Pupil Teacher Ratios in the 694 Districts Maintaining Approved Public Four Year High School- School Year 1958-1959

III. Education - Statistics
(1958-59)

TABLE OF CONTENTS

STATE OF IOWA

Department of Public Instruction

J. C. Wright, Superintendent

10580-618R
Arthur C. Anderson, Supervisor
Research and Publications

Des Moines, 19

October, 1958

PUPIL TEACHER RATIOS IN THE 694 DISTRICTS MAINTAINING APPROVED PUBLIC FOUR YEAR HIGH SCHOOLS
SCHOOL YEAR 1958-1959

(as of September 15, 1958)

A	B	C	D	E	F	G	H	I	J	K	L
LINE NUMBER	HIGH SCHOOL ENROLLMENT	NUMBER OF DISTRICTS	CUMULATIVE NUMBER OF DISTRICTS	TOTAL HIGH SCHOOL ENROLLMENT	TOTAL CUMULATIVE HIGH SCHOOL ENROLLMENT	TOTAL HIGH SCHOOL TEACHERS	AVERAGE HIGH SCHOOL PUPIL TEACHER RATIOS	TOTAL ELEMENTARY ENROLLMENT	TOTAL CUMULATIVE ELEMENTARY ENROLLMENT	TOTAL ELEMENTARY TEACHERS	AVERAGE ELEMENTARY PUPIL TEACHER RATIOS
1	0 - 24	3	3	66	66	12	5.5	239	239	13	18.4
2	25 - 49	115	118	4,443	4,509	486	9.1	12,430	12,669	640	19.4
3	50 - 74	108	226	6,731	11,240	596	11.3	17,348	30,017	846	20.5
4	75 - 99	105	331	9,069	20,309	718	12.6	23,659	53,676	1,012	23.4
5	100 -149	138	469	16,658	36,967	1,236	13.5	44,746	98,422	1,818	24.6
6	150 -199	70	539	12,201	49,168	818	14.9	30,739	129,161	1,248	24.6
7	200 -299	72	611	17,057	66,225	1,034	16.5	45,576	174,737	1,887	24.2
8	300 -399	27	638	9,236	75,461	519	17.8	24,358	199,095	984	24.7
9	400 -499	19	657	8,364	83,825	437	19.1	20,839	219,934	819	25.4
10	500 -599	11	668	5,989	89,814	303	19.8	14,271	234,205	547	26.1
11	600 -above	26	694	46,815	136,629	2,156	21.7	147,969	382,174	5,577	26.5
12	Totals or Averages:	694		136,629		8,315	16.4	382,174		15,391	24.8
	HIGH SCHOOL DISTRICTS WITH LESS THAN FOUR YEARS										
13		3		75	136,704	7	10.7	917	383,091	42	21.8
	NON-HIGH SCHOOL DISTRICTS										
14	One Teacher, Rural Schools							16,198	399,289	1,117	14.5
15	Two or More Teachers, Rural Schools							18,230	417,519	837	21.8
16	Total or Averages			136,704				417,519			

GRAND TOTAL OF ALL ELEMENTARY AND HIGH SCHOOL PUPILS ENROLLED IN THE PUBLIC SCHOOLS OF ALL TYPES --- 554,223

ENROLLMENT BY GRADES

Ungraded	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Grand Total
2,514	51,787	51,218	50,115	47,068	46,334	45,580	47,225	39,498	36,180	36,802	36,854	33,880	29,168	554,223

CP-17778

10580-609R

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
J. C. Wright, Superintendent
Des Moines 19

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October, 1958

HIGH SCHOOL PUPIL TEACHER RATIO IN THE 694 APPROVED FOUR YEAR PUBLIC HIGH SCHOOL DISTRICTS IN IOWA 1958-1959 SCHOOL YEAR (as of September 15, 1958)

*Rank	Name of District	Type of District	Total High School Enrollment	Total Number of High School Teachers	Average Pupil Teacher Ratio	Total Cumulative High School Enrollment
1.	Des Moines	Comm.	8.967	367	24.4	8,967
2	Cedar Rapids	Comm.	3,722	206	18.0	12,689
3	Sioux City	Ind.	3,360	176	19.1	16,049
4	Davenport	Comm.	3,351	158	21.2	19,400
5	Waterloo	Ind.	3,316	145	23.2	22,716
6	Council Bluffs	Ind.	2,785	106	26.3	25,501
7	Ottumwa	Ind.	1,841	84	21.9	27,342
8	Burlington	Comm.	1,623	80	20.3	28,965
9	Clinton	Ind.	1,620	68	23.8	30,585
10	Dubuque	Comm.	1,582	68	23.3	32,167
11	Mason City	Ind.	1,466	73	20.1	33,633
12	Fort Dodge	Comm.	1,409	62	22.7	35,042
13	Marshalltown	Comm.	1,122	51	22.0	36,164
14	Muscatine	Comm.	1,079	46	23.5	37,243
15	Newton	Comm.	1,055	52	20.3	38,298
16	Ames	Comm.	938	56	16.8	39,236
17	Cedar Falls	Comm.	904	40	22.6	40,140
18	Keokuk	Comm.	893	39	22.9	41,033
19	Iowa City	Comm.	887	53	16.7	41,920
20	Oskaloosa	Ind.	788	36	21.9	42,708
21	Bettendorf	Comm.	751	31	24.2	43,459
22	Boone	Comm.	713	37	19.3	44,172
23	Charles City	Comm.	690	32	21.6	44,862
24	Fort Madison	Ind.	671	33	20.3	45,533
25	Webster City	Comm.	648	28.	23.1	46,181
26	Fairfield	Comm.	634	29	21.9	46,815
27	Decorah	Comm.	595	35	17.0	47,410
28	West Des Moines	Comm.	593	21	28.2	48,003
29	Marion	Ind.	585	24	24.4	48,588
30	Estherville	Ind.	543	23	23.6	49,131
31	Grinnell-Newburg (Grinnell)	Comm.	539	27	20.0	49,670
32	Atlantic	Ind.	534	25	21.4	50,204

*Rank	Name of District	Type of District	Total High School Enrollment	Total Number of High School Teachers	Average Pupil Teacher Ratio	Total Cumulative High School Enrollment
33	Knoxville	Comm.	531	30	17.7	50,735
34	Centerville	Ind.	525	29	18.1	51,260
35	Spencer	Ind.	524	32	16.4	51,784
36	Bloomfield	Ind.	511	25	20.4	52,295
37	Creston	Ind.	509	32	15.9	52,804
38	Mount Pleasant	Ind.	498	22	22.6	53,302
39	Chariton	Ind.	490	24	20.4	53,792
40	Washington	Ind.	477	22	21.7	54,269
41	Denison	Comm.	475	25	19.0	54,744
42	Allamakee	Comm.	471	27	17.4	55,215
43	Shenadoah	Ind.	462	24	19.3	55,677
44	Oelwein	Comm.	455	25	18.2	56,132
45	Indianola	Ind.	451	21	21.5	56,583
46	Winterset	Comm.	431	20	21.5	57,014
47	Clear Lake	Comm.	425	21	20.2	57,439
48	North Scott (Eldridge)	Comm.	423	35	12.1	57,862
49	Maquoketa	Ind.	421	23	18.3	58,283
50	New Hampton	Ind.	419	22	19.1	58,702
51	Saydel (Des Moines)	Cons.	418	22	19.0	59,120
52	Albia	Ind.	416	22½	18.5	59,536
53	Humboldt	Ind.	414	21	19.7	59,950
54	Eagle Grove	Comm.	407	23	17.7	60,357
55	Manchester	Ind.	407	17½	23.3	60,764
56	Le Mars	Ind.	404	20	20.2	61,168
57	Clarke	Comm.	388	18	21.6	61,556
58	Perry	Ind.	386	23	16.8	61,942
59	Waverly	Comm.	382	20	19.1	62,324
60	Clarinda	Ind.	379	22	17.2	62,703
61	Audubon	Comm.	378	20	18.9	63,081
62	Iowa Falls	Comm.	378	20	18.9	63,459
63	Pella	Comm.	375	17	22.1	63,834
64	Red Oak	Ind.	373	19	19.6	64,207
65	Osage	Comm.	371	19	19.5	64,578
66	Corning	Ind.	366	19	19.3	64.944
67	Harlan	Comm.	356	20½	17.4	65,300
68	Algona	Comm.	349	20	17.4	65,649
69	Vinton	Cons.	340	20	17.0	65,989
70	Leon	Ind.	336	18	18.7	66,325
71	Missouri Valley	Ind.	330	21	15.7	66,655
72	Sheldon	Ind.	330	21	15.7	66,985
73	North Fayette (West Union)	Comm.	322	17½	18.4	67,307
74	Rudd-Rockford-Marble Rock (Rockford)	Comm.	321	13	24.7	67,628
75	Monticello	Ind.	318	18½	17.2	67,946
76	Anamosa	Ind.	315	16	19.7	68,261
77	Clarion	Ind.	312	16	19.5	68,573
78	Independence	Ind.	309	19	16.3	68,882
79	Northwood-Kensett (Northwood)	Comm.	307	18	17.1	69,189

*Rank	Name of District	Type of District	Total High School Enrollment	Total Number of High School Teachers	Average Pupil Teacher Ratio	Total Cumulative High School Enrollment
80	Storm Lake	Ind.	306	19	16.1	69,495
81	Cardinal	Comm.	304	20	15.2	69,799
82	Hampton	Ind.	304	18	16.9	70,103
83	Mid-Prairie (Wellman)	Comm.	301	26½	11.4	70,404
84	Cresco	Ind.	297	17	17.5	70,701
85	Forest City-Leland (Forest City)	Comm.	297	17	17.5	70,998
86	Tipton	Comm.	296	17	17.4	71,294
87	Guthrie Center	Comm.	295	17	17.4	71,589
88	Cherokee	Ind.	293	21	14.0	71,882
89	Sumner	Comm.	289	16	18.1	72,171
90	Mount Ayr	Comm.	288	16	18.0	72,459
91	Sac (Sac City)	Comm.	286	15½	18.5	72,745
92	Jefferson	Ind.	282	17	16.6	73,027
93	Spirit Lake	Comm.	282	17	16.6	73,309
94	College Community (Cedar Rapids)	Comm.	280	18	15.6	73,589
95	Belmond	Comm.	277	16	17.3	73,866
96	Lake City	Comm.	273	17	16.1	74,139
97	Glenwood	Ind.	266	16	16.6	74,405
98	Tama	Ind.	263	15½	17.0	74,668
99	Sibley	Ind.	261	16	16.3	74,929
100	Nevada	Comm.	260	15	17.3	75,189
101	Onawa	Ind.	256	14	18.3	75,445
102	West Lyon (Inwood)	Comm.	253	23	11.0	75,698
103	Lake Mills	Comm.	252	14½	17.4	75,950
104	Sigourney	Ind.	249	13½	18.4	76,199
105	Greenfield	Comm.	246	14	17.6	76,445
106	Ankeny	Comm.	245	15	16.3	76,690
107	DeWitt	Comm.	245	16	15.3	76,935
108	Britt	Comm.	244	13	18.8	77,179
109	West Liberty	Comm.	242	16	15.1	77,421
110	Hawarden	Ind.	240	12½	19.2	77,661
111	North Mahaska (New Sharon)	Comm.	235	17	13.8	77,896
112	Toledo	Ind.	234	13	18.0	78,130
113	Belle Plaine	Ind.	232	13½	17.2	78,362
114	Manson	Comm.	231	15	15.4	78,593
115	Nashua	Comm.	231	12½	18.5	78,824
116	Rock Rapids	Ind.	231	17	13.6	79,055
117	Bedford	Ind.	230	15	15.3	79,285
118	Iowa Valley (Marengo)	Comm.	230	13	17.7	79,515
119	Grundy Center	Comm.	229	14	16.4	79,744
120	Jesup	Comm.	228	12	19.0	79,972
121	Montezuma	Comm.	227	13	17.5	80,199
122	Tripoli	Comm.	227	12	18.9	80,426
123	Greene	Comm.	224	16½	13.6	80,650
124	Williamsburg	Comm.	224	13	17.2	80,874
125	La Porte City	Cons.	223	13	17.2	81,097

*Rank	Name of District	Type of District	Total High School Enrollment	Total Number of High School Teachers	Average Pupil Teacher Ratio	Total Cumulative High School Enrollment
126	Twin Cedars (Bussey)	Comm.	223	14	15.9	81,320
127	Postville	Comm.	221	15	14.7	81,541
128	Valley (Elgin)	Comm.	221	13	17.0	81,762
129	Villisca	Comm.	221	14	15.7	81,983
130	Central (Elkader)	Comm.	220	11½	19.1	82,203
131	Adair-Casey (Adair)	Comm.	218	11	19.8	82,421
132	Ballard (Huxley)	Comm.	217	12½	17.4	82,638
133	Garner	Comm.	217	14	15.5	82,855
134	Eldora	Comm.	216	13	16.6	83,071
135	Emmetsburg	Comm.	216	14	15.4	83,287
136	Ida Grove	Comm.	216	15	14.4	83,503
137	Ogden	Comm.	216	11½	18.8	83,719
138	Seymour	Comm.	216	12	18.0	83,935
139	Urbandale (Des Moines)	Ind.	216	13½	16.6	84,151
140	Corydon	Ind.	215	13	16.5	84,366
141	Johnston	Cons.	215	11½	18.7	84,581
142	Ackley	Comm.	214	14	15.3	84,795
143	Hartley	Ind.	214	15	14.3	85,009
144	Rockwell City	Comm.	211	16	13.2	85,220
145	English Valleys' (North English)	Comm.	209	12½	16.7	85,429
146	Columbus (Columbus Junction)	Comm.	208	13	16.0	85,637
147	Exira	Comm.	207	12½	16.6	85,844
148	New Monroe (Monroe)	Comm.	207	12	17.3	86,051
149	Durant	Comm.	203	13	15.6	86,254
150	Odebolt-Arthur (Odebolt)	Comm.	203	12	16.9	86,457
151	Griswold	Comm.	202	11	18.4	86,659
152	Adel	Comm.	201	10	20.1	86,860
153	Sioux Center	Comm.	201	13	15.5	87,061
154	Monona-Farmersburg (Monona)	Comm.	200	13	15.4	87,261
155	Tri County (What Cheer)	Comm.	200	13	15.4	87,461
156	State Center	Comm.	199	12	16.6	87,660
157	Wapsie Valley (Fairbank)	Comm.	197	12	16.4	87,857
158	Mapleton	Comm.	196	14	14.0	88,053
159	Laurens	Comm.	195	11	17.7	88,248
160	South Winneshiek (Calmar)	Comm.	195	13½	14.4	88,443
161	West Central (Maynard)	Comm.	195	14	13.9	88,638
162	Manning	Ind.	194	13½	14.4	88,832
163	Bridgewater-Fontanelle (Fontanelle)	Comm.	193	13	14.8	89,025
164	Central City	Comm.	192	11	17.5	89,217
165	Colfax	Comm.	192	10	19.2	89,409
166	Maurice-Orange City (Orange City)	Comm.	192	13	14.8	89,601

*Rank	Name of District	Type of District	Total High School Enrollment	Total Number of High School Teachers	Average Pupil Teacher Ratio	Total Cumulative High School Enrollment
167	Strawberry Point	Comm.	192	11	17.5	89,793
168	Coon Rapids	Comm.	191	14	13.6	89,984
169	George	Ind.	190	10½	18.1	90,174
170	Milford	Comm.	190	11	17.3	90,364
171	Eddyville	Comm.	188	10½	17.9	90,552
172	C&M (Cumberland)	Comm.	187	12	15.6	90,739
173	Carroll	Ind.	186	18	10.3	90,925
174	Woodbine	Ind.	186	10	18.6	91,111
175	Anita	Comm.	185	11	16.8	91,296
176	Glidden-Ralston (Glidden)	Comm.	183	15	12.2	91,479
177	Reinbeck	Comm.	183	13	14.1	91,662
178	Mediapolis	Comm.	182	14	13.0	91,844
179	Orange Twp. (Waterloo)	Cons.	182	12	15.2	92,026
180	Radcliffe	Comm.	180	13	13.8	92,206
181	Manilla	Comm.	179	10	17.9	92,385
182	Brooklyn	Comm.	178	11½	15.5	92,563
183	Riceville	Ind.	178	11	16.2	92,741
184	Akron	Ind.	177	12½	14.2	92,918
185	Lynnville-Sully (Lynnville)	Comm.	177	10½	16.9	93,095
186	Mount Vernon	Comm.	177	13½	13.1	93,272
187	Traer	Ind.	177	11½	15.4	93,449
188	Oakland	Ind.	176	13	13.5	93,625
189	AvoHa (Avoca)	Comm.	175	12	14.6	93,800
190	Central (Fenton)	Comm.	173	10½	16.5	93,973
191	Underwood	Comm.	173	11	15.7	94,146
192	Allerton-Clio-Lineville (Allerton)	Comm.	172	16½	10.4	94,318
193	Lenox	Ind.	172	8½	20.2	94,490
194	Stuart	Comm.	172	10	17.2	94,662
195	Moravia	Comm.	171	8½	20.1	94,833
196	Wilton (Wilton Jct.)	Comm.	171	10½	16.3	95,004
197	Altoona	Ind.	170	11	15.5	95,174
198	Pleasantville	Comm.	169	10½	16.1	95,343
199	Twin Rivers (Bode)	Comm.	169	11	15.4	95,512
200	Aplington	Comm.	168	11½	14.6	95,680
201	Wapello	Comm.	168	13½	12.4	95,848
202	Alta	Comm.	167	12	13.9	96,015
203	Buffalo Center	Comm.	166	11	15.1	96,181
204	Corwith-Wesley (Corwith)	Comm.	166	11	15.1	96,347
205	Floyd Valley (Alton)	Comm.	166	17½	9.5	96,513
206	Beaman-Conrad (Conrad)	Comm.	165	10½	15.7	96,678
207	Tabor	Cons.	165	10	16.5	96,843
208	Guttenberg	Comm.	163	10½	15.5	97,006
209	Logan	Ind.	163	12	13.6	97,169
210	North Polk (Alleman)	Comm.	163	11	14.8	97,332

*Rank	Name of District	Type of District	Total High School Enrollment	Total Number of High School Teachers	Average Pupil Teacher Ratio	Total Cumulative High School Enrollment
211	Coggon	Comm.	162	10½	15.4	97,494
212	Manly	Ind.	162	10	16.2	97,656
213	Carlisle	Cons.	160	9½	16.8	97,816
214	Graettinger	Comm.	160	12	13.3	97,976
215	Keota	Comm.	157	12	13.1	98,133
216	Schleswig	Comm.	157	10	15.7	98,290
217	Sidney	Comm.	156	11	14.2	98,446
218	West Branch	Comm.	156	12	13.0	98,602
219	Marquette-McGregor (McGregor)	Ind.	155	8	19.4	98,757
220	Madrid	Ind.	152	11	13.8	98,909
221	Lamont	Comm.	151	8½	17.8	99,060
222	Paullina	Ind.	151	12½	12.1	99,211
223	New London	Comm.	151	11½	13.1	99,362
224	Albert City-Truesdale (Albert City)	Comm.	150	13	11.5	99,512
225	Gladbrook	Comm.	150	10	15.0	99,662
226	Dike	Comm.	149	9	16.6	99,811
227	Tri Center (Neola)	Comm.	148	15½	9.5	99,959
228	Dallas Center	Comm.	147	9½	15.5	100,106
229	Hedrick	Cons.	147	10	14.7	100,253
230	Lamoni	Ind.	147	10	14.7	100,400
231	Rock Valley	Ind.	146	9	16.2	100,546
232	Hamburg	Comm.	145	9	16.1	100,691
233	Holstein	Comm.	145	9	16.1	100,836
234	Keosauqua	Ind.	145	9	16.1	100,981
235	Saint Ansgar	Comm.	145	10½	13.8	101,126
236	Sheffield	Comm.	145	11	13.2	101,271
237	Garnavillo	Comm.	144	9½	15.2	101,415
238	Kingsley	Ind.	144	11½	12.5	101,559
239	Denver	Comm.	143	9½	15.1	101,702
240	Kanawha	Comm.	143	10½	13.6	101,845
241	Nora Springs	Comm.	143	9	15.9	101,988
242	Pocahontas	Comm.	142	10	14.2	102,130
243	Carson-Macedonia (Carson)	Comm.	141	11½	12.3	102,271
244	Story City	Comm.	139	10	13.9	102,410
245	Wellsburg	Comm.	139	10	13.9	102,549
246	Aurelia	Comm.	138	11	12.5	102,687
247	Donnellson	Ind.	138	8	17.3	102,825
248	Thompson	Comm.	138	11	12.5	102,963
249	United (Boone)	Comm.	138	9½	14.5	103,101
250	Boone Valley (Renwick)	Comm.	137	10	13.7	103,238
251	West Bend	Comm.	137	10	13.7	103,375
252	Allison-Bristow (Allison)	Comm.	136	11	12.4	103,511
253	Parkersburg	Comm.	136	9	15.1	103,647
254	Cedar Valley (Somers)	Comm.	135	11	12.3	103,782
255	Dunkerton	Comm.	135	9	15.0	103,917

*Rank	Name of District	Type of District	Total High School Enrollment	Total Number of High School Teachers	Average Pupil Teacher Ratio	Total Cumulative High School Enrollment
256	Anthon	Ind.	134	8½	15.8	104,051
257	Dows	Comm.	134	9	14.9	104,185
258	Pomeroy	Comm.	134	9	14.9	104,319
259	Springville	Cons.	134	8	16.8	104,453
260	Eastern Allamakee (Lansing)	Comm.	132	12	11.0	104,585
261	Scranton	Cons.	132	10	13.2	104,717
262	Lake View	Ind.	131	10½	12.5	104,848
263	Irwin	Comm.	130	10½	12.4	104,978
264	Janesville	Cons.	130	7½	17.3	105,108
265	Armstrong	Comm.	129	11	11.7	105,237
266	Dysart	Cons.	129	12	10.8	105,366
267	Earlham	Comm.	128	8½	15.1	105,494
268	New Market	Ind.	128	8	16.0	105,622
269	Alburnett	Comm.	127	10	12.7	105,749
270	Fredericksburg	Comm.	127	10½	12.1	105,876
271	Prairie City	Comm.	127	8½	14.9	106,003
272	Titonka	Cons.	127	8	15.9	106,130
273	Danville	Comm.	126	9½	13.3	106,257
274	Dow City-Arion (Dow City)	Comm.	126	9	14.0	106,382
275	Ruthven	Cons.	126	9	14.0	106,508
276	Winthrop	Cons.	126	8	15.8	106,634
277	Clarksville	Comm.	125	8½	14.7	106,759
278	Norwalk	Cons.	125	9	13.9	106,884
279	Ar-We-Va (Westside)	Comm.	124	10	12.4	107,008
280	Charter Oak	Comm.	124	9½	13.1	107,132
281	Lost Nation	Comm.	124	9	13.8	107,256
282	Swea City	Comm.	124	8	15.5	107,380
283	Le Grand	Comm.	123	7	17.6	107,503
284	Franklin (Latimer)	Cons.	122	9	13.6	107,625
285	Fayette	Cons.	121	9½	12.7	107,746
286	Keystone	Cons.	121	8½	14.2	107,867
287	Lone Tree	Comm.	121	9	13.4	107,988
288	Colo	Comm.	120	10	12.0	108,108
289	Denmark	Twp.	120	9	13.3	108,228
290	Malvern	Ind.	120	10½	11.4	108,348
291	Plainfield	Comm.	120	7½	16.0	108,468
292	Grand Valley (Grand River)	Comm.	119	14	8.5	108,587
293	Sutherland	Comm.	119	7½	15.9	108,706
294	Center Point	Cons.	118	9	13.1	108,824
295	Woden-Crystal Lake (Crystal Lake)	Comm.	118	12	9.8	108,942
296	Lovilia	Ind.	117	5½	21.3	109,059
297	Murray	Comm.	117	8½	13.8	109,176
298	Solon	Comm.	117	10	11.7	109,293
299	Gowrie	Comm.	116	9	12.9	109,409
300	Olin	Cons.	116	10	11.6	109,525

*Rank	Name of District	Type of District	Total High School Enrollment	Total Number of High School Teachers	Average Pupil Teacher Ratio	Total Cumulative High School Enrollment
301	Panora	Comm.	116	9	12.9	109,641
302	Shell Rock	Comm.	116	8½	13.6	109,757
303	Winfield	Comm.	116	8½	13.6	109,873
304	Alden	Cons.	115	8	14.4	109,988
305	Primgahr	Ind.	115	9	12.8	110,103
306	Walnut	Comm.	115	9	12.8	110,218
307	Lacona	Ind.	114	5	22.8	110,332
308	Marcus	Ind.	114	11	10.4	110,446
309	Rolfe	Cons.	114	9½	12.0	110,560
310	Arlington	Ind.	113	6½	17.4	110,673
311	Bennett	Comm.	113	9	12.6	110,786
312	Dunlap	Comm.	113	10	11.3	110,899
313	Lisbon	Cons.	113	7	16.1	111,012
314	Schaller	Comm.	113	8	14.1	111,125
315	Miles	Cons.	112	7½	14.9	111,237
316	Correctionville	Ind.	111	9	12.3	111,348
317	Hinton	Comm.	111	8	13.9	111,459
318	Woodward	Comm.	111	8½	13.1	111,570
319	Crestland	Comm.	110	5½	20.0	111,680
320	Hubbard	Comm.	110	8	13.8	111,790
321	Hull	Ind.	110	7	15.7	111,900
322	Montrose	Ind.	110	5	22.0	112,010
323	Rockwell	Cons.	110	11	10.0	112,120
324	Ventura	Comm.	110	8	13.8	112,230
325	Clarence	Comm.	109	8½	12.8	112,339
326	Everly	Comm.	109	8	13.6	112,448
327	Little Rock	Comm.	109	7½	14.5	112,557
328	Newell	Comm.	109	9	12.1	112,666
329	Ringsted	Ind.	109	10	10.9	112,775
330	Wall Lake	Comm.	109	8	13.6	112,884
331	Elk Horn-Kimballtown (Elk Horn)	Comm.	108	9	12.0	112,992
332	Grand Junction	Cons.	108	9½	11.4	113,100
333	Moville	Comm.	108	10	10.8	113,208
334	Central Dallas	Comm.	107	8½	12.6	113,315
335	Essex	Ind.	107	6½	16.5	113,422
336	Lu Verne	Comm.	107	6½	16.5	113,529
337	Russell	Comm.	107	7	15.3	113,636
338	Sioux Valley (Peterson)	Comm.	107	14½	7.3	113,743
339	Wayland	Cons.	107	8	13.4	113,850
340	Delhi	Cons.	106	8	13.3	113,956
341	Moulton	Ind.	106	8	13.3	114,062
342	Redfield	Comm.	106	11	9.6	114,168
343	Runnells	Cosn.	106	7½	14.1	114,274
344	Sanborn	Ind.	105	8	13.1	114,379
345	Stratford	Comm.	105	10	10.5	114,484
346	Urbana	Cons.	105	5½	19.1	114,589
347	Farragut	Comm.	104	8	13.0	114,693

