola.....Pupils and Patrons
Course of Study, page 347
4. The Advantages of the Weekly Program in the Rural
Schools and Cautions to be Observed in Its Use
.....Patron
Course of Study, pages 12, 15, 19, and 21
5. Song with Victrola.....Pupils or Selected Group
6. Reading Class—Modern Way.....Teacher and Pupils
7. Why is the Alphabet Not Learned?.....
.....Teacher or County Superintendent
8. Reading Test (Monroe or some other easy test).....
.....Pupil and Volunteer Patrons
9. Learn New Song (with Victrola).....All
Page 347, Course of Study
Suggested Additions to Above
10. Recognition Test for Music Appreciation (10 rec-
ords).....All
11. Recitation, Some poem learned in school.....Pupil
or
Story telling.....Patron
Course of Study, pages 496 to 502

Certain Items of Interest in the School and Home Life of Young Children
To Program Committees:

Believing that it might be helpful to suggest some material along school lines that might take about 10 or 15 minutes of your regular Parent-Teacher Association programs, I am offering the following suggestions for three programs.

The officers might appoint a committee of one, to see to this part of the program, to give out the material, and to get members to report on the articles inclosed.

First Program

What Happens If We Teach the "Three R's" Too Soon?

Second Program

Experiences which should precede the formal study of school subjects.

Use of complete sentences.

Giving commands.

The building of a vocabulary.

Third Program

Experiences which should precede the formal study of school subjects.

How to help children in the expression of ideas.

Table and family conversation help.

"Something to Tell" is most important.

JUNE CHIDESTER, County Superintendent,
Jefferson County, Iowa.

(7) Letters Including Administrative Information of Special Interest to Teachers

Certain Conditions in Wright County High Schools

Enrollments and Records

Average age of rural boys at close of first semester, 1928-29, is 13.8 years; of rural girls, 12.8 years.

TABLE 1.—Comparative enrollments of rural and town pupils

	Rural	Town	Total	Per cent rural	Per cent town
Boys.....	200	304	504	39. 68	60. 33
Girls.....	831	409	740	44. 73	55. 27
Total.....	531	713	1, 244	42. 68	57. 31

TABLE 2.—Record of Freshman class

	Number in class	Excellent record		Average record		Poor record	
		Number	Per cent	Number	Per cent	Number	Per cent
Rural:							
Boys.....	68	9	13. 23	27	39. 70	32	47. 05
Girls.....	91	11	12. 09	52	57. 14	28	30. 77
Town:							
Boys.....	110	19	17. 27	56	50. 91	35	31. 82
Girls.....	107	27	25. 23	46	42. 99	34	31. 78

L. W. FOCHT, County Superintendent,
Wright County, Iowa.

Interesting Data Relating to Franklin County, Iowa

Comparative qualifications and salaries of various types of school officials,
October 1, 1930

Types of school officials	Kinds of certificates held and number of officials holding each							
	First grade, State	Second grade, State	Third grade, State	Rural State	Primary State	Normal training	First grade, county	Second grade, county
City and town superintendents.....	8		2					
City and town teachers.....	32	34	18	2	1	3	3	
Rural teachers.....	1	5	3	5		36	30	18

Types of school officials	Number of superintendents and teachers receiving monthly salaries indicated						
	\$300 or over	\$175-\$199	\$150-\$174	\$125-\$149	\$100-\$124	\$75-\$99	\$50-\$74
City and town superintendents.....	8	1		1			
City and town teachers.....	1	2	10	29	43	8	
Rural teachers.....					8	73	17

H. J. HENDERSON, County Superintendent,
Franklin County, Iowa.

Information Relating to Preservice Preparation of Rural Teachers
Students Enrolled in Our Training Department

LOCATION.—The practice school is located 4 miles north of Jefferson on highway No. 17, in Hardin township, independent district No. 4, Green County, Iowa. The road is paved or well graveled from town to the school.

BUILDING AND EQUIPMENT.—The building is a 1-story frame structure, painted white outside and tinted a light color inside, with a hardwood floor, lightly oiled. The equipment in this standard school is such as any good school can easily secure—14 double desks, selected sizes; room furnace, window ventilating screens, slate board, three framed pictures, set of maps, globe, bookcase and well-selected books, victrola and records, organ, teacher's desk and chair, corner shelves for wraps, lunch pails, hot-lunch utensils, etc. Excellent facilities for observing instruction in a rural school are here provided.