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348	Le Claire	Ind.	104	6	17.3	114,797
349	Hudson	Comm.	104	9½	10.9	114,901
350	Bondurant-Farrar (Bondurant)	Comm.	103	9	11.4	115,004
351	Calamus	Comm.	103	8	12.9	115,107
352	Goldfield	Comm.	103	6½	15.8	115,210
353	Bayard	Comm.	102	7	14.6	115,312
354	Dumont	Comm.	102	7½	13.6	115,414
355	Gilmore City	Comm.	102	7	14.6	115,516
356	Havelock-Plover (Havelock)	Comm.	101	9	11.2	115,617
357	Lohrville	Comm.	101	9	11.2	115,718
358	Prescott	Comm.	101	7	14.4	115,819
359	Quimby	Comm.	101	7½	13.5	115,920
360	Battle Creek	Comm.	100	8	12.5	116,020
361	Martensdale	Comm.	100	7	14.3	116,120
362	Ocheyedan	Comm.	100	8½	11.8	116,220
363	Stanhope	Comm.	100	8½	11.8	116,320
364	Wyoming	Cons.	99	7	14.1	116,419
365	Afton	Ind.	98	8½	11.5	116,517
366	Sergeant Bluff-Luton (Sergeant Bluff)	Comm.	98	8	12.3	116,615
367	Whiting	Comm.	98	9	10.9	116,713
368	Ledyard	Comm.	97	7	13.9	116,810
369	Maxwell	Comm.	97	8	12.1	116,907
370	Andrew	Comm.	96	6	16.0	117,003
371	Goose Lake	Cons.	96	7½	12.8	117,099
372	Klemme	Comm.	96	6	16.0	117,195
373	Lake Park	Cons.	96	7½	12.8	117,291
374	Menlo	Comm.	96	8½	11.3	117,387
375	Sloan	Cons.	96	7½	12.8	117,483
376	Stockport	Ind.	96	8	12.0	117,579
377	Lowden	Cons.	95	6½	14.6	117,674
378	Terril	Cons.	95	6½	14.6	117,769
379	Union-Whitten (Union)	Comm.	95	8	11.9	117,864
380	Burt	Comm.	94	8	11.8	117,958
381	Edgewood	Cons.	94	8½	11.1	118,052
382	Farmington	Ind.	94	8½	11.1	118,146
383	New Hartford	Cons.	94	10	9.4	118,240
384	Norway	Cons.	94	6½	14.5	118,334
385	Truro	Comm.	94	7	13.4	118,428
386	Gilbert	Comm.	93	6½	14.3	118,521
387	Dayton	Comm.	93	8	11.6	118,614
388	Deep River-Millersburg (Millersburg)	Comm.	93	6½	14.3	118,707
389	H L V (Victor)	Comm.	93	8	11.6	118,800
390	Grand (Bcxholm)	Comm.	93	8	11.6	118,893
391	Roland	Comm.	93	8	11.6	118,986
392	Van Horne	Cons.	93	8	11.6	119,079

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393	Wheatland	Comm.	93	6½	14.3	119,172
394	Newhall	Cons.	92	6½	14.2	119,264
395	Baxter	Comm.	91	8	11.4	119,355
396	Collins	Cons.	91	6	15.2	119,446
397	Jewell	Ind.	91	7½	12.1	119,537
398	Lime Springs	Ind.	91	7	13.0	119,628
399	Royal	Comm.	91	7	13.0	119,719
400	Sabula	Cons.	91	6	15.2	119,810
401	Ayrshire	Cons.	90	7	12.9	119,900
402	Blairstown	Cons.	90	6½	13.8	119,990
403	Lakota	Cons.	90	7½	12.0	120,080
404	Mechanicsville	Comm.	90	8½	10.6	120,170
405	New Virginia	Comm.	90	7	12.9	120,260
406	Oxford	Comm.	90	5½	16.4	120,350
407	Waukee	Comm.	90	8	11.3	120,440
408	Diagonal	Comm.	89	6½	13.7	120,529
409	Fremont	Ind.	89	7	12.7	120,618
410	Lytton	Comm.	89	8	11.1	120,707
411	Stanton	Ind.	89	7	12.7	120,796
412	Colesburg	Cons.	88	6½	13.5	120,884
413	Morning Sun	Comm.	88	9	9.8	120,972
414	Ute	Cons.	88	7	12.6	121,060
415	Carpenter	Cons.	87	7	12.4	121,147
416	Lorimor	Comm.	87	8	10.9	121,234
417	Brighton	Ind.	86	7	12.3	121,320
418	Clearfield	Comm.	86	7	12.3	121,406
419	Gruver	Ind.	86	6	14.3	121,492
420	Shellsburg	Cons.	86	6	14.3	121,578
421	Treymor	Comm.	86	7	12.3	121,664
422	Argyle	Cons.	85	6½	13.1	121,749
423	Cincinnati	Ind.	85	6½	13.1	121,834
424	Holly Springs-Hornick (Hornick)	Comm.	85	7½	11.3	121,919
425	Zearing	Comm.	85	7½	13.3	122,004
426	Ainsworth	Cons.	84	6½	12.9	122,088
427	Castana	Comm.	84	7	12.0	122,172
428	Epworth	Ind.	84	4½	18.7	122,256
429	Mallard	Comm.	84	8	10.5	122,340
430	Preston	Cons.	84	5½	15.3	122,424
431	Sioux Rapids	Cons.	84	6½	12.9	122,508
432	Callender	Comm.	83	7	11.9	122,591
433	Arnolds Park	Cons.	82	6½	12.6	122,673
434	Albion	Cons.	81	7	11.6	122,754
435	Hazleton	Cons.	81	5	16.2	122,835
436	Marathon	Cons.	81	7	11.6	122,916
437	Mingo	Comm.	81	5½	14.7	122,997
438	Oxford Junction	Cons.	81	6½	12.5	123,078
439	Walker	Cons.	81	6	13.5	123,159
440	Galva	Comm.	80	7	11.4	123,239

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441	Milo	Ind.	80	5½	14.5	123,319
442	Moorhead	Comm.	79	7	11.3	123,398
443	Blakesburg	Comm.	78	6	13.0	123,476
444	College Springs	Cons.	78	6	13.0	123,554
445	Gilman	Cons.	78	7	11.1	123,632
446	Grand Mound	Cons.	78	5½	14.2	123,710
447	Green Mountain	Ind.	78	6½	12.0	123,778
448	Humeston	Ind.	78	7	11.1	123,866
449	Westfield	Comm.	78	5	15.6	123,944
450	Brandon	Cons.	77	6	12.8	124,021
451	Bronson	Comm.	77	6½	11.8	124,098
452	Harris	Comm.	77	5	15.4	124,175
453	Palmer	Cons.	77	6½	11.8	124,252
454	Smithland	Comm.	77	4½	17.1	124,329
455	Bonaparte	Ind.	76	5½	13.8	124,405
456	Boyden	Ind.	76	5	15.2	124,481
457	Clemons	Comm.	76	6½	11.7	124,557
458	Elliott	Cons.	76	7	10.9	124,633
459	Johnson Twp. (Barnum)	Cons.	76	5	15.2	124,709
460	Letts	Cons.	76	5½	13.8	124,785
461	Paton	Cons.	76	7½	10.1	124,861
462	Pisgah	Cons.	76	6½	11.7	124,937
463	Sperry	Cons.	76	4½	16.9	125,013
464	Webb	Cons.	76	6½	11.7	125,089
465	Cylinder	Cons.	75	7½	10.0	125,164
466	Lawton	Comm.	75	7	10.7	125,239
467	Mitchellville	Ind.	75	5	15.0	125,314
468	Saint Charles	Cons.	75	6½	11.5	125,389
469	Amana Twp. (Middle Amana)	Twp.	74	6½	11.4	125,463
470	Birmingham	Ind.	73	5½	13.3	125,536
471	Ellsworth	Cons.	73	6	12.2	125,609
472	Emerson	Ind.	73	6	12.2	125,682
473	Fertile	Cons.	73	7	10.4	125,755
474	Garrison	Cons.	73	6	12.2	125,828
475	Lawler	Ind.	73	5	14.6	125,901
476	Lehigh	Ind.	73	5	14.6	125,974
477	Lewis	Cons.	73	6½	11.2	126,047
478	Melcher	Ind.	73	5	14.6	126,120
479	Shelby	Cons.	73	6	12.2	126,193
480	Thornton	Cons.	73	7	10.4	126,266
481	Troy Mills	Cons.	73	6	12.2	126,339
482	Churdan	Cons.	72	8	9.0	126,411
483	Laurel	Cons.	72	5½	13.1	126,483
484	Rembrandt	Cons.	72	5	14.4	126,555
485	Union Twp. (Le Mars)	Cons.	72	5½	13.0	126,627
486	Alexander	Cons.	71	6	11.8	126,698
487	Garwin	Cons.	71	7	10.1	126,769
488	Olds	Cons.	71	6	11.8	126,840
489	Otho	Twp.	71	4½	15.8	126,911

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490	Quasqueton	Cons.	71	5	14.2	126,982
491	Blairsburg	Cons.	69	7	9.9	127,051
492	Hopkinton	Ind.	69	5	13.8	127,120
493	Monmouth	Cons.	69	3½	19.7	127,187
494	Soldier	Cons.	69	6	11.5	127,258
495	Stanwood	Cons.	69	6½	10.6	127,327
496	Williams	Ind.	69	5	13.8	127,396
497	Coin	Cons.	68	5	13.6	127,464
498	Delta	Ind.	68	5½	12.4	127,532
499	Garden Grove	Cons.	68	7½	9.1	127,600
500	Hartford	Cons.	68	4	17.8	127,668
501	Magnolia	Cons.	68	5	13.6	127,736
502	New Providence	Comm.	68	5½	12.4	127,804
503	Atkins	Cons.	67	6½	10.3	127,871
504	Dundee	Cons.	67	4½	14.9	127,938
505	Geneseo (Buckingham)	Cons.	66	4½	14.7	128,004
506	Gravity	Ind.	66	5	13.2	128,070
507	Meservey	Cons.	66	5	13.2	128,136
508	Mondamin	Cons.	66	6½	10.2	128,202
509	Geneva	Cons.	65	5½	11.8	128,267
510	Gillett Grove	Cons.	65	9	7.2	128,332
511	Climbing Hill	Comm.	64	5	12.8	128,396
512	Fonda	Comm.	64	8	8.0	128,460
513	Greeley	Cons.	64	5½	11.6	128,524
514	Randall	Cons.	64	5½	11.6	128,588
515	Delmar	Cons.	63	4½	14.0	128,651
516	Elma	Ind.	63	4½	14.0	128,714
517	Orient	Cons.	63	6	10.5	128,777
518	Plymouth	Cons.	63	6½	9.7	128,840
519	Van Meter	Comm.	63	7½	8.4	128,903
520	Volga City	Cons.	63	5	12.6	128,966
521	Martelle	Cons.	62	7	8.9	129,028
522	Melvin	Comm.	62	6	10.3	129,090
523	Richland	Ind.	62	6	10.3	129,152
524	Welton	Cons.	62	5	12.4	129,214
525	Cromwell	Cons.	61	6	10.2	129,275
526	Grimes	Ind.	61	4½	13.6	129,336
527	Ollie	Cons.	61	4½	13.6	129,397
528	Pacific Junction	Ind.	61	4½	13.6	129,458
529	Rippey	Cons.	61	7½	8.1	129,519
530	Waucoma	Ind.	61	6	10.2	129,580
531	Earlville	Cons.	60	4½	13.3	129,640
532	Blencoe	Cons.	60	4½	13.3	129,700
533	Grafton	Cons.	60	5	12.0	129,760
534	Ireton	Ind.	60	7	8.6	129,820
535	McCallsburg	Cons.	60	6½	9.2	129,880
536	Melbourne	Cons.	60	5½	10.9	129,940
537	Charlotte	Ind.	59	4½	13.1	129,999
538	Little Sioux	Ind.	59	4	14.8	130,058

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539	Rake	Comm.	59	6	9.8	130,117
540	Auburn	Ind.	58	6	9.7	130,175
541	Macksburg	Cons.	58	5½	10.5	130,233
542	Pierson	Cons.	58	6	9.7	130,291
543	Rowley	Cons.	58	5½	10.5	130,349
544	Wiota	Cons.	58	5½	10.5	130,407
545	Cleghorn	Cons.	57	5½	10.4	130,464
546	Elwood	Cons.	57	4½	12.7	130,521
547	Lake Twp. (Dickens)	Cons.	57	5½	10.4	130,578
548	Pulaski	Ind.	57	5	11.4	130,635
549	Nichols	Ind.	56	5	11.2	130,691
550	Van Wert	Ind.	56	5½	10.2	130,747
551	Washta	Cons.	56	5½	10.2	130,803
552	Milton	Ind.	55	5	11.0	130,858
553	Steamboat Rock	Cons.	55	6	9.2	130,913
554	Elvira (Clinton)	Cons.	54	5	10.8	130,967
555	Hanlontown	Cons.	54	8½	6.4	131,021
556	McIntrie	Ind.	54	4	13.5	131,075
557	Melrose	Ind.	54	4½	12.0	131,129
558	Riverside	Ind.	54	6½	8.3	131,183
559	Crawfordsville	Cons.	53	4½	11.8	131,236
560	Dinsdale	Cons.	53	4½	11.8	131,289
561	Dolliver	Cons.	53	5	10.6	131,342
562	Merrill	Ind.	53	5½	9.6	131,395
563	Mystic	Ind.	53	4	13.1	131,448
564	Palo	Cons.	53	4	13.3	131,501
565	Rhodes	Cons.	53	5	10.6	131,554
566	Yarmouth	Cons.	53	3½	15.1	131,607
567	Bellevue	Ind.	52	6	8.7	131,659
568	Chelsea	Ind.	52	4½	11.6	131,711
569	Douds-Leando (Douds)	Cons.	52	5½	9.5	131,763
570	Greenville-Rossie (Greenville)	Cons.	52	6½	8.0	131,815
571	Ridgeway	Ind.	52	6	8.7	131,867
572	Viola	Cons.	52	4	13.1	131,919
573	Oakland Twp. (Popejoy)	Twp.	51	5	10.2	131,970
574	Jamaica	Cons.	50	4	12.5	132,020
575	Wales Lincoln (Emerson)	Cons.	50	4	12.5	132,070
576	Whittemore	Ind.	50	5½	9.1	132,120
577	Dallas	Cons.	49	5	9.8	132,169
578	De Soto	Cons.	49	5	9.8	132,218
579	Joice	Ind.	49	4½	10.9	132,267
580	Peosta	Ind.	49	3½	14.0	132,316
581	Archer	Cons.	48	6	8.0	132,364
582	Colwell	Cons.	48	5	9.6	132,412
583	Danbury	Ind.	48	6½	7.4	132,460
584	Hansell	Cons.	47	5½	8.5	132,507
585	Milford Twp. (Nevada)	Cons.	47	5	9.4	132,554

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586	Morley	Cons.	47	3	15.7	132,601
587	Oakville	Cons.	47	5	9.4	132,648
588	Remsen	Ind.	47	5½	8.5	132,695
589	Rowan	Cons.	47	5½	8.5	132,742
590	Bagley	Ind.	46	5½	8.4	132,788
591	Clutier	Ind.	46	4	11.5	132,834
592	Cushing	Cons.	46	6	7.7	132,880
593	Harcourt	Cons.	46	4½	10.2	132,926
594	Modale	Cons.	46	4	11.5	132,972
595	Saint Marys	Cons.	46	3½	13.1	133,018
596	Salem	Ind.	46	4	11.5	133,064
597	Coburg	Cons.	45	4½	10.0	133,109
598	Cosgrove (Oxford)	Cons.	45	4	11.3	133,154
599	Falls Twp. (Rock Falls)	Cons.	45	4½	10.0	133,199
600	Grandview	Cons.	45	4½	10.0	133,244
601	Hayes (Storm Lake)	Cons.	45	4½	10.0	133,289
602	Minden	Ind.	45	4½	10.0	133,334
603	Onslow	Ind.	45	5½	8.2	133,379
604	Cantril	Ind.	44	4	11.0	133,423
605	Kamrar	Ind.	44	5	8.8	133,467
606	Providence	Cons.	44	6	7.3	133,511
607	Derby	Ind.	43	3½	12.3	133,554
608	Doon	Ind.	43	3½	12.3	133,597
609	Liberty (Calumet)	Twp.	43	5	8.6	133,640
610	Liberty Center	Cons.	43	4	10.8	133,683
611	Luana	Cons.	43	6	7.2	133,726
612	Mount Union	Cons.	43	5	8.6	133,769
613	Silver City	Ind.	43	4½	9.6	133,812
614	Swaledale	Cons.	43	3½	12.3	133,855
615	Thurman	Cons.	43	4	10.8	133,898
616	Chapin	Cons.	42	4½	9.3	133,940
617	LeRoy	Cons.	42	4½	9.3	133,982
618	Walford	Cons.	42	2½	16.8	134,024
619	Blockton	Ind.	41	4½	9.1	134,065
620	Dexter	Ind.	41	4½	9.1	134,106
621	Larrabee	Cons.	41	4½	9.1	134,147
622	Malcom	Ind.	41	4	10.3	134,188
623	Meriden	Cons.	41	4½	9.1	134,229
624	Oto	Ind.	41	4½	9.1	134,270
625	Riverton	Cons.	41	5½	7.5	134,311
626	Selma	Cons.	41	4	10.3	134,352
627	Thayer	Cons.	41	3½	11.7	134,393
628	Cornell	Cons.	40	4	10.0	134,433
629	Grand Meadow (Washta)	Cons.	40	4½	8.9	134,473
630	Granger	Ind.	40	3½	11.4	134,513
631	Packwood	Cons.	40	4½	8.9	134,553
632	Bradgate	Cons.	39	5	7.8	134,592
633	Finchford (Janesville)	Cons.	39	5	7.8	134,631
634	Henderson	Cons.	39	4½	8.7	134,670

*Rank	Name of District	Type of District	Total High School Enrollment	Total Number of High School Teachers	Average Pupil Teacher Ratio	Total Cumulative High School Enrollment
635	Little Cedar	Cons.	39	3½	11.1	134,709
636	Moorland	Cons.	39	3½	11.1	134,748
637	Owasa	Cons.	39	4½	8.7	134,787
638	Rodman	Cons.	39	4	9.8	134,826
639	Searsboro	Cons.	39	4	9.8	134,865
640	Spring Hill	Cons.	39	3½	11.1	134,904
641	Chester	Ind.	38	3	12.7	134,942
642	Hartwick	Cons.	38	4	9.5	134,980
643	Liscomb	Cons.	38	4½	8.4	135,018
644	Parnell	Cons.	38	4	9.5	135,056
645	Dana	Cons.	37	4½	8.2	135,093
646	Strahan (Hastings)	Cons.	37	4	9.3	135,130
647	Tiffin	Ind.	37	5	7.4	135,167
648	Arispe	Cons.	36	3½	10.3	135,203
649	Nodaway	Cons.	36	4½	8.0	135,239
650	Tennant	Cons.	36	4	9.0	135,275
651	Udell	Cons.	36	4½	8.0	135,311
652	Competine (Farson)	Twp.	35	4½	7.8	135,346
653	Ferguson	Cons.	35	4	8.8	135,381
654	Hillsboro	Ind.	35	4	8.8	135,416
655	Montour	Ind.	35	4	8.8	135,451
656	Pleasant Plain	Cons.	35	4	8.8	135,486
657	Richland Twp. (Orient)	Cons.	35	4	8.8	135,521
658	Superior	Cons.	35	3½	10.0	135,556
659	Troy	Cons.	35	3½	10.0	135,591
660	Yale	Ind.	35	5½	6.4	135,626
661	Ashton	Ind.	34	3½	9.7	135,660
662	Dawson	Cons.	34	5½	6.2	135,694
663	Fort Atkinson	Ind.	34	3½	9.7	135,728
664	Franklin Twp. (Cooper)	Cons.	34	5	6.8	135,762
665	Lucas	Ind.	34	3½	9.7	135,796
666	Burnside	Cons.	33	4½	7.3	135,829
667	Excelsior Twp. (Lake Park)	Cons.	33	4½	7.3	135,862
668	Jolley	Cons.	33	4	8.3	135,895
669	Linden	Cons.	33	5½	6.0	135,928
670	Ellston	Ind.	32	3½	9.1	135,960
671	Salix	Cons.	32	4	8.0	135,992
672	Shipley	Cons.	32	4½	7.1	136,024
673	Cambria	Cons.	31	3½	8.9	136,055
674	Conway	Cons.	31	3½	8.9	136,086
675	Hilton	Cons.	31	3½	8.9	136,117
676	Tingley	Ind.	31	3½	8.9	136,148
677	Aurora	Ind.	30	3	10.0	136,178
678	Brooke (Peterson)	Cons.	30	3½	8.6	136,208
679	Braddyville	Ind.	30	3	10.0	136,238
680	Hayfield	Cons.	29	3½	8.3	136,267
681	Stennett	Cons.	29	4	7.3	136,296
682	Buck Creek (Hopkinton)	Cons.	28	4½	6.2	136,324

*Rank	Name of District	Type of District	Total High School Enrollment	Total Number of High School Teachers	Average Pupil Teacher Ratio	Total Cumulative High School Enrollment
683	Cedar	Cons.	28	4½	6.2	136,352
684	Des Moines Twp. (Rolfe)	Cons.	27	3	9.0	136,379
685	Guernsey	Cons.	27	4	6.8	136,406
686	Hastings	Ind.	27	3	9.0	136,433
687	Liberty Twp. (Merrill)	Cons.	27	3	9.0	136,460
688	Zion (Orient)	Cons.	27	3	9.0	136,487
689	Van Cleve	Cons.	26	4	6.5	136,513
690	Lanyon	Cons.	25	3	8.3	136,538
691	Moneta	Cons.	25	4	6.3	136,563
692	Northboro	Ind.	24	4½	5.3	136,587
693	Shannon City	Cons.	24	4	6.0	136,611
694	Baldwin	Ind.	18	3	6.0	136,629
	Totals or Averages		136,629	8,315	16.4	
	HIGH SCHOOL DISTRICTS WITH LESS THAN FOUR YEARS					
			75	7	10.7	
	Grand Totals or Averages		136,704	8,322		136,704

12 largest high school districts
educate 35,042 high school pupils or 25%

77 largest high school districts
educate 68,573 high school pupils or 50%

245 largest high school districts
educate 102,549 high school pupils or 75%

449 smallest high school districts
educate 34,155 high school pupils or 25%

Summary by type of Schools

Consolidated	225
Community	289
Independent	174
Township	6
Total	694

* According to total high school enrollment.