HOW FINANCED AND CONDUCTED.—The practice school has been successfully conducted for four consecutive years. A small class observed only occasionally during the first year; no charge was made for this privilege. During the second year, 15 normal training students observed for eight weeks, and \$125 was paid for this service by the Jefferson board to the rural teacher. In the third year, eight students observed for four weeks; \$75 was paid. This year 10 girls have observed for eight weeks; about \$140 will be paid the teacher. The president of this independent district and the patrons believe their children become more observing and more used to public appearances, both of which accomplishments are certainly of much value in later life.

ENROLLMENT OF PRACTICE SCHOOL AND TEACHER'S QUALIFICATIONS.—The school has an enrollment of 13 pupils, as follows: Eighth grade, 2 girls; seventh grade, 1 boy; sixth grade, 2 girls; fourth grade, 1 boy, 1 girl; second grade, 2 boys, 1 girl; first grade, 1 girl. The teacher is a graduate of the normal training department of the Jefferson High School; attended one summer at Drake University, one year at Iowa State University; taught eight years in

rural schools, two years in grades of a consolidated school. A successful teacher—interesting, helpful, firm—reelected for fourth year, at a salary of \$100 a month plus the remuneration from the practice teaching work.

PREPARATION BY TEACHER AND OBSERVING STUDENTS.—

One or two girls generally observe for one day each week, completing the practice teaching the next day. The observation blank listed on page 21 of the normal training bulletin is filled out by the student observers, scored by the rural teacher, and sent to the normal training critic. Following the daily program posted in her room, the teacher makes an especially clear assignment of the lessons to be completed on the following day—both pupils and observers are cautioned to notice the objectives stressed by the regular teacher. The observing student takes such notes as seem desirable on these assignments and methods of teaching, using the outline given on page 18 of the normal training bulletin as a guide, then studies them carefully, and plans as fully as possible the complete procedure for the next day's school work, over which she has full charge, but is encouraged and prompted by the regular teacher when necessary. The normal training students also observe frequently in other rural schools of our county during vacations and at times when their regular classes permit of their absence. Observation and practice teaching in the Jefferson grade school is a matter of course in their regular training during the last year.

RESULTS ACCOMPLISHED.—An economical, practical means is hereby provided for the prospective teachers of the Jefferson normal training class to practice, as well as study, efficient, modern methods of rural teaching. The rural pupils are encouraged to do their best before many visitors. They become more observing and have an opportunity to participate in music memory and rural choir work, spelling contests, community and special day programs, school and county exhibits, eighth-grade graduation, and other cooperative affairs. The Stanford achievement and other standard tests are used to measure progress. Daily health inspection is conducted and warm lunch provided in season. Supervised study and well-

directed play periods are emphasized. Seasonal decorations and attractive hand work of various types are always seen in this school.

COOPERATING AGENCIES—The Jefferson High School normal training department has an agreement with the teacher in the rural school to take the students for one semester of observation and practice teaching. Judicious plans are made by the superintendent and critic for the work to be accomplished in this period, and the major part of the studies of these students is planned for the first semester, so the last semester will be more or less free for this practice teaching.

R. A. MORRIS, County Superintendent,
Greene County, Iowa.

(8) Letters to Pupils Designed to Further Their Progress Along Certain Lines

A County Superintendent Suggests a Special Project

To the Teachers:

This letter is about a special project that I believe will be both interesting and instructive to older rural pupils.

I am asking the children in the sixth, seventh, and eighth grades to make a booklet during the winter. This is not to be done all at once but is to be worked at during periods when the time can be spared, a few minutes a day or perhaps a short time on Friday afternoons.

The booklet will include a description of an imaginary trip to one or more places of interest such as to the Yellowstone National Park, Glacier National Park, the Grand Canyon, California, or any other places that the children have booklets from and would like to visit.

Below are some general instructions that will be observed although the children will be given considerable latitude in what they work up.

General Instructions

1. Choose to go either by an automobile trip or by train.
2. Describe your preparation for the trip.

3. Tell when you start and describe your traveling outfit.

4. Tell what places you are planning to visit and what are some of the things you expect to see.

5. Describe the country you pass through on your trip going and tell of any large cities or places of interest you pass through.

6. If you go by auto, tell of your camping experiences; describe your camp and tell of your experience in preparing a meal.