10580-622R

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
J. C. Wright, Superintendent
Des Moines 19

Arthur C. Anderson, Supervisor
Research and Publications

October, 1958

DATA ON ELEMENTARY AND SECONDARY SCHOOL ENROLLMENTS IN THE 694 APPROVED PUBLIC FOUR YEAR HIGH SCHOOL DISTRICTS IN IOWA SCHOOL YEAR 1958-1959

(as of September 15, 1958)

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
1	Des Moines	Comm.	8,967	31,523	40,490	40,490
2	Cedar Rapids	Comm.	3,722	12,567	16,289	56,779
3	Sioux City	Ind.	3,360	12,682	16,042	72,821
4	Waterloo	Ind.	3,316	10,006	13,322	86,143
5	Davenport	Comm.	3,351	9,923	13,274	99,417
6	Council Bluffs	Ind.	2,785	8,920	11,705	111,122
7	Ottumwa	Ind.	1,841	5,608	7,449	118,571
8	Burlington	Comm.	1,623	4,711	6,334	124,905
9	Mason City	Ind.	1,466	4,819	6,285	131,190
10.	Clinton	Ind.	1,620	4,390	6,010	137,200
11	Fort Dodge	Comm.	1,409	4,206	5,615	142,815
12	Dubuque	Comm.	1,582	3,445	5,027	147,842
13	Newton	Comm.	1,055	3,523	4,578	152,420
14	Marshalltown	Comm.	1,122	3,383	4,505	156,925
15	Muscatine	Comm.	1,079	3,166	4,245	161,170
16	Iowa City	Comm.	887	3,180	4,067	165,237
17	Cedar Falls	Comm.	904	3,121	4,025	169,262
18	Ames	Comm.	938	3,083	4,021	173,283
19	Keokuk	Comm.	893	2,502	3,395	176,678
20	Fairfield	Comm.	634	2,143	2,777	179,455
21	Charles City	Comm.	690	2,020	2,710	182,165
22	Boone	Comm.	713	1,975	2,688	184,853
23	West Des Moines	Comm.	593	1,993	2,586	187,439
24	Webster City	Comm.	648	1,902	2,550	189,989
25	Bettendorf	Comm.	751	1,775	2,526	192,515
26	Oskaloosa	Ind.	788	1,644	2,432	194,947
27	Fort Madison	Ind.	671	1,752	2,423	197,370
28	Grinnell-Newburg (Grinnell)	Comm.	539	1,763	2,302	199,672
29	Saydel (Des Moines)	Cons.	418	1,728	2,146	201,818
30	Estherville	Ind.	543	1,488	2,031	203,849
31	Allamakee	Comm.	471	1,539	2,010	205,859
32	Spencer	Ind.	524	1,472	1,996	207,855
33	Marion	Ind.	585	1,386	1,971	209,826

* According to total enrollment

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
34	Knoxville	Comm.	531	1,386	1,917	211,743
35	North Scott (Eldridge)	Comm.	423	1,405	1,828	213,571
36	Oelwein	Comm.	455	1,326	1,781	215,352
37	Clear Lake	Comm.	425	1,354	1,779	217,131
38	Creston	Ind.	509	1,268	1,777	218,908
39	Atlantic	Ind.	534	1,222	1,756	220,664
40	Indianola	Ind.	451	1,218	1,669	222,333
41	Eagle Grove	Comm.	407	1,243	1,650	223,983
42	Iowa Falls	Comm.	378	1,251	1,629	225,612
43	Red Oak	Ind.	373	1,252	1,625	227,237
44	Shenandoah	Ind.	462	1,154	1,616	228,853
45	Denison	Comm.	475	1,130	1,605	230,458
46	Mount Pleasant	Ind.	498	1,076	1,574	232,032
47	Winterset	Comm.	431	1,130	1,561	233,593
48	Audubon	Comm.	378	1,147	1,525	235,118
49	Perry	Ind.	386	1,122	1,508	236,626
50	Washington	Ind.	477	1,014	1,491	238,117
51	Osage	Comm.	371	1,097	1,468	239,585
52	Clarke	Comm.	388	1,066	1,454	241,039
53	Algona	Comm.	349	1,104	1,453	242,492
54	Centerville	Ind.	525	928	1,453	243,945
55	Vinton	Cons.	340	1,093	1,433	245,378
56	Waverly	Comm.	382	1,030	1,412	246,790
57	Storm Lake	Ind.	306	1,102	1,408	248,198
58	Chariton	Ind.	490	914	1,404	249,602
59	Decorah	Comm.	595	803	1,398	251,000
60	Pella	Comm.	375	1,011	1,386	252,386
61	Maquoketa	Ind.	421	934	1,355	253,741
62	Cherokee	Ind.	293	1,041	1,334	255,075
63	Jefferson	Ind.	282	1,035	1,317	256,392
64	North Fayette (West Union)	Comm.	322	981	1,303	257,695
65	Hampton	Ind.	304	960	1,264	258,959
66	Clarinda	Ind.	379	865	1,244	260,203
67	Le Mars	Ind.	404	824	1,228	261,431
68	Humboldt	Ind.	414	803	1,217	262,648
69	Albia	Ind.	416	797	1,213	263,861
70	Manchester	Ind.	407	787	1,194	265,055
71	Mid-Prairie (Wellman)	Comm.	301	891	1,192	266,247
72	Urbandale (Des Moines)	Ind.	216	970	1,186	267,433
73	Tipton	Comm.	296	885	1,181	268,614
74	Independence	Ind.	309	866	1,175	269,789
75	Rudd-Rockford-Marble Rock (Rockford)	Comm.	321	845	1,166	270,955
76	College (Cedar Rapids)	Comm.	280	883	1,163	272,118
77	Harlan	Comm.	356	802	1,158	273,276
78	Forest City-Leland (Forest City)	Comm.	297	855	1,152	274,428
79	Sac (Sac City)	Comm.	286	855	1,141	275,569
80	Spirit Lake	Comm.	282	825	1,107	276,676
81	Ankeny	Comm.	245	857	1,102	277,778

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
82	Guthrie Center	Comm.	295	807	1,102	278,880
83	Mount Ayr	Comm.	288	807	1,095	279,975
84	Sumner	Comm.	289	803	1,092	281,067
85	Northwood-Kensett (Northwood)	Comm.	307	780	1,087	282,154
86	Belmond	Comm.	277	807	1,084	283,238
87	Bloomfield	Ind.	511	562	1,073	284,311
88	Cardinal	Comm.	304	746	1,050	285,361
89	Sheldon	Ind.	330	702	1,032	286,393
90	Anamosa	Ind.	315	713	1,028	287,421
91	Clarion	Ind.	312	692	1,004	288,425
92	Lake City	Comm.	273	720	993	289,418
93	Emmetsburg	Comm.	216	772	988	290,406
94	Britt	Comm.	244	740	984	291,390
95	West Lyon (Inwood)	Comm.	253	715	968	292,358
96	Nevada	Comm.	260	707	967	293,325
97	Missouri Valley	Ind.	330	612	942	294,267
98	Orange Twp. (Waterloo)	Cons.	182	754	936	295,203
99	Postville	Comm.	221	713	934	296,137
100	Sibley	Ind.	261	669	930	297,067
101	DeWitt	Comm.	245	678	923	297,990
102	Monticello	Ind.	318	603	921	298,911
103	Corning	Ind.	366	546	912	299,823
104	Lake Mills	Comm.	252	651	903	300,726
105	West Liberty	Comm.	242	653	895	301,621
106	Grundy Center	Comm.	229	658	887	302,508
107	Iowa Valley (Marengo)	Comm.	230	655	885	303,393
108	Nashua	Comm.	231	651	882	304,275
109	New Hampton	Ind.	419	463	882	305,157
110	Garner	Comm.	217	653	870	306,027
111	Ida Grove	Comm.	216	654	870	306,897
112	Manson	Comm.	231	635	866	307,763
113	Ballard (Huxley)	Comm.	217	640	857	308,620
114	Johnston	Cons.	215	638	853	309,473
115	English Valleys' (North English)	Comm.	209	638	847	310,320
116	La Porte City	Cons.	223	618	841	311,161
117	Glenwood	Ind.	266	573	839	312,000
118	Central (Elkader)	Comm.	220	617	837	312,837
119	Valley (Elgin)	Comm.	221	612	833	313,670
120	Onawa	Ind.	256	575	831	314,501
121	Eldora	Comm.	216	605	821	315,322
122	Columbus (Columbus Jct.)	Comm.	208	612	820	316,142
123	Exira	Comm.	207	611	818	316,960
124	North Mahaska (New Sharon)	Comm.	235	582	817	317,777
125	Leon	Ind.	336	479	815	318,592
126	Greenfield	Comm.	246	567	813	319,405
127	Tripoli	Comm.	227	586	813	320,218
128	Cresco	Ind.	297	514	811	321,029
129	West Branch	Comm.	156	655	811	321,840

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
130	Belle Plaine	Ind.	232	565	797	322,637
131	Mount Vernon	Comm.	177	616	793	323,430
132	Seymour	Comm.	216	576	792	324,222
133	Adair-Casey (Adair)	Comm.	218	571	789	325,011
134	Sioux Center	Comm.	201	588	789	325,800
135	Wilton (Wilton Junction)	Comm.	171	610	781	326,581
136	Sigourney	Ind.	249	527	776	327,357
137	Montezuma	Comm.	227	548	775	328,132
138	Villisca	Comm.	221	551	772	328,904
139	Tama	Ind.	263	505	768	329,672
140	Colfax	Comm.	192	570	762	330,434
141	Twin Cedars (Bussey)	Comm.	223	537	760	331,194
142	Toledo	Ind.	234	519	753	331,947
143	New Monroe (Monroe)	Comm.	207	542	749	332,696
144	Laurens	Comm.	195	552	747	333,443
145	Rock Rapids	Ind.	231	511	742	334,185
146	Greene	Comm.	224	517	741	334,926
147	Rockwell City	Comm.	211	529	740	335,666
148	North Polk (Alleman)	Comm.	163	571	734	336,400
149	Eddyville	Comm.	188	545	733	337,133
150	Tri County (What Cheer)	Comm.	200	531	731	337,864
151	Durant	Comm.	203	527	730	338,594
152	Odebolt-Arthur (Odebolt)	Comm.	203	526	729	339,323
153	Hawarden	Ind.	240	483	723	340,046
154	Reinbeck	Comm.	183	537	720	340,766
155	Maurice-Orange City (Orange City)	Comm.	192	523	715	341,481
156	Mediapolis	Comm.	182	533	715	342,196
157	Adel	Comm.	201	513	714	342,910
158	Jesup	Comm.	228	483	711	343,621
159	Wapello	Comm.	168	539	707	344,328
160	Ogden	Comm.	216	488	704	345,032
161	AvoHa (Avoca)	Comm.	175	516	691	345,723
162	Ackley	Comm.	214	476	690	346,413
163	State Center	Comm.	199	490	689	347,102
164	Underwood	Comm.	173	515	688	347,790
165	Brooklyn	Comm.	178	509	687	348,477
166	Hartley	Ind.	214	472	686	349,163
167	Griswold	Comm.	202	475	677	349,840
168	Williamsburg	Comm.	224	451	675	350,515
169	Oakland	Ind.	176	496	672	351,187
170	Anita	Comm.	185	485	670	351,857
171	Buffalo Center	Comm.	166	504	670	352,527
172	Guttenberg	Comm.	163	503	666	353,193
173	Tri Center (Neola)	Comm.	148	518	666	353,859
174	Central City	Comm.	192	468	660	354,519
175	Monona-Farmersburg (Monona)	Comm.	200	454	654	355,173
176	Wapsie Valley (Fairbank)	Comm.	197	453	650	355,823
177	Pleasantville	Comm.	169	480	649	356,472
178	Carlisle	Cons.	160	484	644	357,116

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
179	C&M (Cumberland)	Comm.	187	456	643	357,759
180	West Central (Maynard)	Comm.	195	448	643	358,402
181	Mapleton	Comm.	196	438	634	359,036
182	Schleswig	Comm.	157	477	634	359,670
183	Manning	Ind.	194	438	632	360,302
184	Bridgewater-Fontanelle (Fontanelle)	Comm.	193	434	627	360,929
185	Graettinger	Comm.	160	466	626	361,555
186	Beaman-Conrad (Conrad)	Comm.	165	460	625	362,180
187	Carroll	Ind.	186	438	624	362,804
188	United (Boone)	Comm.	138	484	622	363,426
189	Corydon	Ind.	215	405	620	364,046
190	New London	Comm.	151	469	620	364,666
191	Glidden-Ralston (Glidden)	Comm.	183	435	618	365,284
192	Ar-We-Va (Westside)	Comm.	124	484	608	365,892
193	Coon Rapids	Comm.	191	417	608	366,500
194	Strawberry Point	Comm.	192	410	602	367,102
195	Manilla	Comm.	179	422	601	367,703
196	Holstein	Comm.	145	453	598	368,301
197	Lamont	Comm.	151	447	598	368,899
198	Aurelia	Comm.	138	458	596	369,495
199	Bedford	Ind.	230	364	594	370,089
200	Madrid	Ind.	152	438	590	370,679
201	Milford	Comm.	190	398	588	371,267
202	Kingsley	Ind.	144	436	580	371,847
203	Twin Rivers (Bode)	Comm.	169	410	579	372,426
204	Story City	Comm.	139	438	577	373,003
205	Moville	Comm.	108	467	575	373,578
206	Allerton-Clio-Lineville (Allerton)	Comm.	172	401	573	374,151
207	Radcliffe	Comm.	180	393	573	374,724
208	Pocahontas	Comm.	142	426	568	375,292
209	Saint Ansgar	Comm.	145	422	567	375,859
210	Clarksville	Comm.	125	441	566	376,425
211	Akron	Ind.	177	388	565	376,990
212	Dallas Center	Comm.	147	413	560	377,550
213	Gladbrook	Comm.	150	408	558	378,108
214	Keota	Comm.	157	401	558	378,666
215	Central (Fenton)	Comm.	173	383	556	379,222
216	Stuart	Comm.	172	384	556	379,778
217	Floyd Valley (Alton)	Comm.	166	389	555	380,333
218	Allison-Bristow (Allison)	Comm.	136	418	554	380,887
219	Aplington	Comm.	168	384	552	381,439
220	Parkersburg	Comm.	136	416	552	381,991
221	Carson-Macedonia (Carson)	Comm.	141	410	551	382,542
222	Dike	Comm.	149	402	551	383,093
223	Sidney	Comm.	156	392	548	383,641
224	Corwith-Wesley (Corwith)	Comm.	166	381	547	384,188
225	Center Point	Cons.	118	426	544	384,732
226	Dows	Comm.	134	409	543	385,275
227	Moravia	Comm.	171	370	541	385,816

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
228	Dunkerton	Comm.	135	405	540	386,356
229	Hamburg	Comm.	145	395	540	386,896
230	Traer	Ind.	177	359	536	387,432
231	Riceville	Ind.	178	355	533	387,965
232	Albert City-Truesdale (Albert City)	Comm.	150	381	531	388,496
233	Lynnville-Sully (Lynnville)	Comm.	177	354	531	389,027
234	Alburnett	Comm.	127	403	530	389,557
235	Woodbine	Ind.	186	344	530	390,087
236	Altoona	Ind.	170	357	527	390,614
237	Earlham	Comm.	128	399	527	391,141
238	Sheffield	Comm.	145	382	527	391,668
239	Alta	Comm.	167	358	525	392,193
240	Irwin	Comm.	130	388	518	392,711
241	Springville	Cons.	134	384	518	393,229
242	Bennett	Comm.	113	404	517	393,746
243	Cedar Valley (Somers)	Comm.	135	380	515	394,261
244	Titonka	Cons.	127	388	515	394,776
245	Dysart	Cons.	129	383	512	395,288
246	Crestland	Comm.	110	401	511	395,799
247	Logan	Ind.	163	348	511	396,310
248	Hinton	Comm.	111	399	510	396,820
249	Winthrop	Cons.	126	382	508	397,328
250	Norwalk	Cons.	125	381	506	397,834
251	Coggon	Comm.	162	343	505	398,339
252	Marquette-McGregor (McGregor)	Ind.	155	349	504	398,843
253	Denver	Comm.	143	360	503	399,346
254	Thompson	Comm.	138	364	502	399,848
255	Scranton	Cons.	132	367	499	400,347
256	Manly	Ind.	162	333	495	400,842
257	Paullina	Ind.	151	337	488	401,330
258	Prairie City	Comm.	127	361	488	401,818
259	Plainfield	Comm.	120	367	487	402,305
260	Ventura	Comm.	110	377	487	402,792
261	Lamoni	Ind.	147	337	484	403,276
262	Nora Springs	Comm.	143	341	484	403,760
263	Rock Valley	Ind.	146	338	484	404,244
264	Eastern Allamakee (Lansing)	Comm.	132	351	483	404,727
265	South Winneshiek (Calmar)	Comm.	195	288	483	405,210
266	Dunlap	Comm.	113	367	480	405,690
267	Dow City-Arion (Dow City)	Comm.	126	351	477	406,167
268	Armstrong	Comm.	129	347	476	406,643
269	Sergeant Bluff-Luton (Sergeant Bluff)	Comm.	98	378	476	407,119
270	Janesville	Cons.	130	343	473	407,592
271	Panora	Comm.	116	356	472	408,064
272	Swea City	Comm.	124	348	472	408,536
273	Marcus	Ind.	114	357	471	409,007

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
274	Shell Rock	Comm.	116	355	471	409,478
275	Fayette	Cons.	121	349	470	409,948
276	Wellsburg	Comm.	139	331	470	410,418
277	Fredericksburg	Comm.	127	340	467	410,885
278	Elk Horn Kimballtown (Elk Horn)	Comm.	108	358	466	411,351
279	Bondurant-Farrar (Bondurant)	Comm.	103	362	465	411,816
280	Olin	Cons.	116	348	464	412,280
281	Sutherland	Comm.	119	342	461	412,741
282	Primghar	Ind.	115	342	457	413,198
283	Ruthven	Cons.	126	331	457	413,655
284	Hudson	Comm.	104	350	454	414,109
285	Correctionville	Ind.	111	339	450	414,559
286	Wall Lake	Comm.	109	340	449	415,008
287	Hubbard	Comm.	110	337	447	415,455
288	Lenox	Ind.	172	274	446	415,901
289	Solon	Comm.	117	329	446	416,347
290	Lohrville	Comm.	101	344	445	416,792
291	Malvern	Ind.	120	321	441	417,233
292	Kanawha	Comm.	143	297	440	417,673
293	Redfield	Comm.	106	333	439	418,112
294	Garnavillo	Comm.	144	289	433	418,545
295	Lake View	Ind.	131	301	432	418,977
296	George	Ind.	190	241	431	419,408
297	Schaller	Comm.	113	318	431	419,839
298	Edgewood	Cons.	94	336	430	420,269
299	Boone Valley (Renwick)	Comm.	137	292	429	420,698
300	Woden-Crystal Lake (Crystal Lake)	Comm.	118	311	429	421,127
301	Gowrie	Comm.	116	310	426	421,553
302	Lone Tree	Comm.	121	305	426	421,979
303	Charter Oak	Comm.	124	301	425	422,404
304	Hedrick	Cons.	147	277	424	422,828
305	Klemme	Comm.	96	327	423	423,251
306	Quimby	Comm.	101	322	423	423,674
307	Donnellson	Ind.	138	283	421	424,095
308	Farragut	Comm.	104	316	420	424,515
309	Keosauqua	Ind.	145	275	420	424,935
310	Waukee	Comm.	90	330	420	425,355
311	Colo	Comm.	120	299	419	425,774
312	Grand Valley (Grand River)	Comm.	119	299	418	426,192
313	Newell	Comm.	109	309	418	426,610
314	Woodward	Comm.	111	307	418	427,028
315	Sanborn	Ind.	105	312	417	427,445
316	Alden	Cons.	115	301	416	427,861
317	H L V (Victor)	Comm.	93	323	416	428,277
318	Lost Nation	Comm.	124	292	416	428,693
319	Ringsted	Ind.	109	307	416	429,109
320	Central Dallas	Comm.	107	308	415	429,524
321	Winfield	Comm.	116	296	412	429,936

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
322	Danville	Comm.	126	285	411	430,347
323	Keystone	Cons.	121	289	410	430,757
324	Le Claire	Ind.	104	306	410	431,167
325	Walnut	Comm.	115	294	409	431,576
326	Arlington	Ind.	113	294	407	431,983
327	Battle Creek	Comm.	100	307	407	432,390
328	Le Grand	Comm.	123	284	407	432,797
329	Dumont	Comm.	102	304	406	433,203
330	Everly	Comm.	109	295	404	433,607
331	West Bend	Comm.	137	266	403	434,010
332	Maxwell	Comm.	97	305	402	434,412
333	Tabor	Cons.	165	235	400	434,812
334	Rockwell	Cons.	110	289	399	435,211
335	Whiting	Comm.	98	300	398	435,609
336	Franklin (Latimer)	Cons.	122	275	397	436,006
337	Baxter	Comm.	91	304	395	436,401
338	Rolfe	Cons.	114	281	395	436,796
339	Stratford	Comm.	105	290	395	437,191
340	Sioux Valley (Peterson)	Comm.	107	287	394	437,585
341	Lisbon	Cons.	113	279	392	437,977
342	Mechanicsville	Comm.	90	293	383	438,360
343	Jewell	Ind.	91	289	380	438,740
344	Martensdale	Comm.	100	280	380	439,120
345	Union-Whitten (Union)	Comm.	95	285	380	439,500
346	Pomeroy	Comm.	134	244	378	439,878
347	Sloan	Cons.	96	281	377	440,255
348	Oxford	Comm.	90	284	374	440,629
349	Clarence	Comm.	109	264	373	441,002
350	Wyoming	Cons.	99	274	373	441,375
351	Afton	Ind.	98	274	372	441,747
352	Lakota	Cons.	90	282	372	442,119
353	Deep River-Millersburg (Millersburg)	Comm.	93	278	371	442,490
354	Treynor	Comm.	86	284	370	442,860
355	Van Horne	Cons.	93	277	370	443,230
356	Colesburg	Cons.	88	281	369	443,599
357	Urbana	Cons.	105	260	365	443,964
358	Russell	Comm.	107	257	364	444,328
359	Essex	Ind.	107	256	363	444,691
360	Andrew	Comm.	96	266	362	445,053
361	Bayard	Comm.	102	260	362	445,415
362	Blairstown	Cons.	90	272	362	445,777
363	Lake Park	Cons.	96	266	362	446,139
364	Menlo	Comm.	96	266	362	446,501
365	Morning Sun	Comm.	88	274	362	446,863
366	Lytton	Comm.	89	272	361	447,224
367	Miles	Cons.	112	248	360	447,584
368	Havelock-Plover (Havelock)	Comm.	101	258	359	447,943
369	Anthon	Ind.	134	224	358	448,301
370	Moulton	Ind.	106	252	358	448,659

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
371	Shellsburg	Cons.	86	272	358	449,017
372	Melvin	Comm.	62	295	357	449,374
373	New Hartford	Cons.	94	263	357	449,731
374	Wheatland	Comm.	93	264	357	450,088
375	Hazleton	Cons.	81	275	356	450,444
376	Dayton	Comm.	93	258	351	450,795
377	Stanton	Ind.	89	261	350	451,145
378	Delhi	Cons.	106	243	349	451,494
379	Little Rock	Comm.	109	237	346	451,840
380	Calamus	Comm.	103	240	343	452,183
381	Grand Junction	Cons.	108	235	343	452,526
382	Murray	Comm.	117	225	342	452,868
383	Gilmore City	Comm.	102	238	340	453,208
384	Hull	Ind.	110	230	340	453,548
385	Preston	Cons.	84	256	340	453,888
386	Sioux Rapids	Cons.	84	256	340	454,228
387	Lovilia	Ind.	117	222	339	454,567
388	Lu Verne	Comm.	107	231	338	454,095
389	Goldfield	Comm.	103	234	337	455,242
390	Ocheyedan	Comm.	100	237	337	455,579
391	Churdan	Cons.	72	263	335	455,914
392	Clearfield	Comm.	86	249	335	456,249
393	Gilbert	Comm.	93	241	334	456,583
394	Grand (Boxholm)	Comm.	93	241	334	456,917
395	Mallard	Comm.	84	250	334	457,251
396	Farmington	Ind.	94	239	333	457,584
397	Royal	Comm.	91	241	332	457,916
398	Garwin	Cons.	71	260	331	458,247
399	Arnolds Park	Cons.	82	248	330	458,577
400	New Virginia	Comm.	90	240	330	458,907
401	Wayland	Cons.	107	223	330	459,237
402	Holly Springs-Hornick	Comm.	85	240	325	459,562
403	Amana Twp. (Middle Amana)	Twp.	74	247	321	459,883
404	Stanhope	Comm.	100	221	321	460,204
405	Callender	Comm.	83	237	320	460,524
406	Denmark	Twp.	120	199	319	460,843
407	Roland	Comm.	93	225	318	461,161
408	Oxford Junction	Cons.	81	236	317	461,478
409	Sabula	Cons.	91	226	317	461,795
410	Gilman	Cons.	78	238	316	462,111
411	Albion	Cons.	81	234	315	462,426
412	Burt	Comm.	94	221	315	462,741
413	Lawton	Comm.	75	240	315	463,056
414	Diagonal	Comm.	89	225	314	463,370
415	Terril	Cons.	95	219	314	463,684
416	Walker	Cons.	81	233	314	463,998
417	Mingo	Comm.	81	232	313	464,311
418	Truro	Comm.	94	217	311	464,622
419	Zearing	Comm.	85	226	311	464,933
420	Collins	Cons.	91	218	309	465,242

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
421	Ellsworth	Cons.	73	235	308	465,550
422	Galva	Comm.	80	223	303	465,853
423	Green Mountain	Ind.	78	225	303	466,156
424	Montrose	Ind.	110	193	303	466,459
425	Prescott	Comm.	101	201	302	466,761
426	Otho	Twp.	71	229	300	467,061
427	Runnells	Cons.	106	189	295	467,356
428	Troy Mills	Cons.	73	222	295	467,651
429	Ute	Cons.	88	207	295	467,946
430	Westfield	Comm.	78	214	292	468,238
431	Mitchellville	Ind.	75	216	291	468,529
432	Pisgah	Cons.	76	215	291	468,820
433	Gruver	Ind.	86	204	290	469,110
434	Stanwood	Cons.	69	220	289	469,399
435	Ainsworth	Cons.	84	204	288	469,687
436	Elliott	Cons.	76	212	288	469,975
437	Garrison	Cons.	73	215	288	470,263
438	Lime Springs	Ind.	91	197	288	470,551
439	Melcher	Ind.	73	214	287	470,838
440	Moorhead	Comm.	79	207	286	471,124
441	Lewis	Cons.	73	211	284	471,408
442	Fremont	Ind.	89	194	283	471,691
443	Paton	Cons.	76	207	283	471,974
444	Lacona	Ind.	114	168	282	472,256
445	Van Meter	Comm.	63	219	282	472,538
446	Ayrshire	Cons.	90	190	280	472,818
447	Shelby	Cons.	73	206	279	473,097
448	Merrill	Ind.	53	225	278	473,375
449	Norway	Cons.	94	184	278	473,653
450	Fonda	Comm.	64	213	277	473,930
451	Hopkinton	Ind.	69	208	277	474,207
452	Letts	Cons.	76	201	277	474,484
453	Bonaparte	Ind.	76	200	276	474,760
454	Newhall	Cons.	92	184	276	475,036
455	Geneseo (Buckingham)	Cons.	66	209	275	475,311
456	Lorimor	Comm.	87	188	275	475,586
457	New Market	Ind.	128	147	275	475,861
458	Olds	Cons.	71	202	273	476,134
459	Coin	Cons.	68	204	272	476,406
460	Lehigh	Ind.	73	199	272	476,678
461	Brandon	Cons.	77	195	272	476,950
462	Saint Charles	Cons.	75	195	270	477,220
463	Lowden	Cons.	95	174	269	477,489
464	Quasqueton	Cons.	71	197	268	477,757
465	Delmar	Cons.	63	204	267	478,024
466	Webb	Cons.	76	191	267	478,291
467	Ledyard	Comm.	97	167	264	478,555
468	Smithland	Comm.	77	187	264	478,819
469	Castana	Comm.	84	179	263	479,082
470	Laurel	Cons.	72	191	263	479,345
471	Melbourne	Cons.	60	203	263	479,608

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
472	Brighton	Ind.	86	176	262	479,870
473	New Providence	Comm.	68	194	262	480,132
474	Fertile	Cons.	73	186	259	480,391
475	Union Twp. (Le Mars)	Cons.	72	187	259	480,650
476	Argyle	Cons.	85	173	258	480,908
477	Thornton	Cons.	73	184	257	481,165
478	Richland	Ind.	62	194	256	481,421
479	Palmer	Cons.	77	178	255	481,676
480	Stockport	Ind.	96	159	255	481,931
481	Welton	Cons.	62	192	254	482,185
482	Blairsburg	Cons.	69	183	252	482,437
483	Milo	Ind.	80	172	252	482,689
484	Bronson	Comm.	77	174	251	482,940
485	Hartford	Cons.	68	181	249	483,189
486	Humeston	Ind.	78	171	249	483,438
487	Grimes	Ind.	61	187	248	483,686
488	Boyden	Ind.	76	170	246	483,932
489	Climbing Hill	Comm.	64	181	245	484,177
490	Williams	Ind.	69	176	245	484,422
491	Goose Lake	Cons.	96	147	243	484,665
492	Martelle	Cons.	62	181	243	484,908
493	Cylinder	Cons.	75	167	242	485,150
494	Hansell	Cons.	47	193	240	485,390
495	Marathon	Cons.	81	159	240	485,630
496	Meservey	Cons.	66	174	240	485,870
497	Cosgrove (Oxford)	Cons.	45	194	239	486,109
498	Emerson	Ind.	73	166	239	486,348
499	Rowley	Cons.	58	181	239	486,587
500	McCallsburg	Cons.	60	178	238	486,825
501	Greenville-Rossie (Greenville)	Cons.	52	185	237	487,062
502	Rippey	Cons.	61	176	237	487,299
503	Blencoe	Cons.	60	174	234	487,533
504	Garden Grove	Cons.	68	166	234	487,767
505	Plymouth	Cons.	63	171	234	488,001
506	Rake	Comm.	59	175	234	488,235
507	Cushing	Cons.	46	187	233	488,468
508	Washta	Cons.	56	177	233	488,701
509	Ollie	Cons.	61	171	232	488,933
510	Blakesburg	Comm.	78	153	231	489,164
511	Palo	Cons.	53	177	230	489,394
512	Soldier	Cons.	69	160	229	489,623
513	Clemons	Comm.	76	152	228	489,851
514	College Springs	Cons.	78	150	228	490,079
515	Harris	Comm.	77	151	228	490,307
516	Lake Twp. (Dickens)	Cons.	57	171	228	490,535
517	Mondamin	Cons.	66	161	227	490,762
518	Alexander	Cons.	71	155	226	490,988
519	Nichols	Ind.	56	170	226	491,214
520	Volga City	Cons.	63	162	225	491,439
521	Grand Mound	Cons.	78	146	224	491,663

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
522	Remsen	Ind.	47	177	224	491,887
523	Dundee	Cons.	67	156	223	492,110
524	Grafton	Cons.	60	163	223	492,333
525	Archer	Cons.	48	174	222	492,555
526	Steamboat Rock	Cons.	55	167	222	492,777
527	Atkins	Cons.	67	153	220	492,997
528	Birmingham	Ind.	73	146	219	493,216
529	Carpenter	Cons.	87	132	219	493,435
530	Oakland Twp. (Popejoy)	Twp.	51	167	218	493,653
531	Rembrandt	Cons.	72	143	215	493,868
532	Milton	Ind.	55	158	213	494,081
533	Cincinnati	Ind.	85	127	212	494,293
534	Auburn	Ind.	58	153	211	494,504
535	Charlotte	Ind.	59	152	211	494,715
536	Geneva	Cons.	65	146	211	494,926
537	Grandview	Cons.	45	166	211	495,137
538	Gillett Grove	Cons.	65	145	210	495,347
539	Elwood	Cons.	57	152	209	495,556
540	Ireton	Ind.	60	149	209	495,765
541	Johnson Twp. (Barnum)	Cons.	76	132	208	495,973
542	Bagley	Ind.	46	160	206	496,179
543	Rhodes	Cons.	53	153	206	496,385
544	Pierson	Cons.	58	147	205	496,590
545	Wiota	Cons.	58	146	204	496,794
546	Yarmouth	Cons.	53	151	204	496,998
547	Riverside	Ind.	54	149	203	497,201
548	Grand Meadow (Washta)	Cons.	40	162	202	497,403
549	Cleghorn	Cons.	57	144	201	497,604
550	Randall	Cons.	64	137	201	497,805
551	Elvira (Clinton)	Cons.	54	146	200	498,005
552	Greeley	Cons.	64	135	199	498,204
553	Minden	Ind.	45	153	198	498,402
554	Monmouth	Cons.	69	129	198	498,600
555	Orient	Cons.	63	135	198	498,798
556	Meriden	Cons.	41	156	197	498,995
557	Packwood	Cons.	40	157	197	499,192
558	Crawfordsville	Cons.	53	143	196	499,388
559	Dallas	Cons.	49	147	196	499,584
560	Luana	Cons.	43	153	196	499,780
561	Hanlontown	Cons.	54	141	195	499,975
562	Danbury	Ind.	48	146	194	500,169
563	Delta	Ind.	68	126	194	500,363
564	Hayes (Storm Lake)	Cons.	45	149	194	500,557
565	Bellevue	Ind.	52	141	193	500,750
566	Oakville	Cons.	47	146	193	500,943
567	Sperry	Cons.	76	114	190	501,133
568	Clutier	Ind.	46	143	189	501,322
569	Magnolia	Cons.	68	120	188	501,510
570	Granger	Ind.	40	146	186	501,696
571	Gravity	Ind.	66	120	186	501,882
572	Montour	Ind.	35	149	184	502,066

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
573	Modale	Cons.	46	137	183	502,249
574	Owasa	Cons.	39	143	182	502,431
575	Cromwell	Cons.	61	120	181	502,612
576	Larrabee	Cons.	41	140	181	502,793
577	Mystic	Ind.	53	126	179	502,972
578	Dexter	Ind.	41	135	176	503,148
579	Macksburg	Cons.	58	118	176	503,324
580	Salem	Ind.	46	130	176	503,500
581	Arispe	Cons.	36	138	174	503,674
582	Colwell	Cons.	48	126	174	503,848
583	Mount Union	Cons.	43	131	174	504,022
584	Pacific Junction	Ind.	61	112	173	504,195
585	Walford	Cons.	42	131	173	504,368
586	Liberty (Calumet)	Twp.	43	129	172	504,540
587	Riverton	Cons.	41	131	172	504,712
588	Franklin Twp. (Cooper)	Cons.	34	137	171	504,883
589	Linden	Cons.	33	138	171	505,054
590	Joice	Ind.	49	121	170	505,224
591	Providence	Cons.	44	126	170	505,394
592	Dolliver	Cons.	53	116	169	505,563
593	Kamrar	Ind.	44	125	169	505,732
594	Moorland	Cons.	39	130	169	505,901
595	Yale	Ind.	35	132	167	506,068
596	Jamaica	Cons.	50	116	166	506,234
597	Milford Twp. (Nevada)	Cons.	47	118	165	506,399
598	Parnell	Cons.	38	126	164	506,563
599	Liberty Center	Cons.	43	119	162	506,725
600	Coburg	Cons.	45	116	161	506,886
601	Viola	Cons.	52	109	161	507,047
602	Blockton	Ind.	41	118	159	507,206
603	Spring Hill	Cons.	39	120	159	507,365
604	Epworth	Ind.	84	74	158	507,523
605	Henderson	Cons.	39	117	156	507,679
606	Elma	Ind.	63	92	155	507,834
607	Saint Marys	Cons.	46	109	155	507,989
608	Falls Twp. (Rock Falls)	Cons.	45	107	152	508,141
609	Earlville	Cons.	60	91	151	508,292
610	Finchford (Janesville)	Cons.	39	112	151	508,443
611	Chapin	Cons.	42	108	150	508,593
612	Dawson	Cons.	34	116	150	508,743
613	Douds-Leando (Douds)	Cons.	52	98	150	508,893
614	Melrose	Ind.	54	96	150	509,043
615	Onslow	Ind.	45	105	150	509,193
616	Rowan	Cons.	47	103	150	509,343
617	Swaledale	Cons.	43	107	150	509,493
618	Dana	Cons.	37	112	149	509,642
619	De Soto	Cons.	49	100	149	509,791
620	Malcom	Ind.	41	108	149	509,940
621	Morley	Cons.	47	102	149	510,089
622	Wales Lincoln (Emerson)	Cons.	50	99	149	510,238
623	Ashton	Ind.	34	113	147	510,385

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
624	Pulaski	Ind.	57	89	146	510,531
625	Salix	Cons.	32	114	146	510,677
626	Harcourt	Cons.	46	99	145	510,822
627	Hartwick	Cons.	38	107	145	510,967
628	Pleasant Plain	Cons.	35	110	145	511,112
629	Ridgeway	Ind.	52	93	145	511,257
630	Ferguson	Cons.	35	109	144	511,401
631	Little Sioux	Ind.	59	85	144	511,545
632	Derby	Ind.	43	100	143	511,688
633	Dinsdale	Cons.	53	90	143	511,831
634	Bradgate	Cons.	39	102	141	511,972
635	Chelsea	Ind.	52	87	139	512,111
636	LeRoy	Cons.	42	97	139	512,250
637	Competine (Farson)	Twp.	35	103	138	512,388
638	Oto	Ind.	41	97	138	512,526
639	Liscomb	Cons.	38	99	137	512,663
640	Van Wert	Ind.	56	80	136	512,799
641	Burnside	Cons.	33	102	135	512,934
642	Buck Creek (Hopkinton)	Cons.	28	106	134	513,068
643	Chester	Ind.	38	96	134	513,202
644	Little Cedar	Cons.	39	95	134	513,336
645	McIntire	Ind.	54	80	134	513,470
646	Silver City	Ind.	43	90	133	513,603
647	Whittemore	Ind.	50	83	133	513,736
648	Rodman	Cons.	39	93	132	513,868
649	Thurman	Cons.	43	87	130	513,998
650	Selma	Cons.	41	88	129	514,127
651	Cantril	Ind.	44	84	128	514,255
652	Superior	Cons.	35	92	127	514,382
653	Lawler	Ind.	73	53	126	514,508
654	Richland Twp. (Orient)	Cons.	35	91	126	514,634
655	Shannon City	Cons.	24	100	124	514,758
656	Tiffin	Ind.	37	87	124	514,882
657	Lucas	Ind.	34	88	122	515,004
658	Strahan (Hastings)	Cons.	37	85	122	515,126
659	Excelsior Twp. (Lake Park)	Cons.	33	88	121	515,247
660	Hastings	Ind.	27	93	120	515,367
661	Cedar	Cons.	28	90	118	515,485
662	Moneta	Cons.	25	93	118	515,603
663	Searsboro	Cons.	39	79	118	515,721
664	Doon	Ind.	43	74	117	515,838
665	Liberty (Merrill)	Cons.	27	90	117	515,955
666	Jolley	Cons.	33	83	116	516,071
667	Hillsboro	Ind.	35	80	115	516,186
668	Troy	Cons.	35	80	115	516,301
669	Shipley	Cons.	32	81	113	516,414
670	Tingley	Ind.	31	81	112	516,526
671	Nodaway	Cons.	36	75	111	516,637
672	Cambria	Cons.	31	79	110	516,747
673	Cornell	Cons.	40	70	110	516,857
674	Northboro	Ind.	24	86	110	516,967
675	Aurora	Ind.	30	76	106	517,073

*Rank	Name of District	Type of District	High School Enrollment	Elementary Enrollment	Total Enrollment	Cumulative Enrollment
676	Hayfield	Cons.	29	77	106	517,179
677	Thayer	Cons.	41	65	106	517,285
678	Hilton	Cons.	31	74	105	517,390
679	Udell	Cons.	36	68	104	517,494
680	Guernsey	Cons.	27	75	102	517,596
681	Van Cleve	Cons.	26	76	102	517,698
682	Brooke (Peterson)	Cons.	30	71	101	517,799
683	Braddyville	Ind.	30	69	99	517,898
684	Ellston	Ind.	32	67	99	517,997
685	Conway	Cons.	31	65	96	518,093
686	Waucoma	Ind.	61	35	96	518,189
687	Des Moines Twp. (Rolfe)	Cons.	27	67	94	518,283
688	Lanyon	Cons	25	67	92	518,375
689	Tennant	Cons.	36	55	91	518,466
690	Stennett	Cons.	29	54	83	518,549
691	Zion (Orient)	Cons.	27	56	83	518,632
692	Baldwin	Ind.	18	53	71	518,703
693	Fort Atkinson	Ind.	34	17	51	518,754
694	Peosta	Ind.	49	0	49	518,803
			136,629	382,174	518,803	

HIGH SCHOOL DISTRICTS WITH LESS THAN FOUR YEARS
(3 school)

	75	917	992	
Total Enrollment	136,704	383,091	519,795	519,795

Summary by Type of Schools

Consolidated	225
Community	289
Independent	174
Township	6
Total	694

DATA ON ENROLLMENT IN NON-HIGH SCHOOL DISTRICTS
SCHOOL YEAR 1958-1959
(as of September 15, 1958)

Number of Rural Schools	Number of Teachers in Each School	High School Enrollment	Rural Elementary Enrollment	Total Enrollment	Cumulative Enrollment
1,117	1		16,198	16,198	535,993
107	2		3,945	3,945	539,938
35	3		1,892	1,892	541,830
21	4		1,725	1,725	543,555
9	5		979	979	544,534
9	6		1,015	1,015	545,549
7	7		1,059	1,059	546,608
1	8		169	169	546,777
1	9		270	270	547,047
3	10		729	729	547,776
1	11		315	315	548,091
0	12				
2	13		656	656	548,747
1	14		357	357	549,104
0	15				
1	16		443	443	549,547
1	17		432	432	549,979
1	18		564	564	550,543
1	19		577	577	551,120
0	20				
2	21		1,078	1,078	552,198
1	22		470	470	552,668
1	23		648	648	553,316
1	28		907	907	554,223
0	31				
0	52				
Totals 1,323*			34,428	34,428	
Grand Totals All Public Schools		136,704	417,519	554,223	

* Number of Non-High School Districts 2,085

12 largest high school districts enroll
147,842 elementary and high school pupils or 27%

77 largest high school districts enroll
273,276 elementary and high school pupils or 50%

245 largest high school districts enroll
395,288 elementary and high school pupils or 71%

449 smallest high school districts enroll
123,515 elementary and high school pupils or 22%

2085 non-high school districts enroll
35,420 elementary and high school pupils or 7%

11580-62HR

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
J. C. Wright, Superintendent
Des Moines 19

Arthur C. Anderson, Supervisor*
Research and Publications

October, 1958

DATA ON TENURE AND EXPERIENCE OF IOWA SCHOOL SUPERINTENDENTS FOR THE 1958-1959 SCHOOL YEAR

TABLE I

EXPERIENCE BACKGROUND OF 143 NEW SUPERINTENDENTS** IN THE 694 DISTRICTS MAINTAINING APPROVED FOUR YEAR PUBLIC HIGH SCHOOLS
(as of September 15, 1958)

High School Enrollment	Number of Districts	Total new Superintendents	Per Cent new Superintendents	Highest Position Previously Held			
				Classroom Teacher	Principal	Assistant Superintendent	Superintendent
0 - 24	3	2	66.7	0	1	0	1
25 - 49	115	48	41.7	12	3	0	33
50 - 74	108	25	23.1	3	6	0	16
75 - 99	105	19	18.1	2	4	0	13
100 - 149	138	29	21.0	1	7	0	21
150 - 199	70	7	10.0	0	1	0	6
200 - 299	72	9	12.5	0	2	0	7
300 - 399	27	2	7.4	0	0	0	2
400 - 499	19	1	5.3	0	0	0	1
500 - 599	11	0	0	0	0	0	0
600 - above	26	1	3.8	0	0	0	1
Totals	694	143	20.6	18	24	0	101

Note -- 119 Superintendents came from other school systems within the state.
17 Superintendents were promoted from within their present school system.
7 Superintendents came from other states.

* This study was prepared in cooperation with Marie Perkins, Employment Information Service, I.S.E.A.

** Any superintendent that remained after reorganization was not counted as a new superintendent.

TABLE II

TENURE OF SUPERINTENDENTS* IN THE 694 DISTRICTS MAINTAINING APPROVED FOUR YEAR PUBLIC HIGH SCHOOLS
(as of September 15, 1958)

High School Enrollment	No Previous Experience Present School System	1-5 Years Experience Present School System	6-10 Years Experience Present School System	11-15 Years Experience Present School System	16-25 Years Experience Present School System	26-35 Years Experience Present School System	36-38 Years Experience Present School System	Totals
0 - 24	1	2	0	0	0	0	0	3
25 - 49	46	49	11	5	3	1	0	115
50 - 74	23	56	16	9	1	2	1	108
75 - 99	15	57	19	9	3	2	0	105
100 - 149	24	70	25	14	2	2	1	138
150 - 199	6	34	19	7	2	2	0	70
200 - 299	7	27	17	15	4	1	1	72
300 - 399	2	12	4	4	2	3	0	27
400 - 499	1	6	4	4	0	3	1	19
500 - 599	0	5	2	1	3	0	0	11
600 - above	1	8	2	9	2	2	2	26
Totals	126**	326	119	77	22	18	6	694

* Includes all teaching experience in present school system.

** In addition to this number 17 were promoted within the school system, which makes a total of 143 new superintendents for the 1958-1959 school year.

10580-61M

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
J. C. Wright, Superintendent

Des Moines, 19

Arthur C. Anderson, Supervisor
Research and Publications

October, 1958

NUMBER AND PER CENT OF PUPILS ENROLLED IN THE 694 DISTRICTS
MAINTAINING APPROVED PUBLIC FOUR YEAR HIGH SCHOOLS
(as of September 15, 1958)

A	B	C	D	E	F	G	H	I
Line Number	High School Districts With A High School Enrollment of	Number Of High School Districts	Number Of High School Pupils Enrolled In These School Districts	Per Cent Of Total High School Enrollment	Number Of Elementary Pupils Enrolled In These School Districts	Per Cent Of Total Elementary Enrollment	Number Of High School And Elementary Pupils Enrolled In These School Districts	Per Cent Of Total High School And Elementary Enrollment
1	500 & above	37	52,804	38.6	162,240	42.5	215,044	41.5
2	400 & above	56	61,168	44.8	183,079	47.9	244,247	47.1
3	300 & above	83	70,404	51.5	207,437	54.3	277,841	53.6
4	200 & above	155	87,461	64.0	253,013	66.2	340,474	65.6
5	150 & above	225	99,662	72.9	283,752	74.2	383,414	73.9
6	100 & above	363	116,320	85.1	328,498	86.0	444,818	85.7
7	Less than 100	331	20,309	14.9	53,676	14.0	73,985	14.3

262 high school districts employ 10 or more high school teachers with an enrollment of 103,997 high school pupils or 76.1 per cent of the total high school enrollment in the 694 approved high school districts.

Enrollment in the 694 districts maintaining approved public four year high schools
High School 136,629 Elementary 382,174 Total 518,803*

* An additional 35,420 pupils, not included in this total, are enrolled in non-high school districts.

12580-6[illegible]R

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
J. C. Wright, Superintendent
Des Moines 19

Arthur C. Anderson, Supervisor
Research and Publications

December, 1958

ELEMENTARY TUITION COSTS IN THE DISTRICTS MAINTAINING APPROVED PUBLIC FOUR YEAR HIGH SCHOOLS
SCHOOL YEAR 1958-1959

(These annual costs are computed for the 1958-1959 school year but are based on costs for the preceding school year as provided in Sections 279.18 and 282.20, Code of Iowa, 1954. These are actual costs and in some cases may exceed the maximum tuition rates as determined by the Department of Public Instruction in accordance with Section 282.24.)

A	B	C	D	E	F	G	H
					Elementary Tuition Costs Grades K-8, Inclusive		
Line Number	High School Enrollment	Number of Districts	Number Districts Reporting	Total Elementary *Enrollment	High	Low	Average
1	0 - 24	3	3	239	$387.33	$236.90	$334.38
2	25 - 49	115	108	12,430	645.67	185.07	323.93
3	50 - 74	108	104	17,348	486.48	172.53	318.60
4	75 - 99	105	99	23,659	434.23	179.76	288.67
5	100 - 149	138	134	44,746	551.18	177.48	294.71
6	150 - 199	70	70	30,739	487.19	168.36	281.39
7	200 - 299	72	69	45,576	378.87	181.05	271.04
8	300 - 399	27	27	24,358	377.06	223.74	280.21
9	400 - 499	19	19	20,839	314.30	201.62	260.61
10	500 - 599	11	11	14,271	320.58	219.44	263.62
11	600 - above	26	26	147,969	381.39	246.04	307.77
12	Totals or Averages	694	670	382,174	$645.67	$168.36	$297.03

* The total elementary enrollment figures are for the 694 high school districts while the elementary tuition costs are based on the 670 high school districts reporting.

STATE OF IOWA

Department of Public Instruction

J. C. Wright, Superintendent

Des Moines, 19

12580-642R
Arthur C. Anderson, Supervisor
Research and Publications

December, 1958

HIGH SCHOOL TUITION COSTS IN THE 694 DISTRICTS MAINTAINING APPROVED PUBLIC FOUR YEAR HIGH SCHOOLS
SCHOOL YEAR 1958 - 1959

These annual costs are computed for the 1958-1959 school year but are based on costs for the preceding school year as provided in Sections 279.18 and 282.20, Code of Iowa, 1954. These are actual costs and in some cases may exceed the maximum tuition rates as determined by the Department of Public Instruction in Accordance with Section 282.24.

A	B	C	D	E	F	G	H	I	J	K	L
LINE NUMBER	HIGH SCHOOL ENROLLMENT	NUMBER OF DISTRICTS	CUMULATIVE NUMBER OF DISTRICTS	TOTAL HIGH SCHOOL ENROLLMENT	TOTAL CUMULATIVE HIGH SCHOOL ENROLLMENT	TOTAL HIGH SCHOOL TEACHERS	AVERAGE HIGH SCHOOL PUPIL TEACHER RATIOS	HIGH SCHOOL TUITION COSTS - GRADES 9-12 INCLUSIVE			
								MEDIAN	HIGH	LOW	AVERAGE
1	0 - 24	3	3	66	66	12	5.5	$542.91	$ 715.47	$539.85	$599.41
2	25 - 49	115	118	4,443	4,509	486	9.1	619.74	1,025.93	358.52	635.83
3	50 - 74	108	226	6,731	11,240	596	11.3	563.64	894.42	266.83	576.32
4	75 - 99	105	331	9,069	20,309	718	12.6	528.04	763.57	340.20	530.09
5	100 -149	138	469	16,658	36,967	1,236	13.5	512.08	969.82	294.05	520.65
6	150 -199	70	539	12,201	49,168	818	14.9	485.74	757.31	345.85	498.93
7	200 -299	72	611	17,057	66,225	1,034	16.5	480.43	886.52	322.92	488.04
8	300 -399	27	638	9,236	75,461	519	17.8	451.32	571.62	357.66	456.02
9	400 -499	19	657	8,364	83,825	437	19.1	420.71	491.43	329.03	398.05
10	500 -599	11	668	5,989	89,814	303	19.8	436.50	610.18	359.57	452.39
11	600 -above	26	694	46,815	136,629	2,156	21.7	476.00	671.59	309.53	447.45
12	Totals or Averages:	694		136,629		8,315	16.4	$518.76	$1,025.93	$266.83	$535.25

PLEASE NOTE: This study shows that per pupil costs tend to decrease as the size of the school increases. An important factor which is not shown in the study is that larger schools, since they make more efficient use of teachers, invariably offer a broader and more comprehensive program for all of the pupils. Schools having an enrollment of 600 high school pupils and above usually pay substantially higher salaries for teachers, which accounts for their slightly higher costs. (This report is based upon the returns from 671 of the 694 high school districts.)

CP-17803

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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
J. C. Wright, Superintendent
Des Moines, 19

Arthur C. Anderson, Supervisor
Research and Publications

December, 1958

INTERNAL ORGANIZATION IN IOWA PUBLIC SCHOOLS FOR THE 1958-1959 SCHOOL YEAR

TABLE I
TYPES OF ORGANIZATION IN THE 694 DISTRICTS MAINTAINING APPROVED PUBLIC FOUR YEAR HIGH SCHOOLS
SCHOOL YEAR 1958-1959
(as of September 15, 1958)

High School Enrollment	Number of Districts	K-6-6	6-6	K-6-3-3	K-8-4	8-4	K-4-4-4	K-5-3-4	K-6-2-4	K-7-5
0 - 24	3	0	0	0	3	0	0	0	0	0
25 - 49	115	7	3	0	91	4*	0	0	2	8
50 - 74	108	14	0	1	74	7	0	0	3	9
75 - 99	105	6	0	0	83	0	0	1	10	5
100 - 149	138	13	0	4	95	2	0	1	21	2
150 - 199	70	6	0	3	41	0	0	1	17	2
200 - 299	72	7	0	6	31	0	1	1	25	1
300 - 399	27	1	0	3	5	0	0	0	18	0
400 - 499	19	2	0	2	4	0	0	0	11	0
500 - 599	11	0	0	4	0	0	0	0	6	1
600 - above	26	0	0	20	2	0	0	0	4	0
Totals	694	56	3	43	429	13	1	4	117	28

* One school does not maintain an elementary program

Summary of Types of Organization

Type	Number of Schools	Per cent
6 year	59	8.5
5 year	28	4.0
4 year	564	81.3
3 year	43	6.2
Totals	694	100.0

TABLE II

STUDENTS ENROLLED IN THE SEVENTH, EIGHTH, AND NINTH GRADES ACCORDING TO THE TYPE OF INTERNAL ORGANIZATION IN THE 694 DISTRICTS MAINTAINING APPROVED PUBLIC FOUR YEAR HIGH SCHOOLS--SCHOOL YEAR 1958-1959
(as of September 15, 1958)

High School Enrollment	Number of Districts	6-6 (59 Dist) 7 - 8 - 9	6-3-3 (43 Dist) 7 - 8 - 9	8-4 (442 Dist) 7 - 8 - 9	4-4-4 (1 Dist) 7 - 8 - 9	5-3-4 (4 Dist) 7 - 8 - 9	6-2-4 (117 Dist) 7 - 8 - 9	7-5 (28 Dist) 7 - 8 - 9
0 - 24	3			19- 25- 16				
25 - 49	115	85- 95- 98		980- 1006- 957			24- 19- 17	78- 90- 78
50 - 74	108	254- 241- 239	21- 13- 26	1223- 1196- 1364			19- 22- 32	163-140-160
75 - 99	105	154- 138- 153		1807- 1782- 1839		24- 19- 25	260- 226- 254	100-114-117
100 - 149	138	463- 423- 464	142- 136- 144	3016- 2789- 3059		17- 24- 26	727- 673- 692	53- 51- 60
150 - 199	70	281- 243- 291	136- 118- 148	1680- 1551- 1910		41- 37- 32	710- 754- 751	97-105-102
200 - 299	72	463- 401- 453	382- 384- 347	1891- 1742- 1983	47-60-63	55- 57- 68	1611-1436-1578	67- 51- 72
300 - 399	27	96- 109- 93	284- 196- 241	413- 414- 453			1667-1492-1648	
400 - 499	19	236- 203- 228	245- 257- 236	432- 393- 461			1081-1020-1326	
500 - 599	11		577- 484- 622				656- 638- 824	144-132-139
600 - above	26		11305-10204-10907	929- 848- 1018			975- 786- 920	
Totals	694	2032-1853-2019	13092-11792-12671	12390-11746-13060	47-60-63	137-137-151	7730-7066-8042	702-683-728
Per cent of enrollment for 1958-1959		5.62% 5.56% 5.50%	36.24% 35.37% 34.49%	34.29% 35.23% 35.55%	.13% .18% .17%	.38% .41% .41%	21.39% 21.20% 21.89%	1.94% 2.05% 1.98%
Per cent of enrollment for 1957-1958		4.71% 5.01% 4.41%	36.84% 36.36% 34.92%	35.29% 35.31% 35.19%	.33% .31% .27%	.51% .42% .47%	19.79% 19.81% 22.25%	2.53% 2.78% 2.49%
Per cent of enrollment for 1956-1957		9.24% 9.25% 8.96%	31.90% 31.64% 29.24%	35.05% 34.80% 35.56%	.40% .39% .45%	.59% .67% .64%	20.54% 21.06% 23.14%	2.04% 1.97% 1.79%

5590-736R

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
J. C. Wright, State Superintendent
Des Moines 19

Arthur C. Anderson, Supervisor
Research and Publications

May, 1959

ANALYSIS OF KINDERGARTEN PROGRAMS IN THE 694 DISTRICTS MAINTAINING APPROVED PUBLIC FOUR YEAR HIGH SCHOOLS
SCHOOL YEAR 1958-1959
(as of September 15, 1958)

High School Enrollment	Number of Districts	No Kindergarten Program	One-Half Day Kindergarten Program	One-Day Kindergarten Program	Alternate Day Kindergarten Program	Kindergarten Programs With 90 Days or Less							
						One-Day				One-Half Day			
						90	60	40	30	90	60	40	30
0 - 24	3	0	0	2	0	1	0	0	0	0	0	0	0
25 - 49	115	7	40	51	6	4	0	1	1	3	2	0	0
50 - 74	108	7	40	43	2	7	4	2	1	1	1	0	0
75 - 99	105	1	43	42	4	8	0	0	0	5	2	0	0
100 - 149	138	2	77	41	8	5	1	0	0	3	0	0	1
150 - 199	70	0	51	10	5	3	0	0	0	0	1	0	0
200 - 299	72	0	58	7	6	1	0	0	0	0	0	0	0
300 - 399	27	0	26	0	1	0	0	0	0	0	0	0	0
400 - 499	19	0	18	1	0	0	0	0	0	0	0	0	0
500 - 599	11	0	9	2	0	0	0	0	0	0	0	0	0
600 - above	26	0	22	4	0	0	0	0	0	0	0	0	0
Totals	694	17	384	203	32	29	5	3	2	12	6	0	1
Number of pupils enrolled in kindergarten			37,633	8,273	1,320					763			
Per cent of pupils enrolled in kindergarten			78.42	17.24	2.75					1.59			

As you study the above table you will note that 78.42 per cent of kindergarten pupils are enrolled in the one-half day program, 17.24 per cent in the one-day program, 2.75 per cent in the alternate-day program, and 1.59 per cent are enrolled in programs of 90 days or less. The State Department of Public Instruction recommends, whenever possible, the one-half day kindergarten program. Detailed information on the recommended kindergarten program is contained in "Portfolio for Teachers of the Five-Year-Old" issued by the State Department of Public Instruction. A copy may be secured upon request.