7. If you go by train, describe the car you travel in, tell of your experience in a sleeper, take your meals in a dining car and describe the car.

8. Tell of your arrival at the first place of interest at which you intend to stop and relate how you get ready to make your trip of sightseeing. (That is whether you hire a stage, go in your own car, or on horseback.) Use your own discretion as to what you tell about. Give a general description of anything of interest you see.

9. While on this trip tell of some humorous event that occurred to you or some of the party.

10. Relate some tragic event that you witnessed, such as an auto accident and describe how it happened.

WILLIAM SHIRLEY, County Superintendent,
Kossuth County, Iowa.

Better Study Habits

Suggestions to Pupils on How to Acquire Better Study Habits

1. Provide yourself with the material the lesson requires. Have on hand textbook, notebook, maps, ruler, special paper needed, etc.

2. Understand the lesson assignment.

3. Learn to use your textbook, as it will help you to use other books.

4. Do not lose time getting ready for study. Sit down and begin work at once. Concentrate on your work; i. e., put your mind on it and let nothing disturb you.

5. As a rule it is best to go over the lesson quickly, then to go over it again carefully; e. g.,

before beginning to solve a problem in arithmetic read it through and be sure you understand what is given and what is to be found.

6. Do individual study.

7. Try to put the facts you are learning into practical use if possible.

8. Take an interest in the subjects taught in school.

9. Review your lesson frequently.

10. Prepare each lesson every day.

Directions for the Study of Prose

1. Think over the title of your assignment and decide what it will be about.

2. First read the entire lesson through and get the general trend and the main ideas.

3. Next, read it through more carefully, trying to understand everything the author says.

4. Look up and read the notes given in your book.

5. In case you do not derive a satisfactory meaning from the context, look up the meaning of the words which you do not know.

6. Look up information in regard to places and historical names if such occur in your lesson.

7. Pick out the important ideas in your assignment.

8. Write in a sentence or two the central thought of your lesson.

9. Decide whether you agree with the statements which the author makes.

10. At the end of your study summarize the lesson. Be sure to include in this summary all of the important points.

FERNE W. NEILL, County Superintendent,
Butler County, Nebr.

Plans for an Educational Tour

To the Rural Eighth-Grade Pupils of Fayette County:
Next Saturday, October 20, I hope to see you in attendance at our second annual civics tour. This year in order to allow a little more time, we will start the afternoon's program promptly at 1 o'clock. Ask your mother if she will arrange to have an early dinner for you on that day, so that everyone may be

here on time. Remember that parents and teachers are invited to attend with the eighth graders, but younger pupils must wait until they are in the eighth grade.

Promptly at 1 o'clock then next Saturday afternoon we will meet in the assembly room of the courthouse. Be sure you know the words of some of our patriotic songs, for first off we want to have a rousing good sing. After that you will receive your instructions for the rest of the afternoon. We plan to be all through by 4 or 4.30 o'clock. The various county officials, and the persons in charge of the jail, are expecting you, and will do all in their power to make your visit profitable and enjoyable.

Do you know what you are going to look for on this civics tour? Possibly the inclosed questions will help you. See if you can find the answer to every one of these questions next Saturday, and then write it down and remember it.

Sincerely,

L. G. MEYER, County Superintendent,
Fayette County, Iowa.

Studying, Learning, and Thinking

Dear Teachers and Pupils:

This is a very important time of the year to all pupils and teachers. The school year is half over, and many of you are preparing for final examinations. It must be a satisfaction and joy to you that you are doing your work well, and are proving your worth to all those interested in you and your welfare.

These are days of preparation and I am glad to send you my word of encouragement. I want to give you every help that I can. I know that advice is hard to follow, but I want to emphasize something that I have learned by experience as a student and as a teacher. I want you to realize the importance of mastering each day's lessons. If you learn to study faithfully each day, you will see the value and purpose of each lesson. If you miss a lesson, or only half prepare your work, you do not have a foundation for the work to follow. If a builder leaves out bricks here and there, his foundation is faulty, and will not be strong enough to stand the strain of the structure to

be built. You can not afford to build a shoddy foundation educationally.

Another thing that I should like to emphasize is the importance of learning to think things out for yourself. You remember that when I visited your school I reminded you that you learned to talk and to walk by talking and walking. No one else can do that for you. The same is true of your lessons. You learn for yourself. Your teacher is there to help you, but you must do the learning. Be sure that you know what is to be done, then do it by yourself. This is the way to educate yourself. The teacher will give you the directions and point the way, but it is you who must have the joy of accomplishing the task.

I hope that when the time for promotion comes you will all be well prepared.

Cordially yours,

SUPERINTENDENT OF SCHOOLS,
Douglas County, Ill.

(9) Routine Letters

Program Based on Course of Study

To Members of the Boards and Patrons of Our Rural Schools:

I have worked out, based largely on the State program, a daily program of study and recitations. This is in keeping with a general educational policy all over this State sponsored by the State department of education.

The greatest obstacle to efficiency in our rural schools is the large number of classes and the resultant short recitation periods.

Under the new program your children will recite in each subject fully as many minutes and more per week as before, although the number of recitations has been lessened. The plan is to have fewer but longer recitations, to save confusion and the wasting of time by constant passing back and forth to classes, and to give the teacher time to really accomplish something at each recitation period.

I am calling your attention to this directly through the press so that you will know the purpose

and reason for it, asking at the same time for your help and moral support to your teachers to the end that this step may serve to the best advantage in promoting the best education for our children.

THOS. E. JOHNSON, County Superintendent,
Humboldt County, Iowa.

Contracts, Health, and Supervised Play

Dear Barnes County Teachers:

We are glad that you have been chosen to teach in Barnes County and we hope that you will enjoy your year with us. We will be more than pleased to assist you in any way possible and we wish you to feel free to call upon us at any time. Miss Augusta White is our office deputy and she will take care of your requests for additional supplies. Miss Dora Young, field deputy, and I will call upon you as soon as possible. We hope that you will write down all of the questions that bother you and have them ready for us when we come. We are in the office on Saturdays and will be glad to have you call upon us. Our office is located in the courthouse. Our office telephone number is 819.

Keep this letter on file, place it in your register and refer to it often. You will find many of your questions answered here. From time to time during the year other letters will be sent to you. Read them carefully and keep them on file, also.

CONTRACTS.—The duplicate copy of your contract is to be filed in this office. Will you ask the clerk of your district to send our copy to us at once, if he has not done so? If you have not signed one, see the clerk about this immediately. Legally your contract must be in writing. You are not entitled to draw your salary without it. There are certain "Duties of the teacher" printed on the back of your copy. Get this out and read it. It defines a school week, a school month, and names the legal school holidays.

HEALTH.—We are sorry to inform you that we do not have a county nurse. You must watch the health of your pupils carefully. All children that appear to be ill should be excluded from school and required to see a doctor. Any children who have skin diseases

of any kind should bring a doctor's certificate to school stating that the disease is not transferable. The communicable disease charts giving definite information for the teacher to follow in regard to the diseases of the pupils have been sent to the schools. Look for your copy, hang it on the wall, and follow the directions that are given there. If you do not find your copy in your supplies you may get it at the teachers' meeting. Our supply is exhausted and we have sent for more.

SUPERVISED PLAY.—Do not leave the schoolhouse for any length of time while the children are there. In some of the rural schools and also some of the consolidated schools the teachers all go home for lunch, and the children are left unsupervised. This should not be done. If you are a teacher in a rural school carry your lunch to school with you. The teachers in the consolidated schools should take turns remaining at the schoolhouse during the noon hour. It does not matter whether children are in the grades or in high school, they need supervision during their playtime. Also supervise their play on the school grounds. Teach them games and play with them. If necessary secure a good book of games and teach them to the children in a systematic way. "Four hundred games for Homes, School, and Playground," advertised in the Normal Instructor and Primary Plans, is good.

Sincerely,

NELL A. COOPER, Superintendent of Schools,
Barnes County, N. Dak.

Some Timely Advice

Dear Teacher:

1. Give your pupils the best that you can give. This means careful preparation of each daily lesson on every day.
2. Leave schoolroom cares in the schoolroom. You will be better able to do your daily job.
3. Realize the dignity of the profession you have selected; remember that your actions will influence the lives of your pupils either for good or for bad.
4. Get acquainted with your pupils, patrons of the school, people of the community, and members of the school board.

5. Meet the parents and talk frankly to them about their children. They will cooperate with you if they feel that you are truly interested in the welfare of your children.