1590-670R

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
J. C. Wright, Superintendent
Des Moines 19

Arthur C. Anderson, Supervisor
Research and Publications

January, 1959

SALARY STUDY IN THE 694 DISTRICTS MAINTAINING APPROVED PUBLIC FOUR YEAR HIGH SCHOOLS FOR 1958-1959 SCHOOL YEAR

The school districts of Iowa are grouped for this salary tabulation according to HIGH SCHOOL ENROLLMENTS. The five groups are: 0 - 99; 100 - 199; 200 - 299; 300 - 399; 400 and above.

The median is the middle point; the first quartile indicates a point in rank with one quarter below it; the third quartile has one quarter above it. One-half of the numbers are between the first quartile and the third quartile.

The tables should be read in this manner: In Table I there are 331 superintendents whose median annual salary is $6,034.00; one-half of these superintendents receive between $5,563.00 and $6,447.00. (The number of individuals include only those reporting salaries.) The remainder of this table and the other tables should be interpreted in like manner.

In these tables an asterisk (*) indicates that, because of the small number recorded, no computation has been made.

Table I

High School Enrollment 0 - 99
(331 Districts)

Position	No. of Individuals	First Quartile	Median	Third Quartile
Superintendent	331	$5,563.00	$6,034.00	$6,447.00
Assistant Superintendent	2	*	*	*
High School Principal, Men	105	4,641.00	4,916.00	5,225.00
High School Principal, Women	19	4,025.00	4,380.00	4,587.00
Junior High School Principal, Men	6	*	*	*
Junior High School Principal, Women	1	*	*	*
Elementary Principal, Men	3	*	*	*
Elementary Principal, Women	3	*	*	*
High School Supervisor, Men	0	*	*	*
High School Supervisor, Women	0	*	*	*
Elementary Supervisor, Men	0	*	*	*
Elementary Supervisor, Women	0	*	*	*
High School Teachers, Men	973	4,231.00	4,467.00	4,757.00
High School Teachers, Women	709	3,828.00	4,098.00	4,315.00
Junior High School Teachers, Men	7	*	*	*
Junior High School Teachers, Women	10	*	*	*
Elementary Teachers, Men	74	3,075.00	3,466.00	3,750.00
Elementary Teachers, Women	2,015	2,990.00	3,139.00	3,394.00

Table II

High School Enrollment 100 - 199
(208 Districts)

Position	No. of Individuals	First Quartile	Median	Third Quartile
Superintendent	208	$6,547.00	$7,052.00	$7,490.00
Assistant Superintendent	10	*	*	*
High School Principal, Men	170	5,087.00	5,490.00	5,780.00
High School Principal, Women	14	*	*	*
Junior High School Principal, Men	14	*	*	*
Junior High School Principal, Women	10	*	*	*
Elementary Principal, Men	19	4,883.00	5,550.00	6,043.00
Elementary Principal, Women	3	*	*	*
High School Supervisor, Men	0	*	*	*
High School Supervisor, Women	0	*	*	*
Elementary Supervisor, Men	1	*	*	*
Elementary Supervisor, Women	0	*	*	*
High School Teachers, Men	1,244	4,374.00	4,621.00	5,022.00
High School Teachers, Women	662	4,062.00	4,269.00	4,485.00
Junior High School Teachers, Men	50	4,012.00	4,310.00	4,533.00
Junior High School Teachers, Women	72	3,460.00	3,710.00	4,210.00
Elementary Teachers, Men	254	3,758.00	4,410.00	5,028.00
Elementary Teachers, Women	2,487	3,139.00	3,383.00	3,545.00

Table III

High School Enrollment 200 - 299
(72 Districts)

Position	No. of Individuals	First Quartile	Median	Third Quartile
Superintendent	72	$7,450.00	$7,850.00	$8,350.00
Assistant Superintendent	8	*	*	*
High School Principal, Men	72	5,668.00	5,983.00	6,285.00
High School Principal, Women	1	*	*	*
Junior High School Principal, Men	15	*	*	*
Junior High School Principal, Women	5	*	*	*
Elementary Principal, Men	34	5,091.00	5,510.00	5,681.00
Elementary Principal, Women	7	*	*	*
High School Supervisor, Men	0	*	*	*
High School Supervisor, Women	0	*	*	*
Elementary Supervisor, Men	1	*	*	*
Elementary Supervisor, Women	0	*	*	*
High School Teachers, Men	624	4,485.00	4,800.00	5,366.00
High School Teachers, Women	405	4,057.00	4,312.00	4,850.00
Junior High School Teachers, Men	60	4,000.00	4,380.00	4,850.00
Junior High School Teachers, Women	84	3,685.00	3,971.00	4,320.00
Elementary Teachers, Men	44	3,760.00	4,225.00	4,500.00
Elementary Teachers, Women	1,435	3,133.00	3,358.00	3,643.00

Table IV

High School Enrollment 300 - 399
(27 Districts)

Position	No. of Individuals	First Quartile	Median	Third Quartile
Superintendent	27	$7,350.00	$8,200.00	$9,225.00
Assistant Superintendent	4	*	*	*
High School Principal, Men	27	6,017.00	6,350.00	6,650.00
High School Principal, Women	1	*	*	*
Junior High School Principal, Men	17	*	*	*
Junior High School Principal, Women	0	*	*	*
Elementary Principal, Men	28	5,250.00	5,800.00	6,250.00
Elementary Principal, Women	6	*	*	*
High School Supervisor, Men	0	*	*	*
High School Supervisor, Women	0	*	*	*
Elementary Supervisor, Men	1	*	*	*
Elementary Supervisor, Women	0	*	*	*
High School Teachers, Men	283	4,575.00	5,041.00	5,577.00
High School Teachers, Women	188	4,123.00	4,525.00	4,700.00
Junior High School Teachers, Men	41	4,375.00	4,683.00	5,258.00
Junior High School Teachers, Women	54	3,840.00	4,185.00	4,650.00
Elementary Teachers, Men	67	4,025.00	5,600.00	5,350.00
Elementary Teachers, Women	713	3,358.00	3,929.00	4,066.00

Table V

High School Enrollment 400 and Above
(56 Districts)

Position	No. of Individuals	First Quartile	Median	Third Quartile
Superintendent	56	$8,766.00	$9,650.00	$11,066.00
Assistant Superintendent	11	*	*	*
High School Principal, Men	70	6,683.00	7,531.00	8,458.00
High School Principal, Women	0	*	*	*
Junior High School Principal, Men	69	5,983.00	7,266.00	8,158.00
Junior High School Principal, Women	3	*	*	*
Elementary Principal, Men	170	6,137.00	6,740.00	7,343.00
Elementary Principal, Women	147	5,358.00	6,383.00	7,093.00
High School Supervisor, Men	0	*	*	*
High School Supervisor, Women	0	*	*	*
Elementary Supervisor, Men	1	*	*	*
Elementary Supervisor, Women	6	*	*	*
High School Teachers, Men	1,172	5,135.00	5,741.00	6,358.00
High School Teachers, Women	799	4,661.00	5,516.00	6,197.00
Junior High School Teachers, Men	644	4,945.00	5,517.00	6,951.00
Junior High School Teachers, Women	758	4,675.00	5,466.00	6,013.00
Elementary Teachers, Men	328	4,512.00	5,038.00	5,683.00
Elementary Teachers, Women	5,129	4,162.00	4,695.00	5,638.00

SALARY STUDY IN PUBLIC NON-HIGH SCHOOL DISTRICTS FOR THE 1958-1959 SCHOOL YEAR

The median is the middle point; the first quartile indicates a point in rank with one quarter below it; the third quartile has one quarter above it. One-half of the numbers are between the first quartile and the third quartile.

The tables should be read in this manner: In Table I there are 97*county superintendents whose median annual salary is $6,775.00; one-half of the county superintendents receive between $6,000.00 and $7,200.00. The remainder of this table and Table II should be interpreted in like manner.

Table I

COUNTY SUPERINTENDENTS
(99 Counties)

Position	No. of Individuals	First Quartile	Median	Third Quartile
County Superintendent	97*	$6,000.00	$6,775.00	$7,200.00
Administrative Assistant	73	3,000.00	3,430.00	3,838.00

* Four counties operate under two administrative units.

Table II

TEACHERS
(1,323 Rural Schools)

Position	No. of Individuals	First Quartile	Median	Third Quartile
Elementary Teachers in Districts Not Maintaining High Schools	1,954	$2,551.00	$2,909.00	$3,277.00

1590-677R

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
J. C. Wright, State Superintendent
Des Moines 19

Arthur C. Anderson, Supervisor
Research and Publications

January, 1959

SALARY STUDY OF THE COUNTY ELEMENTARY SUPERVISORS FOR THE 1958-1959 SCHOOL YEAR

Months Employed	Men				Women			
	B.A.	B.A.+	M.A.	M.A.+	B.A.	B.A.+	M.A.	M.A.+
12 Months			$7,500.00	$7,800.00 7,500.00 6,000.00		$6,000.00 6,000.00	$6,400.00	$4,600.00
11 Months						6,000.00 5,000.00		5,600.00
10½ Months				5,500.00			6,350.00	
10 Months				6,250.00 6,100.00 6,100.00 5,300.00		5,300.00 5,200.00 5,150.00	5,500.00 5,500.00	5,700.00 5,600.00 5,500.00 5,200.00
9½ Months						4,500.00		

STATE OF IOWA — DEPARTMENT OF PUBLIC INSTRUCTION

EDUCATIONAL BULLETIN

Vol. 30, No. 1 J. C. WRIGHT, State Superintendent of Public Instruction September, 1958

A Review of School District Reorganization in Iowa

R. F. Van Dyke
Building and Reorganization Consultant

Eighty-three new districts were authorized by the voters of Iowa during the period July 1, 1957, through June 30, 1958. Thirty-one of these new districts are enlargements of previously reorganized areas. Two districts not previously reported are included in this report, making a total of 85 reorganizations for the year.

The 57th General Assembly adopted legislation which made it mandatory that a new county plan for the reorganization of school districts be filed with the State Department of Public Instruction by July 1, 1958. County boards of education throughout the state have worked hard devising county plans which envision the formation of adequate school districts and the results of these efforts are shown by this report. We still have too many "defensive" districts being formed — districts which are intended to perpetuate a single school area with little regard for the adequacy of the educational program. Fortunately, however, the majority of Iowa communities are following the advice of county and local leaders and are insisting on districts which are large enough to provide a broad educational program at a reasonable cost per pupil.

Evidence of this trend is shown by the tables included in this report. Of the eighty-five districts reported, sixty-one had total enrollments of 500 or more. The median enrollment, K-12, is 721. The median high school enrollment, grades 9-12, is 193. Both of these figures are increases over the 1956-1957 school year.

New high marks for land area included in administrative units were set during this period. Allamakee Community district includes approximately 400 square miles and serves 2,200 pupils. Fairfield Community district includes 286 square miles and serves 2,777 pupils. Clarke Community district includes 270 square miles and serves 1,410 pupils. Mount Ayr Community district includes 268 square miles and serves 1,135 pupils. Winterset Community district includes 252 square miles and serves 1,575 pupils. West Lyon Community district includes 245 square miles and serves 1,000 pupils. Grinnell-Newburg Community district includes 216 square miles and serves 2,253 pupils.

The number of high school districts was reduced from 745 to 701 through reorganization. In addition, several other high school districts will send their high school pupils to other districts on a tuition basis next year. The total number of districts of all types was reduced from 3,323 to 2,779. This is a reduction of 544 districts, which is a new record for a single school year.

EDITOR'S NOTE:

We are pleased to announce that funds have been made available by the Budget and Financial Control Committee of the State Legislature to again print the EDUCATIONAL BULLETIN and the IOWA EDUCATIONAL DIRECTORY.

Your kind cooperation is solicited in returning the SUPERINTENDENT'S GENERAL ANNUAL REPORT CARDS AND FORMS promptly as the directory information is taken from these reports. If only one school is late in returning these reports the publishing date of the Educational Directory will be delayed.

The Educational Directory will be distributed as provided in Section 17.23, Code of Iowa, 1954. Each superintendent of schools, county superintendent and secretary of school board is entitled to a copy of the directory without charge. Other persons may secure a copy by paying $1.25 which is the actual cost of printing.

Enrollment (K-12) in New Districts Formed

Total Enrollment	No. Dist. 7/1/55 to 6/30/56	No. Dist. 7/1/56 to 6/30/57	No. Dist. 7/1/57 to 6/30/58
1200—over	9	16	20
1000—1199	2	6	5
900— 999	0	1	3
800— 899	4	2	4
700— 799	8	14	13
600— 699	8	17	7
500— 599	9	11	9
400— 499	16	7	10
300— 399	20	9	14
Less than 300	4	1	0
Totals	80	84	85
Medians	491	684	721

High School Enrollments (9-12) In New Districts Formed

High School Enrollment	No. Dist. 7/1/55 to 6/30/56	No. Dist. 7/1/56 to 6/30/57	No. Dist. 7/1/57 to 6/30/58
400—over	8	10	17
300—399	2	6	6
200—299	9	18	17
100—199	40	39	37
50— 99	19	11	8
Less than 50	2	0	0
Totals	80	84	85
Medians	135	183	193

Assessed Valuations Per Pupil in New Districts Formed

Assessed Val. Per Pupil	No. Dist. 7/1/55 to 6/30/56	No. Dist. 7/1/56 to 6/30/57	No. Dist. 7/1/57 to 6/30/58
$15,000 and over	4	2	1
12,000—14,999	8	9	13
10,000—11,999	19	12	15
9,000— 9,999	15	16	13
8,000— 8,999	12	14	14
7,000— 7,999	11	11	14
6,000— 6,999	5	9	10
5,000— 5,999	4	8	2
Less than 5,000	2	3	3
Totals	80	84	85
Medians	8,848	8,750	9,077

Number of Districts

7/1/56	3,691
7/1/57	3,323
7/1/58	2,779

Number of High School Districts

7/1/56	788
7/1/57	745
7/1/58	701

(Please turn to page 3)

Vol. 30, No. 1 SEPTEMBER, 1958

Arthur C. Anderson, Editor

This publication is issued monthly (except June, July and August) by the Department of Public Instruction. J. C. Wright, State Superintendent, State Office Building, Des Moines 19, Iowa, Publisher. It carries no advertisements. Circulation is limited to school teachers, school administrators, libraries, educational institutions and persons with official educational responsibility, and to exchanges. There is no subscription price. Address Communications to the Educational Bulletin, Department of Public Instruction, State Office Building, Des Moines 19, Iowa. Second class privilege authorized at Des Moines, Iowa.

CERTIFICATION REPORT

The Division of Teacher Education and Certification issued 11,072 teachers' certificates during the fiscal year beginning July 1, 1957, and ending June 30, 1958. The following table indicates the number of each type of certificate issued during this period:

Permanent Professional	960
Professional	3,876
Pre-Professional	2,985
Substitute	1,028
Temporary	1,177
Professional Commitment	225
Life	821

Of the 1,177 temporary certificates listed above, only 179 can be classified as having been issued due to emergency situations existing in Iowa public schools. Of this number, 81 were issued to persons holding baccalaureate degrees or higher.

Certificates issued between July 1, 1958, and August 12, 1958, are as follows:

Permanent Professional	162
Professional	965
Pre-Professional	625
Substitute	67
Temporary	116
Professional Commitment	88
Life	129
TOTAL	2,152

Of the temporary certificates issued during this period, only five were due to emergency situations existing in Iowa public schools. Of these, two held baccalaureate degrees or higher.

STAFF DIRECTORY

Telephone number, except as otherwise noted, is ATlantic 8-7111 with individual extension numbers.

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N. E. Hyland

RESEARCH AND PUBLICATIONS
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Community Service Building
1028 Headford **ADams 4-0319**
John A. Ludemann, Supervisor

Reorganization— *(Continued from page 1)*

INFORMATION ON NEW COMMUNITY SCHOOL DISTRICTS FORMED IN IOWA
From July 1, 1957, through June 30, 1958
*The data for this report were furnished by Iowa County Superintendents.

No.	Name of New District	County	Elementary Enrollment	High School Enrollment	Total Enrollment	Area Sq. Miles	Per Pupil Assessed Val.
1	Burlington	Des Moines	4,530	1,586	6,116	19	$ 5,745
2	Newton	Jasper	3,356	1,032	4,388	192	6,286
3	Marshalltown	Marshall	3,249	961	4,210	58	7,902
4	Cedar Falls	Black Hawk	2,800	1,021	3,821	57	6,022
5	Ames	Story	2,855	847	3,702	38	5,521
6	Boone	Boone	2,139	754	2,893	25	4,526
7	Fairfield	Jefferson	2,179	598	2,777	286	6,662
8	Charles City	Floyd	2,020	727	2,747	189	7,462
9	Webster City	Hamilton	1,964	623	2,587	179	8,346
10	Grinnell-Newburg	Poweshiek	1,703	555	2,253	216	8,025
11	Allamakee	Allamakee	1,650	550	2,200	400	6,814
12	Knoxville	Marion	1,550	425	1,975	136	7,595
13	Oelwein	Fayette	1,250	450	1,700	85	7,647
14	No. Scott	Scott	1,275	402	1,677	209	8,508
15	Winterset	Madison	1,145	425	1,575	252	8,253
16	Eagle Grove	Wright	1,143	403	1,546	163	11,000
17	Algona	Kossuth	1,179	332	1,511	149	9,387
18	Clarke	Clarke	1,020	380	1,410	270	7,580
19	Pella	Marion	1,000	370	1,370	190	11,678
20	No. Fayette	Fayette	800	400	1,200	162	9,166
21	Harlan	Shelby	803	360	1,163	124	8,770
22	Mount Ayr	Ringgold	853	282	1,135	268	6,733
23	Sac	Sac	826	300	1,126	98	8,215
24	Northwood-Kensett	Worth	722	302	1,074	165	8,528
25	West Lyon	Lyon	767	233	1,000	245	13,000
26	Postville	Allamakee	700	272	972	115	9,259
27	Nashua	Chickasaw	688	248	936	112	6,944
28	Nevada	Story	686	243	929	12	4,964
29	Iowa Valley	Iowa	639	225	864	104	7,172
30	Tripoli	Bremer	615	215	830	90	7,230
31	Ballard	Story	623	204	827	82	7,195
32	Valley	Fayette	550	250	800	150	9,062
33	No. Mahaska	Mahaska	559	223	782	180	12,947
34	West Liberty	Muscatine	586	190	776	96	9,785
35	Twin Cedar	Marion	575	200	775	125	6,193
36	Sioux Center	Sioux	575	196	771	102	11,653
37	Wilton	Muscatine	597	164	761	93	8,216
38	Columbus	Louisa	560	200	760	128	8,414
39	Rockwell City	Calhoun	535	215	750	109	12,066
40	Eddyville	Wapello	554	192	746	128	11,076
41	Greene	Butler	509	215	724	115	9,653
42	Laurens	Pocahontas	520	200	720	77	7,527
43	New Monroe	Jasper	516	201	717	108	7,097
44	No. Polk	Polk	561	152	713	93	13,853
45	Maurice-Orange City	Sioux	512	192	704	92	12,230
46	Griswold	Cass	483	201	684	129	11,490
47	Mediapolis	Des Moines	484	176	660	117	9,773
48	Pleasantville	Marion	481	159	640	125	8,650
49	Beaman-Conrad	Grundy	455	153	608	92	10,690
50	Carson-Macedonia	Pottawattamie	445	158	603	104	10,613
51	Eastern Allamakee	Allamakee	450	150	600	129	13,333
52	Allerton-Clio-Lineville	Wayne	450	150	600	144	8,333
53	Twin Rivers	Humboldt	416	175	591	95	12,375
54	New London	Henry	448	142	590	36	4,015
55	Corwith-Wesley	Hancock	404	173	577	101	11,161
56	Sidney	Fremont	420	156	576	90	9,464
57	Hamburg	Fremont	410	150	560	120	9,375
58	Stuart	Guthrie	389	164	553	94	8,851
59	Earlham	Madison	410	140	550	103	10,545
60	Moravia	Appanoose	367	165	532	150	7,000
61	Crestland	Sac	400	110	510	100	13,137
62	Sergeant Bluff-Luton	Woodbury	397	91	488	55	6,260
63	Solon	Johnson	343	128	471	100	9,334
64	Prairie City	Jasper	330	125	455	82	11,428
65	So. Winneshiek	Winneshiek	260	190	450	170	31,111
66	Dunlap	Harrison	325	125	450	102	9,174
67	Grand Valley	Ringgold	324	122	446	148	7,932
68	Bondurant-Farrar	Polk	337	100	437	86	9,932
69	H. L. V.	Iowa	316	112	428	90	12,498
70	Lone Tree	Johnson	286	121	407	60	10,098
71	Maxwell	Story	294	106	400	61	7,773
72	Floyd Valley	Sioux	280	118	398	41	10,379
73	Sioux Valley	Clay	300	97	397	97	10,786
74	Central Dallas	Dallas	291	94	385	93	14,091
75	Martensdale	Warren	280	104	384	57	6,250
76	Deep River-Millersburg	Iowa	278	102	380	69	9,321
77	Grand	Boone	261	109	370	65	12,309
78	Mechanicsville	Cedar	271	94	365	45	8,888
79	Everly	Clay	266	98	364	82	11,435
80	Royal	Clay	276	86	362	59	10,094
81	Havelock-Plover	Pocahontas	249	101	350	64	12,023
82	Clearfield	Taylor	259	88	347	85	7,993
83	Russell	Lucas	228	102	330	92	8,129
84	Prescott	Adams	203	100	303	82	10,999
85	Diagonal	Ringgold	216	85	301	83	6,715

Iowa TV Schooltime

On September 22, 1958, from 10:30 to 11:00 a.m. Monday through Friday, station WOI-TV will begin its seventh year of Iowa TV Schooltime broadcasts. Last year 35,000 elementary and junior high pupils in 1,200 classrooms viewed these programs regularly each week.

It is estimated that more than 400 central Iowa schools are now equipped with television receivers. Of this number 250, or more than 62 per cent used the TV Schooltime programs regularly.

The new program schedule will be as follows:

Monday—
THE ANIMAL KINGDOM — This new series under the direction of Betty Lou McVay, will intrigue and instruct boys and girls with vivid accounts of how animals live and survive in water, jungle, arctic waters and temperate climates.

Tuesday—
LANDMARKS IN IOWA HISTORY —Grades 5-8. Plan your social studies curriculum so as to make every Tuesday Iowa History Day. Relive with Herbert V. Hake the stirring events of Iowa's past.

Wednesday—
SEE AND DO TIME—Grades K-3. Betty Lou McVay will provide a treasure-trove of activities and adventures to heighten learning experiences in your classroom.

Thursday—
LET'S EXPLORE SCIENCE — Grades 5, 6, 7. Let George Worley challenge your pupils with new adventures in science.

Friday—
LET'S READ A BOOK—The purpose of this series is to increase the child's interest in books and to motivate him to read more widely.

Iowa TV Schooltime is presented by WOI-TV in association with the Iowa Joint Committee on Educational Television. The Committee is composed of representatives from the Department of Public Instruction, Iowa State College, State University of Iowa and the Iowa State Teachers College.

Study Guides for teachers may be obtained without cost by writing to the Department of Public Instruction, Des Moines 19, Iowa.

Fire Safety In Schools

With the beginning of the school year, State Fire Marshal Ed J. Herron takes the opportunity to inform the school principals and teachers that the state law requires fire drills to be held each month. The school officials and teachers in Iowa have cooperated splendidly in this operation and their concern and interest in *fire safety* in school buildings has been most satisfactory to fire officials throughout the state.

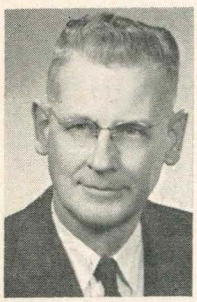
In discussing the requirements for fire drills, Marshal Herron calls to the attention of school officials that several other *fire safety laws* and regulations affecting schools are now in effect. These changes were the result of new fire laws passed during the last session of the Legislature. They include such things as requirements for a fire alarm system, independent of any other signaling system, in all

(Please turn to page 4)

New Department Staff Members

J. C. Wright, state superintendent of Public Instruction, announces the appointment of new members to the staff.

Melvin D. Anderson, former superintendent of schools, Toledo, Iowa, joined the staff as regional consultant in the Division of Supervision.

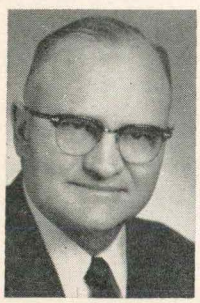


Melvin D. Anderson

Mr. Anderson is a graduate of Iowa State Teachers College, Cedar Falls, and has a master's degree in administration and supervision from Iowa State College, Ames. He has served as superintendent of Toledo, Rolfe and Early public schools.

He will replace Noble J. Givіden, who has been given a leave of absence to complete his Ph.D. degree at Columbia University.

F. R. Burnham, former superintendent of schools, Walnut, Iowa, has accepted a position as supervisor of commodity distribution, in the Division of School Lunch.



F. R. Burnham

Mr. Burnham is a graduate of Grinnell College and received his master's degree from the State University of Iowa in school supervision and administration. He has served as superintendent of Walnut, Griswold, Underwood, Defiance, Casey and Norwalk public schools.

He will replace Marshall Jewell, who was appointed by Governor Loveless to the State Welfare Board.

L. E. Carpenter, former principal of schools, Mallard, Iowa, has been appointed as field consultant in the Division of School Lunch.

L. E. Carpenter

Mr. Carpenter is a graduate of Iowa State Teachers College and will receive his master's degree in business education. He served as principal at Mallard and Goose Lake high schools, as a classroom teacher at Milbank, South Dakota, and as training officer with the veterans administration.

He will replace E. E. Cowan, who has been appointed director of the Division of School Lunch.

Miss Gladys Grabe has accepted a position as assistant supervisor of home economics education. Miss Grabe has both her bachelor and master's degree from Iowa State College at Ames. Before joining the department she was a supervising teacher for Iowa State College at Jefferson and has taught homemaking at West Waterloo, Spencer, Guttenberg and Logan high schools.

Miss Gladys Grabe

She will replace Eleanore L. Kohlmann, who has returned to Iowa State College to complete her Ph.D. degree.

Iowa is the fourth state to receive a grant from the National Association of Public School Adult Educators to create a leadership position in Liberal Adult Education in the State Department of Public Instruction.

Gordon B. Wasinger

Mr. Gordon B. Wasinger has accepted the appointment to this position for one year. Mr. Wasinger holds both a bachelor's and a master's degree from Stout State College of Wisconsin. He taught three years in the high school in Kingsport, Tennessee. He then served as supervisor of adult education in Davenport, Iowa, for three years. In 1956, Mr. Wasinger received a grant from The Fund For Adult Education and attended the State University of Iowa. During the 1957-1958 school year he taught at the University High School while continuing his graduate studies.

Mr. Wasinger has completed all the work for a Ph.D. at the State University of Iowa except a dissertation.

Fire Safety—

(Continued from page 3)

schools having two (2) or more classrooms.

Fire extinguishers are required in all schools, and the type of extinguishers and the number are based on national standards adopted by the State Fire Marshal's office.

In addition to these requirements, exit facilities for schools are standardized as to the type of fire escapes, exit doors, and the distance from classrooms to exits.

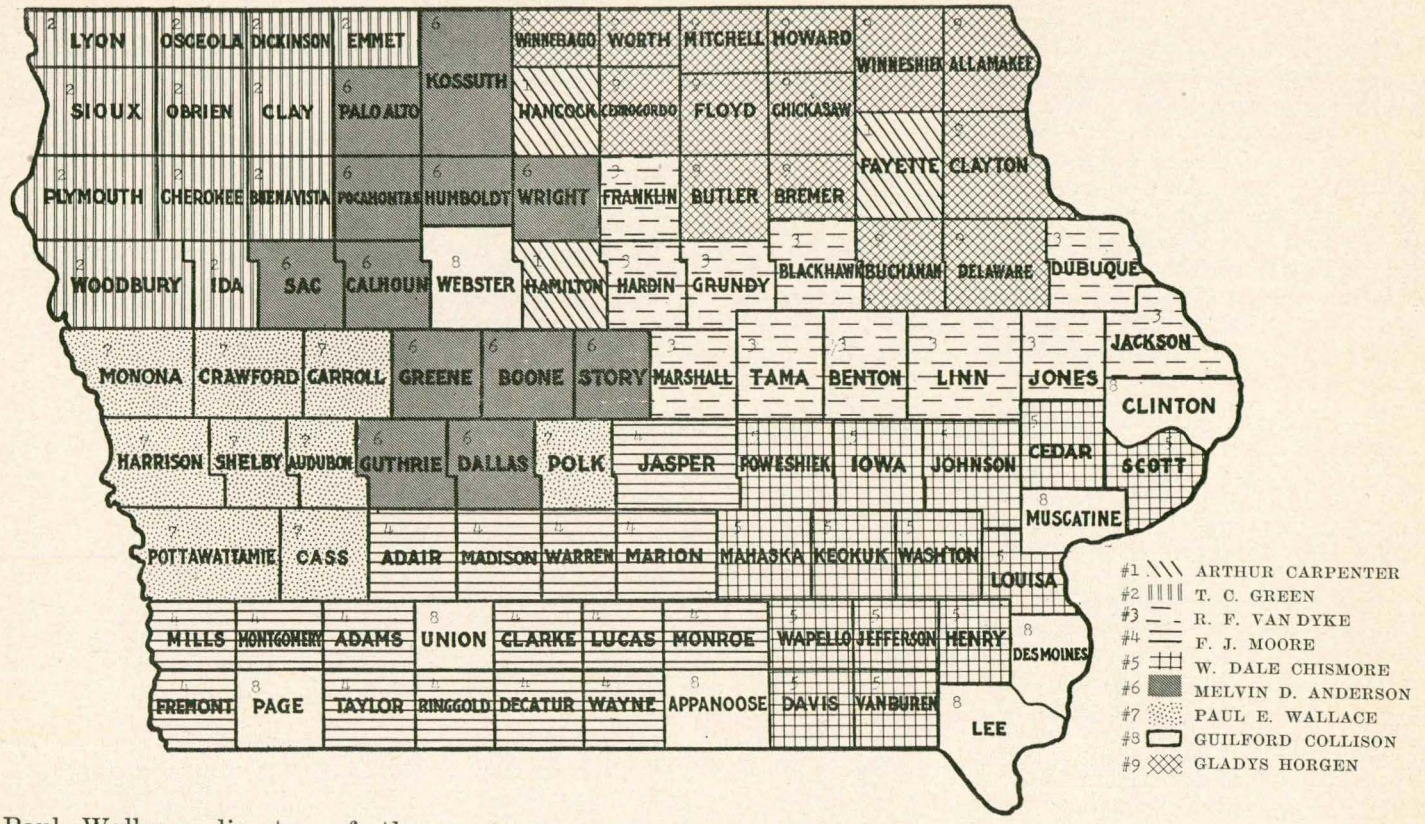
The Fire Marshal's office has inaugurated an inspection program whereby all schools in the state are inspected. In the larger cities, this is done by the local fire inspector, and in a smaller community, by the deputy fire marshals from the State Fire Marshal's office.

The above mentioned requirements are used as a check list when making an inspection. The inspectors also check for fire hazards that could result from electrical service, heating plants, storage rooms, kitchens and vocational activities.

Iowa has been most fortunate in the fact that we have not had any life loss in our school buildings in recent years, although each year a number of Iowa schools have had serious fires.

The *fire safety regulations* enforced by the State Fire Marshal's office are for the safety of the children and the teachers who spend many hours each year in the school building. Continued cooperation by the school officials will help make the Iowa record of fire safety in schools an achievement of which we can be proud.

Regional Consultants for 1958-1959 School Year



Paul Wallace, director of the Division of Supervision, announces the regional areas assigned to staff consultants for the school year 1958-1959. The accompanying map shows the area to be served by each consultant.

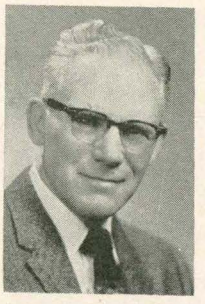
DIRECTORS NAMED

B. H. Graeber, regional consultant for the past three years, has been named director of the Division of Vocational Education.

B. H. Graeber

Mr. Graeber is a graduate of Iowa State Teachers College and has a master's degree from the University of Iowa. He has had additional graduate work at University of Minnesota. Before joining the department, he served twenty-eight years as superintendent of Grand Meadow, Guttenberg, Postville and Waukon schools.

E. E. Cowan, consultant for the past two years, has been named director of the Division of School Lunch.



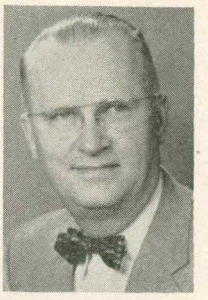
E. E. Cowan

Mr. Cowan has his master's degree from Columbia University, New York City, in school administration and supervision. Before joining the department, he served twenty years as superintendent of New Hartford and West Bend schools.

He will replace C. W. Bangs, who retired July 1, 1958.

HYLAND NAMED TO N O L P E COMMITTEE

Dr. Reynolds C. Sietz, president of the National Organization on Legal Problems in Education, has appointed N. E. Hyland, legal adviser of the State Department of Public Instruction, as a member of the Committee on Future Revisions of the N O L P E Constitution.



N. E. Hyland

The purpose of the N O L P E is to improve school administration by promoting interest in and understanding of school laws throughout the United States. The membership includes state school officers and members of the staffs of state departments of education; county and local school officers, administrators and teachers; professors of educational administration and school law; and attorneys associated with federal, state, and local school agencies and associations.

MAXIMUM TUITION RATES—1958-1959 SCHOOL YEAR

Elementary tuition rate	$35.45 per month
Junior High School tuition rate	53.20 per month
Secondary (High School) tuition rate	62.05 per month

SUMMER SCHOOL PROGRAM

Franklin D. Stone, Superintendent of Schools, Keokuk, Iowa

In February, 1956, School Administrators and Board Members of the Keokuk Community School District began a searching analysis of school needs for the next decade. It was apparent that two paramount moves were inevitable. One was a program to constantly improve the quality of school services. The other movement was an expansion of school services to the boys and girls of the district.

An obvious extension of the school program was the organization of a broad summer program. No one could discover a sound reason why schools should not function in June and July.

The needs of students do not suddenly disappear in the summer. Trained teachers were available to provide leadership and direct activties to help meet those needs.

Planning for the summer program began during the spring of 1956. Five administrators spent two days observing the summer program in action at Rochester, Minnesota. A full day conference of all the local school administrators was held on May 11, 1957.

In August, 1957, a preliminary statement of purpose and direction was published. The school staff became involved during the school year 1957-1958.

The possible program was discussed with individuals and groups throughout the city. Public response was very positive. The idea made sense to the people.

Members of the administrative staff visited nine college campuses to outline the idea to people in the departments of education. Many helpful suggestions were made by members of the college staffs.

Certain principles and practices were generally accepted for operation of the program:

- The regular administrative staff would function rather than delegate the direction to a single staff member.
- Appointment of teachers to the program would be based on particular capacity and desire to participate. Some would be full-time and some half-time.
- No credit would be given the first year of operation.
- The program would run for six weeks with eight forty-five minute daily periods.
- Classes would be held to a reasonable size in order to facilitate a laboratory approach to all class activities.
- No tuition was charged for enrollment.
- Teachers signed a summer contract and were paid on July 3 and July 25. The rate was $120 per week for full time service.
- All buildings would be utilized.

Class offerings were as follows:

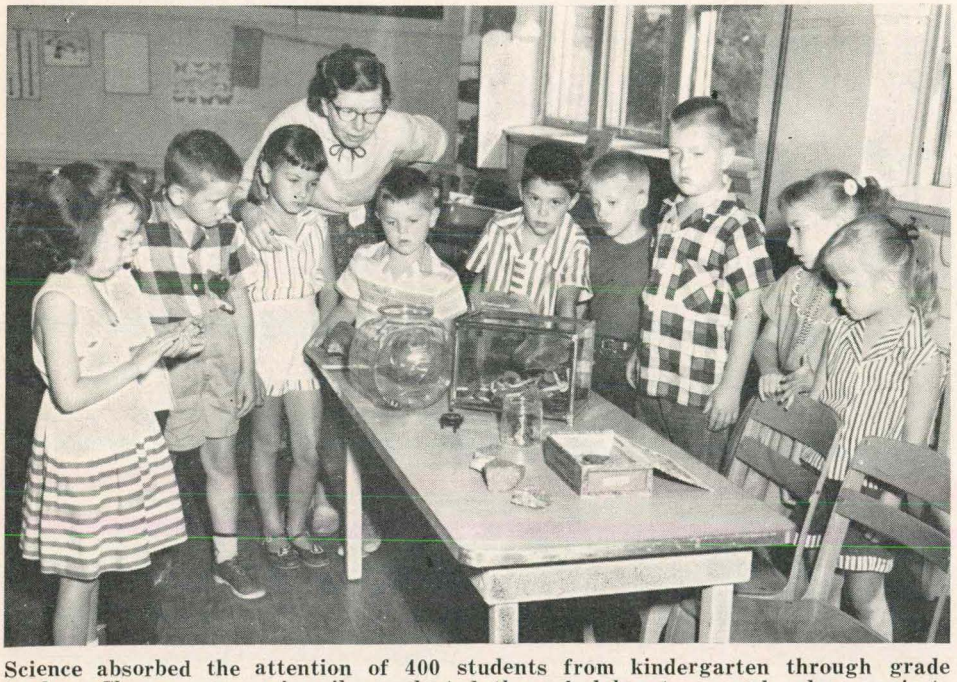
Class	Elementary (K-6) Number Enrolled
Handcraft	571
Natural Science	291
Recreational Music	190
Games	223
Instrumental Music	143
Instructional (reading and arithmetic)	186
Tennis	163
Creative Art	38*
Science (physical and chemical)	38*
Creative Music	50*
Creative Dramatics	49*
Spanish	73*

*Experimental groups.

Class	Secondary (7-12) Number Enrolled
Instructional Music	215
Dramatics	89
Speech	81
Art	31
Physical Education	52
Typing	105
Remedial Mathematics	87
Remedial Reading	47
Development Algebra	46
Crafts	80
Tennis	132
Driver Education	37
Science	69

Enrollment by grades was (past year classification):

Grade	Number Enrolled	Per cent of Potential
K	122	33
1	176	49
2	194	62
3	162	50
4	177	52
5	198	55
6	176	64
7	120	43
8	114	39
9	92	34
10	88	31
11	51	27
12	10	7
Totals	1,680	43



Science absorbed the attention of 400 students from kindergarten through grade twelve. Classes were primarily conducted through laboratory work, class projects and field trips. The teacher shown with this group is Edna Sears.

Students were limited to two activities in the elementary program and three at the secondary level. Tennis could be elected above this quota. Recreational music and handcraft in elementary schools were limited to three weeks.

A venture of this size needs evaluation. A summary has been prepared and is available to anyone interested.

Planning for next summer will be based on this initial experience. Some parts of the program will be revised. Additional offerings will doubtless be made as the community demands are created. Student tours of Detroit, Niagara Falls, New York City and Washington, D. C., are planned for the summer program of 1959. A monthly prepayment plan is in operation with eighty-four students enrolled to date to pay the cost of the tour.

The success of the first year of

this enterprise was a result of careful planning and cooperative effort. Without the enthusiastic support and vision of the Board of Education, the program would never have gone beyond the wishing stage. The people of the community have responded positively from the first discussions. The entire professional staff has done a splendid job of analysis of student needs and interests. Everyone is looking ahead to an expanded and improved program in the years ahead.

New Publication

"School Business," a manual for school officials, has just recently been published by the Department of Public Instruction.

This publication, written by A. B. Grimes and I. N. Seibert, is intended to serve as a procedural guide to school superintendents, secretaries, treasurers, and board members in matters pertaining to business management in local school districts.

The contents of the manual are indicated by the following chapter titles: Local School Officials; School Elections; School Funds; The Budget and Tax Levies; Records, Audits, and Publications; State and Federal Aids; School Census and Pupil Attendance Accounting; Residence and Tuition; School Buildings and School Sites; School Insurance; School Calendar.

IN MEMORIAM

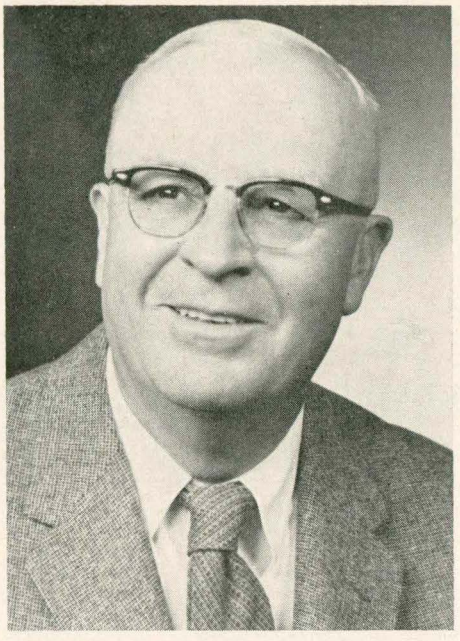
WAYNE L. PRATT

Wayne L. Pratt, state director of vocational education died May 8, 1958. In recognition of his faithful and untiring service, we wish to express our feeling of not only a personal loss but a distinct loss to the cause of education in Iowa.

Mr. Pratt was graduated by Ellsworth College and Iowa State College. He served as superintendent of schools at Shipley, Milford Township, Colo, Lake City and Carroll. He was appointed to the State Department in 1949 as a regional consultant and in 1953 as state director of vocational education. His outstanding leadership in vocational education administration and adult education will be a permanent monument to his name.

J. C. Wright

We Appreciate



C. W. BANGS has given twelve years of valuable service as director of the School Lunch Division. Under his able supervision the lunch program has grown tremendously.

In 1946 there was in operation 575 Type A programs (complete lunch), 6 Type B programs (one hot dish) and 180 Type C programs (milk only).

During the 1957-1958 school year 1,144 schools were approved for the operation of a Type A school lunch program and over 1,800 schools were approved for the milk program. The lunch program has not only grown in numbers but it has become an integral part of the general educational program with the lunch room as a laboratory for teaching good nutrition and health.

Before joining the Department of Public Instruction in 1946, Mr. Bangs served forty-one years as superintendent of schools at Nichols, Williams, Paullina, Traer and Manchester.

During the fifty-three years of his life devoted to education, he has been active in both educational and civic organizations. He was elected a member of the Phi Delta Kappa.

Mr. Bangs has made a real and lasting contribution to education in Iowa. The State Department of Public Instruction joins his many friends in commending him on his long and faithful educational service.

Mr. and Mrs. Bangs have moved to Arkansas and will reside at Mallard Point Road, Mountain Home.

Iowa Home Economics Conference

The twenty-seventh Annual State Conference for Iowa Home Economics Teachers was held at Memorial Union, Iowa State College, Ames, August 18-21. According to Louise Keller, state supervisor of home economics education, about 300 homemaking teachers were in attendance. This conference is conducted by the Vocational Division of the State Department of Public Instruction in cooperation with the Home Economics Department of Iowa State College and the Iowa Home Economics Teachers Association.

Keynote speakers were Dr. Everette J. Kircher, professor of education, Ohio State University, who challenged the teachers with his address, "An Implicit Philosophy For Teaching Homemaking," and Dr. Jules Labarthe, professor of textile technology, Carnegie Institute, Philadelphia, who discussed new trends in fabric selection and care.

Members of the Iowa State College Home Economics department features on the program included Dr. Mattie Pattison, Dr. Hester Chadderdon, and Dr. Mary Lyle, department of home economics education; Mrs. Jean Hansen, department of child development; Dr. Margaret Liston, department of home management; and Mrs. Buena Mockmore, extension specialist in family relations. Also featured was Dr. Geraldine Clewell of the State University of Iowa, home economics staff. Several Iowa teachers participated as discussion leaders and in program presentations.

New curriculum materials for seventh-eighth grades and for Homemaking III were introduced.

Social highlight of the conference was the annual dinner at which the program was presented by the Bette Bonn School of Modeling and Charm.

STAMP DAY PROGRAM

Thousands of teachers in Iowa schools owe their education to personal thrift and to money management of their parents. It is important that the tradition be instilled in today's pupils who, in a few years, will guide the destiny of the United States.

Secretary of the Treasury Robert B. Anderson said recently that "Every American who buys a Savings Bond, or who puts time and effort into selling bonds to others, can truly say: 'I am helping to provide for my own future. I am adding to the strength of my country, both military and economic.'"

Teachers wishing information or materials about Stamp Day should write to the Savings Bond Office, 325 Old Federal Building, Des Moines 9, Iowa.

A NEW SUGGESTION IN THE EDUCATION OF THE GIFTED CHILD

A. J. Looby

Drs. A. J. Looby and Tom A. Lamke of Iowa State Teachers College are co-directors of the Rapid Learners Research Project; Arthur C. Anderson, supervisor of Research and Publications, Department of Public Instruction, is coordinator.

The United States Office of Education, The Iowa State Department of Public Instruction, and Iowa State Teachers College have been cooperating with an experiment in the education of the rapid learning child. The program, conceived and proposed during the summer of 1957, has now resulted in its first summer school program. An extensive follow-up and evaluation will be completed in the coming school year.

The project, designated as the RAPID LEARNERS RESEARCH PROJECT, officially began March 15, 1958. In the pre-summer school period one experimental and two control groups of sixty children each were selected and given approximately ten hours of testing. The three groups were composed of children completing the fifth grade in the vicinity of Waterloo, Cedar Falls, and Fort Dodge. The experimental group from the Waterloo-Cedar Falls areas was the only group given special treatment. These children participated in a special one-half day program for eight weeks this past summer in the Laboratory School on the campus of Iowa State Teachers College.

The research was initiated with the belief that acceleration, segregation, and enrichment, the conventional methods of providing for rapid learners, were not meeting the present challenge of the gifted in the smaller school systems. Previous research has indicated that approximately 50 per cent of these children never fully realize their potential.

The hypothesis for this experiment, therefore, in a sense, was a simple one. It was hypothesized that a summer curriculum designed specially for rapid learners could serve to help these children to utilize their abilities more fully during the next several years when they returned to their regular schools.

Some of the objectives of the program were as follows:

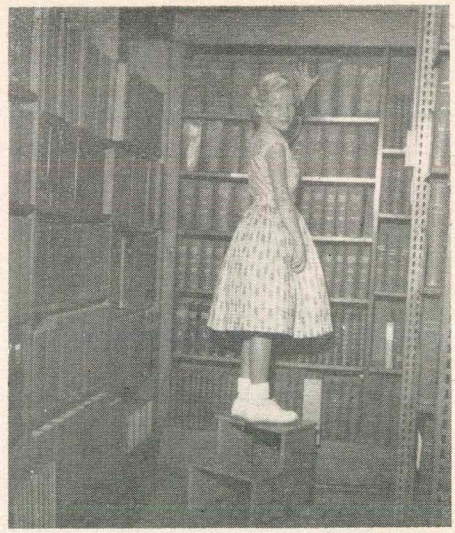
- To improve the understanding, skill, and use of the higher mental processes in the cognitive domain such as comprehension, application, analysis, synthesis and evaluation.
- To guide each child to a better understanding of himself, his peers, his family, and others with whom he has, or may, come into contact.
- To develop and improve the ability of each child to think independently and creatively.
- To arouse and develop an awareness, appreciation, and respect for the role of the intellectual in the progress of mankind.

The curriculum was predicated on a basis of intrinsic motivation. Subject matter, per se, did not need to be considered of primary importance; therefore, the subject matter interest of each child became the vehicle utilized to aid in the accomplishment of the program's objectives. In line with this, the opportunity was provided for each child to do individual research. Group projects were also encouraged. The tools, techniques, and methodology of research were incorporated into each child's experience as he developed his topic.

The children also participated in a study of human relations. This activity was carefully planned and not only served to help accomplish the stated objectives, but also served to orient the children into and out of the program.

Experiences in planning and evaluation were provided as an integral part of the program. Each group, with the aid of the teacher, planned each day. Each child, with the aid of the teacher, made daily, weekly, and bi-weekly evaluations of his progress.

The rigidity of thinking displayed by the children pointed up the necessity for



Sandra Berg of Cedar Falls illustrates how one of the problems of reaching for knowledge involves physical as well as mental.

structured periods of creative thinking to give experience in ideational fluency, and redefinition ability. These experiences were also informally integrated into other areas.

There were many interesting points noted about the rapid learning children who participated in the program this past summer. Among these were:

- Their extreme dependence on the teacher as a figure of authority in the classroom.
- Their expressed beliefs at the beginning of the program that the classroom should be organized so as to facilitate the work of the teacher rather than the child.
- The rapidity which they differentiated between the summer school and what they called, "regular school."
- Their attendance record which produced an average daily attendance figure of 99 per cent.
- Their easy acceptance of themselves as children with above-average learning ability.

A complete report is not expected to be available until after June 30, 1959.

John Gnagy of Mr. Potter's group reports some of the facts that he has learned about "The Atom" during the summer.

Members of the faculty are from Iowa State Teachers College unless otherwise indicated. Left to right (front row): A. J. Looby, assistant professor of psychology, Howard Vander Beek, chairman, English department, Edna Fleming, social studies enrichment, Waterloo, Iowa, public schools; Mardelle Mohn, physical education supervisor, C. Gratton Kemp, associate professor of education, Michigan State University. (Back row): Henry Stackhouse, coordinator of guidance services, Burlington, Iowa; Albert Potter, chairman of science department, William Happ, chairman, physical education department, and Tom A. Lamke, coordinator of research and assistant to dean of instruction.

STATE OF IOWA—DEPARTMENT OF PUBLIC INSTRUCTION

EDUCATIONAL BULLETIN

Vol. 30, No. 2 J. C. WRIGHT, State Superintendent of Public Instruction OCTOBER, 1958

STATE BOARD'S RECOMMENDATIONS TO THE 58th GENERAL ASSEMBLY

Editor's Note: This is a summary taken from a report prepared by Paul F. Johnston, assistant superintendent for administration.

One of the duties of the State Board of Public Instruction is to "cause to be prepared and submitted to each regular session of the general assembly a report containing such recommendations as to revision, amendments, and new provisions of the law as the state board has decided should be submitted to the legislature for its consideration." A brief summary of the State Board of Public Instruction recommendations to the 58th General Assembly follows:

School Finance

That direct state support for public schools be increased to an amount of $53,000,000 per year for the next biennium. (Present state support amounts to $22,832,000.)

The specific recommendation is to pay the formula of the present aids in full and to distribute the balance of the increase under the provisions of the General Aid and Supplemental Aid statutes. The balance, after present aids were paid in full, would be allocated between General and Supplemental Aids on a 60 per cent-40 per cent basis, respectively. This will necessitate some minor revisions in the formula of each of these two major aids.

The following table indicates the present appropriations and the allocation of the funds recommended by the State Board of Public Instruction:

Aids	Present Appropriation	Recommendation for 58th G.A.—$53 Million To Pay in Full	Additional	Total
General	$14,610,000	$17,000,000	$ 9,690,000	$26,690,000
Supplemental	4,000,000	12,500,000	6,460,000	18,960,000
Transportation	3,000,000	5,000,000		5,000,000
Special Education	800,000	1,750,000		1,750,000
Vocational	300,000	500,000		500,000
Mining Camp	72,000			
Emergency	50,000	100,000		100,000
	$22,832,000	$36,850,000	$16,150,000	$53,000,000

It will be noted that the recommendation provides for the elimination of Mining Camp Aid, with part of these funds being used to increase the Emergency Aid fund to $100,000. Mining Camp Aid as such should be eliminated only when appropriations for other aids are substantially increased.