6. Familiarize yourself with conditions existing in the school and community and adapt yourself to them.

7. Do not neglect your professional reading. Encouragement and inspiration come from the pens of educators.

8. Profit by just criticisms. Endeavor at all times to do your best.

Sincerely yours,

ARLENE VAN CLEAVE, County Superintendent,
Harrison County, Iowa.

Plans for a Spelling Contest and for Interesting Pupils in Reading

To the Teachers of Douglas County:

The spelling contest will be held at the township centers at 1.30 p. m., December 2. The county contest will be held in the Tuscola Grade School at 10.30 Saturday morning, December 10. The contest will be guided by the following rules:

Each school may send three contestants chosen from grades 7 or 8. Each building is a "school." The contest shall be written. The words shall be pronounced no more than three times. The meaning of the word shall be given if a contestant desires it.

Ample time to write the word shall be given. Be guided by the slower writers.

In case of disagreement, Webster's Dictionary shall be the authority.

All complaints concerning the spelling of words pronounced shall be made at the time of the contest.

The teachers present are expected to help the chairman correct papers.

The chairman will report the winners to this office as soon as possible. Please give name of pupil, teacher, and school. The first and second from each township are eligible to the county contest.

I am very much pleased with the spirit of the teachers at the institute. There seemed to be a minimum amount of whispering and note-writing. It is embarrassing to one in my position to ask people to address a group of teachers and then have the teachers ill-bred enough not to give courteous

attention. We should have the same attitude toward an institute instructor that we expect from our pupils.

I have now visited 53 schools, considerably more than half of the 1-room schools. The impression that I carry away with me from your schools is that the pupils are weak in reading. The cause of this, I believe, is that the children do not read enough books. The libraries in most of your schools are in a deplorable condition. You need to go through them and sort out those that have no appeal to a school child. Textbooks of ancient vintage should be taken from the shelves and burned. They have no place in a modern school. I believe that every school in Douglas County can afford the Pupils' Reading Circle books, at least for the grades being taught this year. Several of you gave me the impression that you had not looked at the list sent with your supplies. Suitable awards for reading the four books prescribed for each grade will be given, and the eighth-grade pupils will be given credit in the final examination for reading the eighth-grade books.

I am glad to see so many of you carrying out the plan of the Health Crusade. It is very much worth while. The health of the children is of first importance, and any project used to induce the children to form health habits has my approval.

Please watch the temperature of your rooms. The outside temperature rises rapidly after 10 a. m. and a fire in the furnace will quickly make the room too warm. Some schools seem stifling to one coming from the out of doors.

Cordially yours,

SUPERINTENDENT OF SCHOOLS,
Douglas County, Ill.

School Libraries

To the Boards of Directors, La Salle County, Ill.:

Practically every school library in this county has many books that are so badly worn and torn by years of service that they are no longer usable, hence I am urging the boards to examine the home-school library carefully and authorize the clerk or the teacher to discard and destroy all worn-out books,

and to authorize the clerk to purchase a few new ones, at least, to take their place.

Many of these libraries, too, have had scarcely any books added to them for several years and the pupils in such schools are not having as good a chance to develop the reading habit, basic in all school work, as did pupils of those schools in former years. In fact, many a teacher is finding it more and more difficult to provide her pupils with enough suitable reading material to maintain a healthy mental development. In all such cases, there is a stagnation of intellectual growth that can easily become a stunting process. I sincerely trust that schoolboards will see to it that their school libraries are given the attention they so richly deserve. Discard all worn out books and replace them with usable material—some for the lower grades as well as for the intermediate and upper grades. Even though the district funds may not have any great surplus, there is not a school district in La Salle County that could not afford to purchase at least \$10 worth of new books each year until the school library is abreast of the times. Schools of more than 10 pupils would not find it a serious task to appropriate a dollar per pupil for library books each year, and many a school could easily curtail purchasing high-priced apparatus, usually useless, and buy a full set of the Illinois Pupils' Reading Circle books.

I not only feel warranted in making the above recommendations, but I am urging all the boards to see that these new books are purchased before the real reading season opens after husking.

Yours truly,

W. R. FOSTER, Superintendent of Schools,
La Salle County, Ill.

Canvassers Not Approved

Teachers:

Annually we feel it our duty to issue a letter warning teachers to beware of the "sharper" who makes it a practice to canvas rural-school teachers selling books, magazines, life insurance, or bonds, or working in the interest of some other cause.