(The above is a very brief summary of the finance program which is being recommended to the 58th General Assembly. For further data, see the bulletin, "State Distributive Funds for Improvement of Public Education," Department of Public Instruction, August, 1958. A copy has been mailed to all city and county superintendents.)

Powers of the State Board of Public Instruction

Chapter 257 of the Code of Iowa provides for the election of State Board members, sets forth the powers and duties of the State Board, indicates in detail the responsibilities of the State Superintendent, and provides for the staffing and the functions of the Department of Public Instruction.

There are two serious defects in the present statute which materially reduce its effectiveness:

1. **The requirement that the Board's appointment of a State Superintendent must be confirmed by a two-thirds majority of the Senate.**
2. **The salary limitation of $10,000 for the State Superintendent and $7,500 for each of the two Assistant Superintendents.**

The Senate confirmation requirement results in a repugnance between two sections of the Code, with one setting a four-year term subject to confirmation, and the other giving discretion to the Board in the matter of term of service. State school administration cannot be completely removed from politics as long as the appointment of the Chief State School Officer is subject to Senate confirmation.

The bulletin, The Personnel of State Departments of Education, published by the United States Office of Education, states that, "In establishing the salary of the Chief State School Officer it should be comparable with the highest paid City School Superintendent, University President, or State College President."

Salaries for these positions in Iowa are: City Superintendent, $22,500; University of Iowa President, $22,000; Iowa State College President, $22,000.

The salaries of Chief State School Officers in the states immediately surrounding Iowa are as follows: Illinois, $20,000; Wisconsin, $17,000; Missouri, $16,500; Minnesota, $12,750; Nebraska, $10,500, and South Dakota, $6,300.

Community School Districts

Since the reorganization law provides that all new districts formed shall be called "community districts," some of the rights, powers, and duties of individual citizens and local school districts have been in question due to the fact that other sections of the Code have not been modified to include community districts.

There are some thirty-five or forty sections of the statutes which need correction in this respect. For example, Chapter 53 (Absent Voters Law) provides that voters may vote by absentee ballot ". . . at any election held in any independent town, city, or consolidated school district." This has been interpreted to deny such right to a citizen of a community district.

As an example of the loss of powers by a local board, Section 297.5 restricts the right to make a one-mill levy for the purchase of sites to "The directors in any independent district whose territory is composed wholly or in part of territory occupied by any city. . . ."

Some of the other sections needing clarification are: 53.3 School Secretary, 274.7 Directors, 277.1 Regular Election,

(Please turn to page 3)

Arthur C. Anderson, Editor

This publication is issued monthly (except June, July and August) by the Department of Public Instruction. J. C. Wright, State Superintendent, State Office Building, Des Moines 19, Iowa, Publisher. It carries no advertisements. Circulation is limited to school teachers, school administrators, libraries, educational institutions and persons with official educational responsibility, and to exchanges. There is no subscription price. Address Communications to the Educational Bulletin, Department of Public Instruction, State Office Building, Des Moines 19, Iowa. Second class privilege authorized at Des Moines, Iowa.

AASA NEW PUBLICATION

"School District Organization," a 324 page book, published by the American Association of School Administrators, is now available.

Based on a comprehensive two-year study of school district organization in every part of the country it offers practical suggestions for:

- **collecting and assembling factual information**
- **securing state approval**
- **handling public relations programs**
- **holding community hearings**
- **school district organization problems in suburban areas**
- **administrative organization in a large city district**
- **characteristics of a satisfactory school district**
- **relationship of size of school to educational program.**

The cost of the publication is $5.00. Orders should be sent to the American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington 6, D. C.

CERTIFICATION REPORT

Certificates issued between July 1, 1958, and August 12, 1958, are as follows:

Permanent Professional	314
Professional	1,442
Pre-Professional	1,167
Substitute	136
Temporary	329
Professional Commitment	171
Life	142
TOTAL	3,701

Of the temporary certificates issued during this period, only twenty-five were due to emergency situations existing in Iowa public schools. Of these, sixteen held baccalaureate degrees or higher.

STAFF DIRECTORY

Telephone number, except as otherwise noted, is ATlantic 8-7111 with individual extension numbers.

J. C. Wright, State Superintendent of Public Instruction

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Extension 553

RESEARCH AND PUBLICATIONS
Extension 551
Arthur C. Anderson, Supervisor

ADMINISTRATION

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Charles W. Dalbey, Assistant Supervisor
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M. Z. Hendren, Assistant Supervisor
E. J. Mabon, Assistant Supervisor
Charles H. Obye, Assistant Supervisor
Edwin L. Nelson, Supervisor of Distributive Education
Roland G. Ross, Supervisor of Guidance Education
F. Louise Keller, Supervisor of Homemaking Education
Gladys Grabe, Assistant Supervisor
Oran H. Beaty, Supervisor of Trade and Industrial Education

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Jean Glissman, M.D., Psychiatric Consultant
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M. G. Barillas, State Supervisor, Psychological Services
Louis P. Ortale, State Placement Supervisor
Robert F. Bonomi, Placement Research Assistant
Joseph Facto, Psychologist

Des Moines District Office
905 Bankers Trust Building **ATlantic 8-3687**
Edward J. Thomsen, Supervisor

OASI Disability Section
710 Bankers Trust Building **CHerry 4-1364**
Albert W. Sherman, Supervisor

Rehabilitation Training Center
1029 Des Moines Street **ATlantic 8-7111 Ext. 380**
Mrs. Juliet Saxton, Supervisor

Cedar Rapids District Office
502 Mullin Building **EMpire 3-2015**
W. L. Van Eschen, Supervisor

Council Bluffs District Office
710 Bennett Building **8-1541**
M. W. Donohue, Supervisor

Fort Dodge District Office
431 Carver Building **5-2741**
Jessie Fritzsche, Supervisor

Ottumwa District Office
Medical Arts Building **MUrray 2-9973**
Dow Armstrong, Supervisor

Sioux City District Office
501 Badgerow Building **5-3930**
Lyle Strom, Supervisor

Waterloo District Office
Community Service Building
1028 Headford **ADams 4-0319**
John A. Ludemann, Supervisor

Board Recommendations—

(Continued from page 1)

277.4 Nominations Required, 277.5 Precincts for Voting, 277.23 Directors—Number, 277.24 Term of Office, 277.34 Absent Voters Law, 278.2 Submission of Proposition, 279.14 Superintendent—Term, 279.29 Compensation of Officers, 279.32 Financial Statement — Publication, 280.16 Kindergarten Department, 282.2 Offsetting Tax, 285.10 Powers and Duties of Local Boards, 289.1 Authorizations (Part-Time Schools), 294.8 Pension Systems, and 297.22 Power to Sell or Lease.

The above is not a complete list but will give some indication of the corrections needed.

Junior Colleges

The law relating to junior colleges should be amended to provide that they could be called "community" or junior colleges. It is also suggested that the requirements for the establishment of public junior colleges might be changed to provide that areas of the state which do not have ready access to an institution beyond the twelfth grade, and which have a potential enrollment of two hundred students in two or more school districts, could jointly establish a community junior college.

Transportation

Under the present statute, an *elementary* pupil residing in a district containing a village, town, or city under 20,000 population wherein the designated school is located must live more than *two* miles from school in order to be entitled to transportation. However, a high school pupil in such a district, providing he lives outside the city limits, is entitled to transportation if he lives more than *one* mile from school. This creates an unjustifiable discrepancy between the rights of elementary and high school pupils and the law should be amended to place them on the same basis.

Also, the formula for the distribution of transportation aid could well be clarified and simplified. It is recommended that the formula be amended to provide for a flat payment of $30 per bus-transported pupil, without any adjustments.

Special Education

Chapter 281 needs revision of definitions and terminology. The entire chapter is now written in relation to "handicapped children," whereas it is generally recognized that "exceptional children" would be more appropriate.

Special Courses Fund

The Special Courses Fund should be eliminated. This fund was created in 1947 for the purpose of preventing state aid money from being used for instruction in courses outside the "basic curriculum." It serves no useful purpose, it creates confusion in accounting procedures, and in some instances it is used as a convenient method of manipulating tuition cost figures.

General Fund Tax Levy Limitations

Section 298.1 sets up General Fund tax levy limitations on the basis of a specific number of dollars per school census child. These limitations are as follows:

1. **School census over 1200—$140**
2. **School census less than 1200 but more than 250—$160**
3. **All other school districts—$175, except districts not maintaining a high school—$200.**

These limitations are unrealistic under present conditions and many districts are required to request permission from the State Comptroller for an emergency increase in the levy. (For the 1957-1958 budgets, about 75 per cent of all high school districts requested such increase.)

Acceptance of Federal Funds

The authority to accept federal funds for education is now contained in Chapter 283, Code of Iowa. However, over the years there have been changes in the manner in which federal funds have been made available to the State of Iowa for educational purposes. The present statute is ambiguous and needs to be revised and clarified, especially since the passage of the National Education Defense Act of 1958 by the 85th Congress.

Recodification of School Laws

The school laws of the State of Iowa are in serious need of revision, clarification and general recodification. It is recommended that the 58th General Assembly should appropriate an adequate sum of money to the State Board of Public Instruction to employ the necessary staff to make a complete codification of school laws and to prepare bills for the 59th General Assembly which would bring our existing statutes up to date.

SCHOOL AID REQUISITIONS

According to I. N. Seibert, director, Division of Administration and Finance, requisitions have been sent to the State Comptroller for payment of General Aid and Supplemental Aid for the 1957-1958 school year.

The annual appropriation for General Aid is $14,610,000. All General Aid claims, however, total $16,295,640.98, making an 89.6974086 pro rata payment percentage necessary.

All Supplemental Aid claims total $10,932,356.57 but the annual appropriation is only 4 million dollars. This has resulted in a pro rata percentage of 36.6208584.

A total of 746 high schol districts, 1,957 non-high school districts and 16 public junior colleges have valid General Aid claims. A total of 359 high school districts and 1,226 non-high school districts will participate in Supplemental Aid.

General Aid is computed on a basis of 17c a day for elementary pupils, 20c a day for high school pupils, and $1.00 a day for junior college students.

Supplemental Aid is computed on an equalization formula which provides state payment to districts which cannot furnish $120 per elementary pupil and $170 per high school pupil on a levy of 10 mills in non-high school districts and 15 mills in high school districts.

No district can receive General or Supplemental Aid if it did not levy at least 15 mills in the General Fund for the 1957-1958 school year. Three high school districts and 617 non-high school districts failed to qualify because of an inadequate levy.

Payments will be made to all qualifying school districts as soon as the warrants are received from the State Comptroller's Office.

SATELLITE DRAMATIZES POWER FOR PEACE THEME

Three young visitors to the recent Iowa State Fair joined J. C. Wright, state superintendent of Public Instruction, in examining the simulated satellite shown here in the United States Savings Bonds display as a symbol of its current Power for Peace campaign. Shown with Mr. Wright are, left to right, Sheryl Jan Crawford, Linda Stockbauer and Charles Angell, all regular buyers of U. S. Savings Stamps and Savings Bonds at the Lucas school in Des Moines. Although the satellite could not go into orbit because of its plastic shell, it contained genuine electronic instruments and is capable of sending 40 radio messages simultaneously. It did broadcast radio and audio signals continually while on display.

Existing conditions in our national economy and world politics emphasize the need for better preparation of today's pupils to cope with problems they will face in a few years when they assume their place in adult society.

One of the important lessons they need to learn is "personal thrift" . . . how to spend wisely and save for the important things in their future, and how to project that knowledge and experience in their attitudes toward developing a better America in a peaceful world.

The challenge is being met in hundreds of schools in Iowa through thrift teaching and selling of United States Savings Stamps to pupils. The plan is expanding rapidly and meeting enthusiastic approval of children, parents and teachers.

Superintendent Wright has said that he believes the Stamp Day Program, preferably operated by pupils, is an excellent device for teaching arithmetic and social studies. Anyone interested in the plan may obtain complete information and free supplies by writing to King R. Palmer, state director, U. S. Savings Bonds Office, 325 Old Federal Building, Des Moines 9, Iowa.

V. F. W. AUXILIARY ESSAY CONTEST

The Ladies Auxiliary to the Veterans of Foreign Wars announce the twenty-fourth annual national high school essay contest for the school year 1958-1959, entitled *The Space Age—Challenge to America.* Any student who is enrolled in any public, private or parochial high school, grades 9-12, and who is carrying a full prescribed course, is eligible to compete for awards.

Awards will be made on both local and state level, with state winners being eligible to compete for the national awards.

Further information regarding contest rules and prizes is contained in a descriptive folder, copies of which may be obtained by writing to:
V.F.W. Auxiliary, Kansas City 11, Missouri

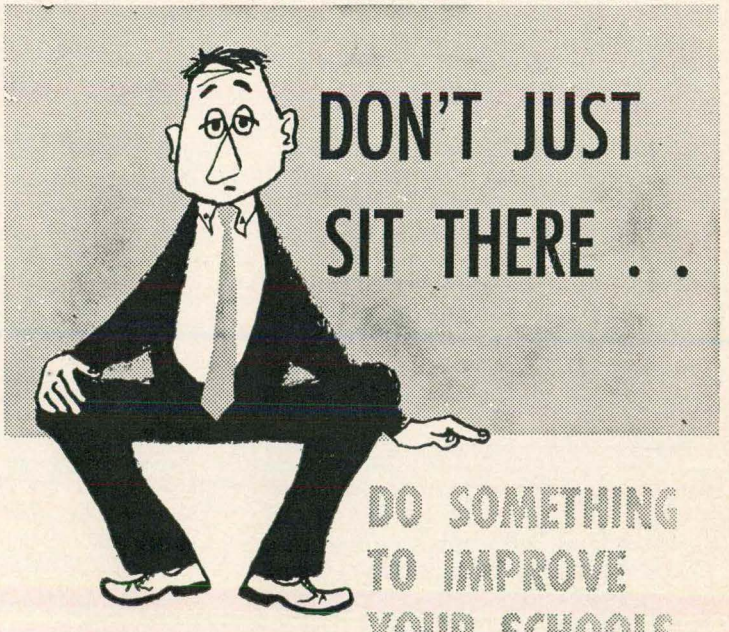
AMERICAN HOMEMAKER OF TOMORROW SCHOLARSHIP AWARDS

The fifth annual Betty Crocker Search for the American Homemaker of Tomorrow has been announced by General Mills. Participation in the scholarship award program is open to all senior girls who will graduate in 1959.

Last year 98 girls, first and second place winners from the 48 states and the District of Columbia, were awarded substantial college and university scholarships. The program is designed to provide significant personal benefits to all girls who participate.

School administrators may receive full information regarding the Scholarship Award Program by writing to Betty Crocker Search, Paul S. Amidon and Associates, Inc., 429-432 Plymouth Building, Minneapolis 3, Minnesota. All applications for enrollment must be postmarked not later than October 31, 1958.

Iowa's 1958 winner was Miss Roberta Sigwalt, Wall Lake Community School, Wall Lake, Iowa.



Visit them during . . .

AMERICAN EDUCATION WEEK

November 9-15, 1958

General Adult Education

Gordon B. Wasinger, Supervisor
Liberal Adult Education

Evening schools — adult education — is an important part of public schools in Iowa. The need, and the demand for educational opportunities comes from the people. Consequently, the evening school program in each community takes form and substance from the people of that community.

There is a great deal of diversity in the Adult Education Programs in the state. This diversity exists in program offerings, administration, organization, fees, staff and other aspects. This diversity in reality is flexibility which is most desirable.

Course offerings in adult education cut across many lines: social, civic, political, recreational, etc. This is acceptable and desirable because it is difficult to identify motivational or educational needs of the people. These courses do, however, provide opportunity for need satisfaction.

The trend of adult education is toward including opportunities to meet the liberal education needs of people. These opportunities are to fit a free people to use their freedom wisely; adult education opportunities that will help adults in their continual growth toward maturity.

It is the goal of the Department of Public Instruction to encourage the development, organization, and promotion of general adult education in the public schools in Iowa. The creation of the new position of Supervisor of General Liberal Adult Education is a step toward this goal. The department suggests the utilization of its services toward providing educational opportunities to the adults of Iowa through the public schools.

AMERICA'S PRODUCTS AND THE TRUCKS THAT CARRY THEM

A bulletin board map showing the principal products of each state and bordered by 32 types of trucks has been prepared for teachers of grades 5 through 8.

Single copies may be secured without charge by writing to: Public Relations Department, Automobile Manufacturers Association, 320 New Center Building, Detroit 2, Michigan.

SCHOOL BOARDS AND ADMINISTRATORS IN STATE MEETING

Edmund Groomes, president of the Iowa Association of School Boards, announces the dates of its annual convention as Thursday and Friday, Nov. 20 and 21. As in past years, it will be held in the Veterans Memorial Auditorium in Des Moines. All meetings are open to school board members, superintendents and school board secretaries in the state and their guests. Attendance is expected to reach 2,000.

Edmund Groomes

The theme of this, the thirteenth annual convention, is "The Class of '71." The program, according to Don Foster, executive director of the association, has been planned with the thought of helping school board members and administrators take a long-range view of public education in Iowa. In addition to the two day program an extensive display of school supplies and equipment occupying 20,000 square feet of floor space, will be held in connection with the meeting.

Speakers of outstanding ability from both in and outside the state have been engaged to participate in the general sessions and section meetings. Out of state speakers will include: Dr. Benjamin Fine, dean, graduate school of education, Yeshiva University, New York, and until recently education editor, New York Times, New York; Dr. William H. (Bill) Alexander, pastor, First Christian Church, Oklahoma City, Oklahoma; Dr. Vernon L. Nickell, superintendent of public instruction in the state of Illinois, Springfield; Robert I. Shackford, manpower and employment analyst, U. S. Department of Labor, Bureau of Labor Statistics, Chicago, and M. B. Hites, immediate past president, The American Textbook Publishers Institute, Chicago.

Dr. Fine

Dr. Alexander

Dr. Nickell

Mr. Hites

Those from the state who will address general sessions are as follows: Edmund Groomes, president, Iowa Association of School Boards, Menlo; Marvin F. Oberg, vice president and general manager, Northwestern Bell Telephone

Mr. Hickerson

Mr. Oberg

Company, Des Moines; Arthur Carpenter, assistant superintendent, State Department of Public Instruction, Des Moines; Loren Hickerson, executive director, Iowa Alumni Association, Iowa City, and Clyde McFarlin, vice president, Iowa Association of School Boards, Montezuma.

Participants in the section meetings will include among others; G. W. Hunt, president, and Mrs. Paul Scott, member, State Board of Public Instruction; Dean E. T. Peterson, Dr. S. J. Knezevich, Dr. L. A. Van Dyke and Dr. Kenneth B. Hoyt of the State University of Iowa; Dr. Guy Wagner, Iowa State Teachers College; Dr. Ray Bryan, Iowa State College; Dr. Alfred Schwartz and Dr. Stuart Tiedeman, Drake University; Roland G. Ross, Ivan Seibert, A. B. Grimes, John Shultz and R. F. Van Dyke from the Department of Public Instruction.

THE EDUCATION OF TEACHERS—NEW PROSPECTIVES

Ken Jonson, Director
Field Service and Professional Relations
Iowa State Education Association

"The Education of Teachers—New Prospectives" will be the subject of the Fourth Annual Invitational Conference, sponsored by the Iowa Commission on Teacher Education and Professional Standards (ICTEPS), which will be held in the Memorial Union, Iowa State College, Ames, on November 14 and 15.

As is customary, the Iowa Conference will consider the same theme as that discussed at the National TEPS Conference. The 1958 National Conference was held at Bowling Green University in June.

The three topics to be discussed at the Conference are:

- The Purposes of Education
- Elements in the Teacher-Education Program—Subject Matter Preparation
- Elements in the Teacher-Education Program—Professional Preparation and Professional Laboratory Experiences

An analyst will present each of the topics. Table discussions will follow.

The conference will be devoted to the cooperative approach in the development and refinement of programs for preparing teachers for the Iowa schools. The conference will seek to find common grounds by which representatives of all segments of the teaching profession and higher education, in the elementary and secondary schools, in public and private schools and the representatives of the State Education Legal Authorities can unite in constructive efforts to improve the process for the education of teachers.

Invitations to the conference have been issued to college representatives of academic fields as well as teacher education and practitioners in the field. The invitational list includes members of college committees on teacher education, representatives of academic societies and associations, lay representatives (Parent-Teacher Association and Iowa Association of School Boards), State Board of Public Instruction, the State Department of Public Instruction, and representatives of county and local education associations.

The featured analysts will include Dr. Harold L. Clapp, Grinnell College; Dr. W. Earl Armstrong, director, National Council for Accreditation of Teacher Education; Dr. K. A. Curtis of Iowa State Teachers College and Dr. A. C. Moon, executive secretary of the Association for Student Teaching.

Conference registration will begin at 9 a.m. on Friday, November 14. There will be sessions Friday morning, Friday afternoon, Friday evening and Saturday morning. The conference will close with a luncheon on Saturday.

A special conference is being sponsored by the Commission on Thursday, November 13, for the presidents, deans and heads of departments of education of Iowa colleges engaged in teacher education. Dr. Armstrong will be the featured speaker at this special conference.

TEACHING TAXES

Teaching Taxes, the Internal Revenue Service's contribution to the cause of education, has grown during seven short years into a nation-wide, carefully planned, detailed study of Federal taxes. The program has found a ready welcome in Iowa according to District Director V. Lee Phillips.

An estimated 43,000 students in over 700 schools in Iowa received tax instruction last year and indications are that several hundreds will be added with the new term.

The Internal Revenue Service instruction kits will not be available until December. Most schools schedule them for instruction coincidentally with the Federal income tax filing season, January to mid-April. Orders are now being placed, however, by interested teachers and principals in order to insure availability of the material.

Mr. W. R. Nutt, P.O. Box 1337, Des Moines 5, Iowa, or CHerry 3-2171, Ext. 453, has been designated to work with the school program in this district.

Legal Adviser Named

J. C. Wright, state superintendent of Public Instruction, announces the appointment of Joseph S. Davis as legal adviser.

Mr. Davis is a graduate of Iowa State College, Ames. He received his juris doctor degree from the State University of Iowa, Iowa City, and a master of science degree from Drake University, Des Moines.

Joseph S. Davis

He has had experience in both public education and law, serving as a classroom teacher at Pilot Mound, superintendent of the Eddyville and Milton public schools, practiced law at Leon and in the legal division of the Continental Casualty Insurance Company in Chicago, Illinois. Prior to coming to the State Department of Public Instruction, he served as Henry County superintendent of schools.

He will replace N. E. Hyland who has accepted the position as executive secretary of the Des Moines Education Association.

THE STORY OF CANNING AND CAN MAKING

The *Story of Canning and Can Making* is a guide to teachers in elementary schools including information about one of the most important industries of our day. The information deals with the history of food preservation, the development of the can and the story of the canning industry right up to the present day of convenience foods and automation.

Because food is a topic of universal appeal to children and because the canning story covers the growing, processing and distribution of many kinds of foods, the material in this booklet is suitable for use in many curriculum areas. This guide has been prepared by teachers for teachers and includes projects and activities for the children which may be adapted for use in many areas.

For a free copy of this booklet write to, Home Economics Department, American Can Company, 100 Park Avenue, New York 17, New York.

ANNUAL MEETING OF IOWA SPECIAL EDUCATION PERSONNEL

C. M. Higbee, Psychological Consultant

Dr. Elizabeth Drews of Michigan State College was the featured speaker at the Annual Fall Workshop for Special Education Supervisors held September 18 and 19 at the State Office Building and the Kirkwood Hotel. Public School Psychologists also participated because of their interest in the central topic "Educating Gifted Children."

Dr. Drews, one of the foremost authorities in this field, emphasized the importance of providing gifted children with stimulating, challenging educational programs. As an illustration, she described a situation in which a group of third grade gifted children found unacceptable their teacher's statement that a chasm near their school was the result of glacial action.

One of the children had been told by his older brother that he had seen it excavated by a bulldozer. This was proved false by the children when inspection of sizeable trees growing in the chasm showed the trees to be obviously much older than the brother.

Research and study helped them find evidence that the teacher's statement was correct, the glacier had really been responsible for the depression.

The kind of problem solving involved in the above situation was recommended for these children over a more typical classroom discussion of the movement of a glacier, the deposits left by it, and its effect on the topography.

Dr. Drews described the wide range of interests which are displayed by these gifted children both individually and as a group. She emphasized that today's gifted children will have to become proficient in areas of science non-existent in our present world. She gave as an example of the kind of talent displayed by some gifted the following lines penned by a thirteen-year-old girl.

THESE I LIKE

These I like:
A crystal-clear blue sky
A sunset from a hill
A gentle breeze on the shore of a lake
And theorizing on the intricate emotional and psychological make-up of specimens of a supposedly mature species of human beings.

These I like:
A white-capped ocean wave
A bridge across a bay
The encompassing smoke of a campfire at night
And the astronomical theory concerned with the rotation of celestial bodies in certain extra galactic universes in relation to the revolutions of the planet we inhabit.

These I like:
A gaily splashing waterfall
A thunderstorm at night
The musical whine of the wind in the trees
And instructors who promote the freedom of intelligent and discriminating group discussion as a method of self-instruction in the concepts of our era.

These I like.

Sue Montgomery

A panel of speakers made up of Dr. J. B. Stroud, University of Iowa; Dr. Miriam Showalter, Iowa State Teachers College; Miss Esther Garwick, Des Moines Public Schools; and Mrs. Betty E. Jenkins, Cedar Rapids Public Schools, described programs for gifted children now being carried out in some of Iowa's public schools. It was apparent that while most Iowa programs are in a formative and experimental stage, they do show expansion in a wide number of directions and are the forerunners of wide-spread educational programs to come.

Other portions of the program were devoted to discussions of programs for mentally retarded children, physically handicapped, emotionally disturbed, and children with speech and hearing problems. Guest speakers were Daniel Kroloff, coordinator of the work study program in the Des Moines Schools; Dale Irwin, recorder for the research project with retarded children carried on in Cedar Rapids; Robert Spaulding, of the Department of Mental Health; and members of the state staff of the Division of Special Education.

Members of the panel discussing Special Programs for Gifted Children are from left to right: Dr. J. B. Stroud, Professor of Education, State University of Iowa; Dr. Miriam Showalter, Assistant Professor of Education, Iowa State Teachers College; Mr. C. M. Higbee, Psychological Consultant, State Division of Special Education; Dr. Elizabeth Drews, Professor of Education, Michigan State University; Miss Esther Garwick, Des Moines Public Schools; and Mrs. Betty E. Jenkins, Cedar Rapids Public Schools.