No stranger receives our approval to go to any rural schoolhouse for any purpose whatever. Will

each teacher consider herself a member of the "Vigilantes" committee and send a telephone message to the county superintendent's office immediately if any such stranger calls at your schoolhouse? (Reverse the call.)

Sincerely,

ELLA M. DAY, County Superintendent,
Union County, Iowa.

A Teacher's Success in Enlisting Cooperation of Pupils

An Easy Way to Have Hot Lunch

Secure a pan (mine is a black tin bread pan, price 25 cents) large enough to hold as many pint jars (or one-half pint) as you have pupils, including a place for the teacher's. This pan need not be over 2 or 3 inches in depth. Then go to a hardware store and have them take a piece of galvanized tin, the same dimensions as the pan, and roll the edges under so the tin will be raised one-eighth to one-fourth inch, just enough so the water can get under it.

After you have the pan and the tin ready, have the children bring whatever they wish in the half-pint or pint jars. Loosen the lids, and if they have rubbers on take them off; place jars in pan, putting water enough in the pan so it will come from one-half to 1 inch up on the jars.

The older children enjoy putting the jars on at recess. It takes about two minutes. If put on at recess the lunch will be ready by noon. Each one helps himself to his own jar, except the little folks. The older children are glad to get theirs for them.

Have the children bring teaspoons and eat the hot lunch out of the jars. This is better than to carry dishes.

These pans may be set on any kind of a stove. When I taught at Fairfield independent, Jackson County, we had a furnace stove, no guard on top, just the top of the fire pot, and it got too hot to set a pan on, so I laid three bricks on top and set the pan on top of these bricks.

Raw eggs may be boiled in the pan. Suggestions: Creamed vegetables, potatoes, mashed or boiled

potatoes with gravy, cocoa, soup, tomatoes and macaroni, noodles, chicken or meat with potatoes, and many other things, usually some of whatever they have had for supper the night before.

I have had hot lunch in my schools this way for five years; the children can't wait in the fall for it to be cold enough to have a fire in the stove so they can bring their hot lunches to school.

OLLIE KELLER, Teacher,
Clinton County, Iowa.

The Annual School Meeting

President School Township Board,
Wright County, Iowa.

Dear Sir: It may be that you do not have at hand an order of business for the meeting on the third Monday in March. For your convenience I am quoting the following:

The Retiring Board

1. Meet early enough to complete its organization in time for the new board to organize and transact its business.
2. Call to order.
3. Call roll to determine whether or not there is a quorum of the old board. If a majority of the old board are not present the old board can not do business, and those present should adjourn, if sure that a quorum will not be present.
4. Read minutes of last meeting.
5. Allow unpaid bills.
6. Take up any unfinished business, and settle everything as far as possible.
7. OATH OF OFFICE.—Any member of the board or the county superintendent may administer the oath of qualification to any member-elect, the secretary, treasurer, or the president of the board. EACH DIRECTOR ELECTED SHALL QUALIFY ON OR BEFORE THE DATE FOR THE ORGANIZATION OF THE BOARD OF THE CORPORATION IN WHICH HE WAS ELECTED, BY TAKING THE OATH REQUIRED OF CIVIL OFFICERS. (Section 4214-C, 1924.)
8. OLD OFFICERS WILL TURN OVER SCHOOL LAWS, BOOKS, AND ALL POSSESSIONS PERTAINING TO THE OFFICE HELD TO THE INCOMING OFFICIAL.
9. Old board will adjourn.

Proceedings of the New Board

1. Call to order. Anyone may do this, if he be a member of the new board; or the secretary of the old board may call to order.

2. A temporary chairman should be selected.

3. The temporary chairman will call the roll to determine whether or not a quorum is present. If quorum be lacking, and it seems likely that there will not be one, the meeting should adjourn to a stated time and place, someone being appointed to notify absent members. If quorum be present, proceed to perfect the permanent organization.

4. The permanent organization will be effected by electing a president.

5. If there are any vacancies on the board they should be filled by a vote of the board at this time. If the new member is not present, the secretary should notify him of his election and he should qualify within 10 days after appointment. A blank for that purpose will be found in the school packages.

6. Decide the length of your school year. All rural schools should have at least nine months of school. Eight months are required by law. Most schools in the State have nine months of school.

Very truly yours,

L. G. FOCHT, County Superintendent,
Wright County, Iowa.

Calendar of Important Dates

A Schedule of Special Interest to Jefferson County Teachers

September

- Sept. 3-4 Teachers' institute. Please bring course of study with you.
- Sept. 5 Mail list to Ledger.
- Sept. 7 By this date, please send letters to parents.
- Sept. 10 (1) Mail county superintendent your report. Please see that all information asked for is given.
(2) Give drills in arithmetic and place results on "Progress Charts."

- Sept. 20 On this date county superintendent will add new material to the "suggestive weekly program." If your secretary hasn't brought you the "Fiber and Finish" book use something from your "Guides to Citizenship."
- Sept. 29 J. C. T. Club meeting at courthouse at 40 o'clock.
J. C. T. Club news should be in the box on reading and seat work table in office by October 1. Couldn't you send the Ledger some news from your school?

October

- Oct. 1 (a) Writing for writing contest should be in the office by this date. (See envelope for this work.)
(b) Send report cards to parents Monday evening of each new month of school.
- Oct. 2 Start the "Health Crusade Work" in your school.
- Oct. 3 Give reading test. (Directions are found in writing-contest envelope.)
- Oct. 8 Give arithmetic drills and place results on "Progress Charts."
- Oct. 15 By this date you should receive the J. C. T. Club News letter.
- Oct. 20 By this date new material will be added to table in office.
- Oct. 22 (a) Give arithmetic drills and place results on "Progress Charts."
(b) During this week give written tests to children above the fourth grade. On blank line after each subject, as history, write "Tests," and place grade child earned in test as county superintendent would like to see what each pupil does in written work.
- Oct. 29 Send report cards to parents.
Have you any news for the Ledger?
- Oct. 31 Give reading test and mark charts.

JUNE CHIDESTER, County Superintendent,
Jefferson County, Iowa.

Contents of Packages of Supplies and Directions Related to the Use of the
Materials

Preserve this page for use and reference during the
year 1928-29

To Teachers:

1. County course of study:

Use this course of study in grading pupils.
Use the textbooks named in each subject.

2. Report cards:

One for each pupil.

Begin written monthly examinations with the
fourth grade.

Grade papers carefully.

Enter grades on report cards and send home to
be signed and returned.

Do this regularly each month.

3. Perfect attendance pad:

One pad is included among your supplies.

When a pupil has nine perfect monthly attend-
ance certificates send the nine to me and an
award will be sent the pupil for a year's
perfect attendance at school. The monthly
certificates need not be for consecutive
months.

4. State course of study:

This new State course of study is rich in
method material. WILL you USE IT AS A CON-
STANT HELP? It is the property of your
district. Leave it there when you depart.

5. List of reading circle books for teachers:

You will find four books listed here for the
year. I would like each rural teacher to
choose either "Some Primary Methods" or
"Modern Methods in Teaching" for her profes-
sional reading this year. These books are
especially helpful to rural teachers.
Remember that each teacher must read and re-
port upon one professional book per year in
order to have her certificate renewed. It
is much better to read carefully one book
per year than to read carelessly several in
a hurry. Reading circle books are kept in
this office for your convenience and are
sold at contract prices to teachers.

Suggestions for rural schools this year

1. **SCHOOLROOM**—Neat, tidy, attractive, clean, well ventilated, orderly, and all materials well arranged and well kept.

2. **PREPARATION**—All lessons well prepared before attempting to teach them.

3. **PROMPTNESS**—In beginning school at 9 a. m. and in closing at 4 p. m.; in answering all communications from county superintendent; in everything that pertains to duty in the schoolroom or out of it.

4. **AGENTS**—No agents to be entertained during school hours. Remember that I never send any agent to you. There have been times when agents have led teachers to believe that I recommend their books or whatever they may have. The facts are I never do this. You must use your own judgment in these matters.

Mrs. J. H. McMICHAEL, County Superintendent,
Pocahontas County, Iowa.

The Importance of Attention to Equipment and Housekeeping

General Directions to Teachers

OLD BOOKS, SUPPLIES, AND OTHER EQUIPMENT.—Old books, supplies, and other equipment which no longer serve a useful purpose should be culled out carefully by the teacher and in some manner, disposed of by the local school board. This should be done early in the season, before cold weather sets in. A listing of good instructional material and an inventory of school equipment, including the school furniture, should be completed quite early during the fall months. The approximate value in each case should be determined just as accurately as possible.

SEAT WORK.—The best results will be obtained in the lower grades by having a varied and sufficient amount of good seat work on hand. While a great deal of good seat work may be prepared by the teacher herself, a splendid assortment of educational seat work may be had through the various companies handling seat work and other instructional material.

THE CLASSROOM.—The classroom should be kept just as neat and orderly in appearance as possible. It should be swept out every day. Sweeping compound

should be used. Books and erasers should be kept clean. School furniture should be dusted frequently.

TEMPERATURE OF THE CLASSROOM.—The temperature of the classroom should be regulated carefully. It should not be permitted to reach more than 68° or 70° F. The fresh-air intake and the foul-air flue of the heating and ventilating system should be kept closed until the fire gets started, or gets well under way. They should be closed at night. The fresh-air intake and the foul-air flue should be opened and closed at the same time. The evaporating pan should be kept filled with water at all times. Ask the heating company to send you a card or sheet containing directions for operating. Does your stove smoke? If so, the attention of your local school board members should be called to it. It may be necessary to clean the chimney and pipes.

COCOA MATS AND FLEXIBLE STEEL MATS.—Cocoa mats and the flexible steel mats assist very materially in keeping the floor clean. If your school building has not been supplied with these necessities, order them immediately.

WINDOWS, SCREENS, AND STORM WINDOWS.—Windows and storm windows should be kept just as clean as possible. The storm windows should be removed quite early in the spring and they should be replaced by screens. At the time when the screens are taken out, in the late fall, the storm windows should be put on again. The windows should be made to open from the top.

In case the flies should become quite bothersome, a generous application of "Fly-tox" should be resorted to. "Fly-tox" may be purchased at either grocery stores or drug stores.

WINDOW SHADES.—When the time comes to purchase new shades, translucent shades should be procured. Light in abundance should be admitted. However, it should be well regulated. For that reason, the very best obtainable shades should be provided.

SCHOOL VISITING WEEK.—If possible, and if practicable, designate a "School Visiting Week" for patrons, parents, and school officers. Designate a week which does not conflict with other activities in the community. The best plan would be to have the teacher designate the week, leaving the day or hours when school is to be visited by the patrons to be

determined by the patrons themselves. The people of the community should be told about this plan early in the season, so that they may be able to arrange their own work in such a way as to find the most convenient time for visiting the school. They should come with the expectation of seeing real, actual school work at its best. Ask the school board to provide a few chairs for school visitors.

Very sincerely yours,

E. E. ELOOMQUIST, County Superintendent,
Washington County, Minn.

Responsibilities of Teachers at Close of School Year

Dear Teacher:

Another school year is drawing to a close; we are anxious that you shall be informed upon a number of items in connection with the closing of school and so are addressing this final letter to you. We wish to speak of four items.

A. THE SCHOOL EXHIBIT.—We are looking for work from every district. It is not quantity we want but quality and representation. The instructions in the premium list sent out last January should be followed as closely as possible. The mounting board may be procured from this office if you choose to mount your own work. We are still hoping that we are to have our educational hall in time for the county fair.

B. PROFESSIONAL GRADE CARDS.—These were given out to every teacher at the beginning of the term. Will you kindly check yours and send it in with your annual reports. Please put your name and district number on the card.

C. SUMMARY AND TERM REPORTS.—These are the most important of all the reports to this office. You should not accept your last month's warrant until these reports are made and signed by your director. Every item is important but we can not make our report correctly unless Nos. 1, 5, 6, and 7 are filled.

D. THE TEACHER ACHIEVEMENT MAP.—This map hangs in the office. We desire that every teacher shall have all the award she has earned for the map will be our exhibit at the county fair. There are 20 items of achievement but the 5 following may be substituted

for those that you were unable to carry out because of circumstances in your district: (1) A School Paper, (2) Vitalized Agriculture, (3) Red Cross Membership, (4) A Library of 25 books started, (5) A Parent-Teacher Association. This gives you 15 items and if you have carried out two-thirds of this number you will receive a certificate of award from this office. At the time of the fair, we will list all districts that completed this work. Will you please report on what you have done?

Sincerely yours,

PEARLE E. SUMMERS, County Superintendent,
Sheridan County, Nebr.

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