SCHOLARSHIPS FOR FOREIGN STUDY

The Institute of International Education has announced that applications for 1,000 scholarships for study in any of 43 foreign countries will be accepted until November 1. Requests for application forms must be postmarked before October 15.

Recipients of the awards under the Fulbright Act for study in Europe, Latin America, and the Asia-Pacific area will receive tuition, maintenance, and travel to and from the country of their choice.

Eligibility requirements are U. S. citizenship, a bachelor's degree or its equivalent before departure, language ability sufficient to carry on the proposed study, and good heath. A demonstrated capacity for independent work is also necessary. Preference is given to applicants under 35 years of age.

Interested persons should write to the Institute of International Education, 116 South Michigan Avenue, Chicago 3, Illinois.

UNITED NATIONS DAY OCTOBER 24

ART, ENGLISH AND FOREIGN LANGUAGE OFFERINGS
School Year 1957-1958

Editor's Note: This is the second of a series of studies on subject offerings in public four-year high schools. Previous studies on mathematics and science were printed in the March, 1958, issue of the EDUCATIONAL BULLETIN.

Because of the increased interest in subject offerings, we have made a study in the fields of art, English and foreign languages in the 745 districts maintaining approved public four-year high schools.

The information was collected from the Daily Program Cards submitted by all high school administrators to the State Superintendent of Public Instruction. If the information was not complete on the program card a questionnaire was mailed to the school to secure this information.

The tables that follow show the subject offerings according to high school enrollments.

ART OFFERINGS—SCHOOL YEAR 1957-1958

High School Enrollment	Number of District	Number Districts Offering	Number High School Pupils Enrolled	Per cent High School Pupils Enrolled
0- 24	11	0	0	0.00
25- 49	135	1	9	0.17
50- 74	146	1	27	0.30
75- 99	106	2	31	0.34
100-149	147	4	94	0.52
150-199	58	3	46	0.45
200-299	60	6	108	0.77
300-399	35	16	482	3.93
400-499	12	8	278	5.14
500-599	10	5	184	3.40
600-above	25	25	3,763	8.39
Totals or Averages	745	71	5,022	3.75

Less than 4 per cent of the students in Iowa public high schools were enrolled in an art class during the 1957-1958 school year.

ENGLISH OFFERING—SCHOOL YEAR 1957-1958

Number of High School Districts Offering

High School Enrollment	Number of Districts	4 or More Units of English	3 but not 4 Units of English	2 but not 3 Units of English	Average English Units Offered
0- 24	11	0	8	3	2.7
25- 49	135	30	94	11	3.1
50- 74	146	78	62	6	3.6
75- 99	106	91	15	0	4.0
100-149	147	134	13	0	4.2
150-199	58	57	1	0	4.5
200-299	60	59	1	0	4.7
300-399	35	35	0	0	5.2
400-499	12	12	0	0	5.4
500-599	10	10	0	0	5.4
600-above	25	25	0	0	5.5
Totals or Averages	745	531	194	20	4.0

Bulletin No. 100, "How Good Is Your Local School System?" recommends that at least 4 units of English be offered on a yearly basis. However, the study shows that 20 high school districts offered less than 3 units of English, 194 offered 3 or less than 4 units, while 531 offered 4 or more units. All high school districts with a high school enrollment of 300 or over offered at least 4 units of English during the 1957-1958 school year. The 20 high school districts that offered less than 3 units of English were school districts with a high school enrollment of less than 75 pupils.

It will also be noted that the average number units of high school English offered was from 2.7 in the smaller high school districts to 5.5 units in the larger high school districts with an average of 4 units for all public four-year high school districts in the state.

Approximately 100 per cent of the students in grades 9 and 10 were enrolled in the first two years of English classes. In grades 11 and 12, 49.5 per cent of the students in these two grades were enrolled in American Literature for two semesters and 1.2 per cent in a one semester course; 23.7 per cent in English Literature for two semesters and 2.5 per cent in a one semester course; 10.3 per cent in Speech for two semesters and 5.2 per cent in a one semester course; 4.7 per cent in other English courses for two semesters and 3.1 per cent in a one semester course.

FOREIGN LANGUAGE OFFERINGS—SCHOOL YEAR 1957-1958

High School Enrollment	Number of Districts	FRENCH		GERMAN		LATIN		SPANISH		
		Number Districts Offering	Number Pupils Enrolled	Number Districts Offering	Number Pupils Enrolled	Number Districts Offering	Number Pupils Enrolled	Number Districts Offering	Number Pupils Enrolled	Per cent of Total Pupils Enrolled
0- 24	11	0	0	0	0	0	0	0	0	0
25- 49	135	1	4	0	0	4	29	2	20	1.0
50- 74	146	5	67	2	22	2	19	3	37	1.6
75- 99	106	1	19	1	12	5	49	3	39	1.3
100-149	147	6	85	0	0	11	126	4	45	1.4
150-199	58	5	66	0	0	8	136	7	88	2.8
200-299	60	3	34	0	0	19	456	4	57	3.9
300-399	35	2	81	4	100	20	687	7	142	8.2
400-499	12	1	20	0	0	10	517	5	185	13.4
500-599	10	0	0	0	0	8	604	7	280	16.3
600-above	25	12	876	8	274	25	4,034	17	1,855	15.7
Totals or Averages	745	36	1,252	15	408	112	6,657	59	2,748	8.3

Only 8.3 per cent of the students in Iowa public high schools were enrolled in a foreign language class during the 1957-1958 school year. This is much lower than the national average which is approximately 15 per cent. However, it will be noted that the foreign language offerings increase as the high school enrollments increase. In high school districts with high school enrollment of 400 and above 15.5 per cent of the students are enrolled in a foreign language class, which is slightly above the national average. One or more foreign languages were offered in 167 or 22.4 per cent of the 745 school districts maintaining an approved high school during this year.

In a news release issued January 29, 1958, Marion B. Folsom, Secretary of Health, Education, and Welfare, U. S. Office of Education states: "The United States is probably weaker in foreign language abilities than any other major country in the world. This presents a serious handicap in our efforts to build a durable world peace. It leaves us at a serious disadvantage in fulfilling our responsibilities for leadership in the free world. If we are to gain and hold the confidence and good will of peoples around the world, we must be able to talk to them not in our language but in theirs."

STATE OF IOWA — DEPARTMENT OF PUBLIC INSTRUCTION

EDUCATIONAL BULLETIN

Vol. 30, No. 3 J. C. WRIGHT, State Superintendent of Public Instruction November, 1958

NATIONAL DEFENSE EDUCATION ACT OF 1958

The National Defense Education Act of 1958 (Public Law 85-864) was passed by the 85th Congress on September 2, 1958 in recognition of the fact that the security of our nation requires the fullest development of the mental resources and technical skills of its young men and women. It is intended to make available additional and more adequate educational opportunities, and the several provisions of this Act will affect all levels of education from the elementary school through college.

Nine different types of federal aid to education are provided by the Act, four of which require action and cooperation of the State Department of Education. The remaining five types of aid will be provided through the colleges and universities which choose to participate in the program. These institutions will be encouraged to work closely with the State Department of Public Instruction.

The law authorizes the expenditure of 877 million dollars during the next four years. About 182 million is the amount of the total authorization for the fiscal year ending June 30, 1959; however, only 40 million has been appropriated to initiate the program. Additional appropriations will be considered by Congress after January 1, 1959.

Following are brief statements of the provisions of the Act.

General Provisions

This is a statement of definitions and policies relating to the Act. It specifically prohibits any federal control and leaves the administration and operation of the program to the states and to the colleges and universities.

Student Loans for Higher Education

The authorization for the fiscal year ending June 30, 1959, is $902,270 for Iowa Colleges, but only $113,971 has been appropriated. The amount of this authorization is larger for each of the three succeeding years.

The loans will be administered directly by the colleges in cooperation with the U. S. Office of Education. A student may borrow up to $1,000 each year, but not to exceed a total of $5,000 for all years, to be repaid after college graduation with 3 per cent interest.

Up to 50 per cent of the loan may be cancelled for service as a full-time teacher, at the rate of 10 per cent for each year of teaching.

It is anticipated that the loans will be available at the cooperating colleges on or about January 1, 1959. Inquiries should be sent directly to the colleges.

Science, Mathematics and Foreign Languages

In this area Iowa has been authorized $1,201,171 for each year for the next four years. The amount appropriated for the fiscal year ending June 30, 1959, is $324,414.

The $324,414 allotted to Iowa for this year, and other amounts for the three succeeding years, must be matched dollar for dollar by state and/or local funds. The federal funds will be distributed through the State Department of Education to local schools for acquisition of equipment and for repairs and minor remodeling of science, mathematics and modern foreign language departments. The allotment of $324,414 may be distributed to public secondary schools only, but an additional amount of $131,174 has been authorized for loans to non-profit private schools for the same purposes, however, only $35,604 has been appropriated for this year. These loans to private schools will be made directly through the U. S. Office of Education.

National Defense Fellowship

The law authorizes the awarding of 1,000 fellowships by the U. S. Commissioner of Education between now and June 30, 1959; and 1,500 each for three years thereafter.

All fellowships will be for graduate work at approved institutions and will pay $2,000 for the first year, $2,200 for the second year and $2,400 for the final year plus $400 per year for each dependent. Particular emphasis will be given to graduate work to prepare for college or university teaching. The institution accepting fellowship students will receive $2,500 per student to offset the institution's expenses in providing the program.

Guidance, Counseling and Testing

The amount authorized for Iowa for the improvement of public schools' guidance, testing and counseling services is $241,314. The amount appropriated for the fiscal year ending June 30, 1959 is $86,180.

The preliminary planning for the first year includes use of the funds for expansion of the state supervisory staff and strengthening the testing programs in the secondary schools. One of the greatest needs at present is for an adequate state staff so that assistance can be given to local school systems in establishing and developing guidance, counseling, and testing programs.

No matching of funds is required for the first year, but for each succeeding year the federal funds must be matched on a dollar for dollar basis.

Additional funds have been appropriated for the operation of counseling and guidance training

(Please turn to page 3)

Arthur C. Anderson, Editor

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NATIONAL KINDERGARTEN ART SHOW

A National Kindergarten Art Show, "Beginnings Are Important," will be held under the auspices of the National Kindergarten Association. Starting April 20, 1959, it will run for three weeks or longer. Organizations providing exhibition space to date are the Metropolitan Museum of Art, New York City, the Brooklyn Public Library, the Newark (N. J.) Public Library, the New York City Public Library and New York University. Plans are being made to show the entries in other parts of the country later.

All kindergarten teachers in the 49 states are being asked to participate by sending representative examples of their children's work to the show. There is no entry fee. Entries must reach the National Kindergarten Association offices, 8 West 40th Street, New York City 18, not later than March 1, 1959.

CERTIFICATION REPORT

Certificates issued between July 1, 1958, and October 21, 1958, are as follows:

Permanent Professional	314
Professional	1,687
Pre-Professional	1,270
Substitute	285
Temporary	467
Professional Commitment	197
Life	157
TOTAL	4,482

Of the temporary certificates issued during this period, only fifty-two were due to emergency situations existing in Iowa public schools. Of these, thirty-three held baccalaureate degrees or higher.

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EDUCATION ACT—

(Continued from page 1)

institutes in colleges and universities. Persons (teachers or counselors) engaged in, or preparing to engage in, counseling and guidance in the public secondary schools are eligible to make application for training in these institutes, and to receive $75 per week and $15 per week for each dependent during the period of attendance at such institutes.

Language Development

Funds are appropriated for the development of language centers and for research and studies in language. This program is provided through cooperation between the U. S. Office of Education and certain colleges and universities and requires no action by the State Department of Education.

Educational Media

The law authorizes the establishment of an "Advisory Committee on New Educational Media" to make grants for research and experimentation in the field of audio-visual aids for teaching in relation to adaption and use of materials, training teachers to use new media, and presenting academic materials through such media.

Among other things, these studies and surveys will result in the publication of catalogs of audio-visual materials, guides to the use of such materials and consultative help in audio-visual teaching and planning.

Area Vocational Education Program

Funds are made available to assist with extension of technical vocational programs as related to the national defense requirements. The amount authorized for the first fiscal year is $344,505 and the appropriation is $86,126.

Preliminary planning is that these funds will be used largely for matching expenditures in courses directly related to national defense. The U. S. Office of Education will furnish a list of the occupations that may be included.

The Act specifically requires that the training programs to be assisted must be designed to fit students for useful employment as technicians or skilled workers in scientific or technical fields.

Junior college courses of terminal nature in approved occupations, and without credit toward a degree, may be included.

Science Information Service

Such funds as are necessary will be allotted to the National Science Foundation for the establishment of a Science Information Service. The Foundation, through the Service, will provide for the indexing, formulating, abstracting, and other services leading to the dissemination of scientific information and will also explore new methods for making scientific information available.

It requires no action of the State Department of Public Instruction.

Improvement of Statistical Services

An appropriation will be made to the State Department of Public Instruction for the improvement of statistical services. Such services shall be new, additional or extended services, and the allotment shall not exceed $50,000. The amount must be matched by an equal amount in state funds.

NATIONAL TEACHER EXAMINATIONS TO BE HELD ON FEBRUARY 7, 1959

The National Teacher Examinations, prepared and administered annually by Educational Testing Service, will be given at 250 testing centers throughout the United States on Saturday, February 7, 1959.

At the one-day testing session a candidate may take the Common Examinations, which include tests in Professional Information, General Culture, English Expression, and Non-verbal Reasoning; and one or two of eleven Optional Examinations designed to demonstrate mastery of subject matter to be taught. The college which a candidate is attending, or the school system in which he is seeking employment, will advise him whether he should take the National Teacher Examinations and which of the Optional Examinations to select.

A Bulletin of Information (in which an application is inserted) describing registration procedure and containing sample test questions may be obtained from college officials, school superintendents, or directly from the National Teacher Examinations, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey. Completed applications, accompanied by proper examination fees, will be accepted by the ETS office during November and December, and early in January so long as they are received before January 9, 1959.

ADMINISTRATORS WILL MEET AT THE STATE UNIVERSITY OF IOWA DECEMBER 2-3

The 43rd Annual Conference on School Administration and Supervision will be held on the campus of the State University of Iowa, December 2-3. The program will feature the public school curriculum in perspective. Demonstrations will be made at 9:15 a.m. in the University high school and at 10:30 a.m. in the elementary school.

A symposium will be held at 1:30 p.m. as follows:

During Times of Stress It Is Important to Talk Sense About—

Science Curriculum .....
.....Dr. T. R. Porter

Mathematics Curriculum .....
.....Dr. H. Vernon Price

Language Curriculum .....
.....Dr. Camille Le Vois

English Curriculum .....
.....Dr. G. R. Carlsen

This will be followed by an address by Dr. Ernest Horn on "Vital Issues in the Elementary School Curriculum."

In the evening, Dr. George Z. F. Bereday, associate professor of comparative education, Teachers College, Columbia University, will give an address on "There Is Concern About the Curriculum in the European Schools As Well."

Wednesday morning, Dr. Bereday will discuss "Criticism of American Public Education As Seen From the European Viewpoint." A general discussion will follow.

The Wednesday luncheon speaker will be Dr. F. Eugene Mueller, superintendent at San Bernardino, California. His subject will be "School Administration Can Be Exciting."

Phi Delta Kappa and Pi Lambda Theta extend a cordial invitation to all conference participants and their guests to attend the social hour Tuesday, December 2, at 9:00 p.m.

ENROLLMENT AND PERSONNEL FACTS

- **Iowa public school enrollment increased 2.3 per cent**
- **Iowa school personnel increased 357**
- **Reduction in number of school districts**
- **Increased enrollments on national level**

The total enrollment in the public schools of Iowa for the 1958-1959 school year is 554,223 pupils, as of September 15, 1958. Of this total 417,519 are enrolled in kindergarten through eighth grade and 136,704 in grades nine through twelve.

In the districts maintaining high schools the elementary enrollment increased 20,445 pupils over the 1957-1958 school year and the high school enrollment increased 2,635 pupils.

In the non-high school districts there was a decrease in elementary enrollment of 10,487 due to school district reorganization.

This makes a net increase of 12,593 pupils or 2.3 per cent in Iowa public schools over the 1957-1958 school year.

Iowa Public School Personnel

A total of 27,237 persons are employed for instructional and administrative purposes in the Iowa schools and county superintendent offices during the 1958-1959 school year. This is an increase of 357 over last year.

In the 694 public school districts maintaining approved four-year high schools, 2,093 persons are employed as superintendents, principals, and supervisors; 7,558 as classroom teachers on the high school level; 2,657 as junior high school teachers, and 12,577 in the elementary grades.

The three public high school districts with less than four years employ 3 superintendents, 17 junior high school teachers and 32 elementary teachers.

In the non-high school districts there are 1,117 elementary teachers employed in the one-room rural schools; 837 elementary teachers in the 206 rural schools with more than one teacher. The ninety-seven county superintendents' offices account for 346 persons.

Reduction of Number of Districts

The school districts maintaining approved public four year high schools have been reduced from 745 to 694. As a result of reorganization the number of high school districts with 500 or more pupils from grades kindergarten thru twelve have increased from 227 to 254. The 254 high school districts have an enrollment of 399,848 pupils or 65.5 per cent of the total enrollment in the 694 high school districts.

One-teacher schools in the non-high school districts have been reduced from 1,904 to 1,117 or 787 less than last year, while the two or more teacher schools have been reduced from 223 to 206, or 17 less than last year.

PUPIL-TEACHER RATIOS IN THE 694 DISTRICTS MAINTAINING APPROVED PUBLIC FOUR-YEAR HIGH SCHOOLS SCHOOL YEAR 1958-1959

(as of September 15, 1958)

A	B	C	D	E	F	G	H	I	J	K	L
Line Number	High School Enrollment	Number of Districts	Cumulative Number of Districts	Total High School Enrollment	Total Cumulative High School Enrollment	Total High School Teachers	Average High School Pupil-Teacher Ratios	Total Elementary Enrollment	Total Cumulative Elementary Enrollment	Total Elementary Teachers	Average Elementary Pupil-Teacher Ratios
1	0- 24	3	3	66	66	12	5.5	239	239	13	18.4
2	25- 49	115	118	4,443	4,509	486	9.1	12,430	12,669	640	19.4
3	50- 74	108	226	6,731	11,240	596	11.3	17,348	30,017	846	20.5
4	75- 99	105	331	9,069	20,309	718	12.6	23,659	53,676	1,012	23.4
5	100-149	138	469	16,658	36,967	1,236	13.5	44,746	98,422	1,818	24.6
6	150-199	70	539	12,201	49,168	818	14.9	30,739	129,161	1,248	24.6
7	200-299	72	611	17,057	66,225	1,034	16.5	45,576	174,737	1,887	24.2
8	300-399	27	638	9,236	75,461	519	17.8	24,358	199,095	984	24.7
9	400-499	19	657	8,364	83,825	437	19.1	20,839	219,934	819	25.4
10	500-599	11	668	5,989	89,814	303	19.8	14,271	234,205	547	26.1
11	600-above	26	694	46,815	136,629	2,156	21.7	147,969	382,174	5,577	26.5
12	Totals or Averages:	694		136,629		8,315	16.4	382,174		15,391	24.8
	HIGH SCHOOL DISTRICTS WITH LESS THAN FOUR YEARS										
13		3		75	136,704	7	10.7	917	383,091	42	21.8
	NON-HIGH SCHOOL DISTRICTS										
14	One Teacher, Rural Schools							16,198	399,289	1,117	14.5
15	Two or More Teachers, Rural Schools							18,230	417,519	837	21.8
16	Totals or Averages			136,704				417,519			

Grand Total of All Elementary and High School Pupils Enrolled in the Public Schools of All Types—554,223

ENROLLMENT BY GRADES

Ungraded	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Grand Total
2,514	51,787	51,218	50,115	47,068	46,334	45,580	47,225	39,498	36,180	36,802	36,854	33,880	29,168	554,223

NUMBER OF POSITIONS BY HIGH SCHOOL ENROLLMENT IN THE 694 DISTRICTS MAINTAINING APPROVED PUBLIC FOUR-YEAR HIGH SCHOOLS—1958-1959

ADMINISTRATORS AND SUPERVISORS

H. S. Enrollment	0-24	25-49	50-74	75-99	100-149	150-199	200-299	300-399	400-499	500-599	600-Above	Totals
Superintendent	3	115	108	105	138	70	72	27	19	11	26	694
Assistant Supt.	0	0	1	1	6	4	8	4	2	0	9	35
H. S. Prin., Men	0	17	34	54	102	68	72	27	20	11	39	444
H. S. Prin., Women	0	4	7	8	11	3	1	1	0	0	0	35
Jr. H. S. Prin., Men	0	0	1	5	10	4	15	17	13	8	48	121
Jr. H. S. Prin., Women	0	0	1	0	7	3	5	0	1	2	0	19
Elem. Prin., Men	0	1	0	2	3	16	34	28	13	11	146	254
Elem. Prin., Women	0	0	3	0	2	1	7	6	20	17	110	166
H. S. Supv., Men	0	0	0	1	0	0	0	2	2	2	48	55
H. S. Supv., Women	0	1	0	0	0	0	0	0	1	1	20	23
Elem. Supv., Men	0	0	0	1	0	0	2	2	2	4	53	64
Elem. Supv., Women	0	0	0	0	1	1	2	6	4	5	70	89
Spec. Assign., Men	0	0	0	0	1	0	1	1	6	4	34	47
Spec. Assign., Women	0	0	0	0	0	0	0	0	1	2	44	47
Totals	3	138	155	177	281	170	219	121	104	78	647	2,093

CLASSROOM TEACHERS

H. S. Enrollment	0-24	25-49	50-74	75-99	100-149	150-199	200-299	300-399	400-499	500-599	600-Above	Totals
H. S. Men	8	246	321	412	745	499	630	327	264	160	998	4,610
H. S. Women	3	265	239	255	435	277	392	188	155	124	675	2,948
Jr. H. S. Men	0	9	22	28	82	59	102	70	64	44	718	1,198
Jr. H. S. Women	0	21	30	50	96	85	136	68	76	73	824	1,459
Elem. Men	1	12	18	34	54	38	45	33	27	9	269	540
Elem. Women	11	553	720	851	1,504	1,009	1,513	764	621	415	4,076	12,037
Totals	23	1,046	1,350	1,630	2,916	1,967	2,818	1,450	1,207	825	7,560	22,792
Totals—H. S. Dist.	26	1,184	1,505	1,807	3,197	2,137	3,037	1,571	1,311	903	8,207	24,885

NUMBER OF POSITIONS IN THE 3 DISTRICTS MAINTAINING PUBLIC HIGH SCHOOLS WITH LESS THAN FOUR YEARS 1958-1959

Superintendents	3
H. S. Men Classroom Teachers	0
H. S. Women Classroom Teachers	0
Jr. H. S. Men Classroom Teachers	11
Jr. H. S. Women Classroom Teachers	6
Elem. Men Classroom Teachers	1
Elem. Women Classroom Teachers	31
Total H. S. Districts with Less Than Four Years	52

NUMBER OF POSITIONS IN NON-HIGH SCHOOL DISTRICTS 1958-1959

Rural Elementary One Teacher Schools (1,117 Schools)	1,117
Rural Elementary Two or More Teacher Schools (206 Schools)	837
Total Non-High School Districts	1,954

NUMBER OF POSITIONS IN COUNTY OFFICES 1958-1959

County Superintendents	97*
Assistant Superintendents	1
Administrative Assistants	71
Elementary Supervisors	28
Principals	19
Speech Therapists	48
Special Education Supervisors	39
Special Assignments	43
Total County Offices	346

*Four counties operate under two administrative units.

Grand Total.....27,237

DATA ON ENROLLMENT AND NUMBER OF RURALS SCHOOLS IN NON-HIGH SCHOOL DISTRICTS
School Years 1957-1958 and 1958-1959

School Year 1957-1958 (September 15, 1957)			School Year 1958-1959 (September 15, 1958)			Decrease or Increase in Number of Rural Schools
Number of Rural Schools	Number of Teachers in Each School	Rural Elementary Enrollment	Number of Rural Schools	Number of Teachers in Each School	Rural Elementary Enrollment	
1,904	1	26,182	1,117	1	16,198	- 787
119	2	4,230	107	2	3,945	- 12
40	3	2,187	35	3	1,892	- 5
24	4	1,949	21	4	1,725	- 3
10	5	1,079	9	5	979	- 1
5	6	642	9	6	1,015	+ 4
8	7	1,083	7	7	1,059	- 1
1	8	171	1	8	169	0
3	9	693	1	9	270	- 2
1	10	267	3	10	729	+ 2
8	11 to 20	3,251	8	11 to 20	3,344	0
4	20 to 52	3,181	5	20 to 52	3,103	+ 1
	Total Enrollment	44,915		Total Enrollment	34,428	

NATIONAL PICTURE

The Nation's total school and college enrollment, increasing for the 14th consecutive year, will reach a new all-time peak of about 45 million for the school year 1958-59, according to Lawrence G. Derthick, U. S. Commissioner of Education.

One of every four persons in the United States will attend school or college, Dr. Derthick pointed out.

The shortage of qualified teachers will continue this school year.

Enrollment will be about 1,750,000 higher than the previous record enrollment of 43,195,000 last school year.

Public and private school enrollment in kindergarten through grade 8 is expected to total about 31,793,000, a gain of more than a million over last year's elementary school enrollment of 30,670,000.

A gain of almost half a million is expected in high school (grades 9 through 12), with an enrollment of 8,880,000 in 1958-59 compared with 8,424,000 last year.

For every 100 persons aged 14-17 years, 83 persons will be enrolled in high school. Ten years ago 75 in 100 were enrolled.

Colleges and universities are expected to enroll about 173,000 more students during the coming academic year than they did last year—3,623,000 this year, 3,450,000 last year.

Dr. Derthick said approximately 245,500 additional qualified teachers are needed this year—99,000 to replace teachers who died, retired, or left the profession to be married or to take other employment last year; 55,000 to meet requirements of increased enrollments, and 91,000 to replace emergency teachers.

It is estimated that 90,300 men and women will enter the teaching profession for the first time this year and that 23,000 former emergency teachers will have attained qualified status. The remaining shortage of 132,200 will be met by a return to teaching by former teachers and the employment of emergency teachers, and in part by too-large classes.

THE PLACE OF HOMEMAKING IN IOWA PUBLIC SCHOOLS

Gladys Grabe, Assistant Supervisor Homemaking Education

In these times when a critical look is being taken at all education, homemaking teachers in Iowa have been reflecting on their own goals and achievements. As a result, the high school curriculum in homemaking has been undergoing many changes. Teachers and consultants have worked cooperatively to develop a series of five new homemaking curriculum bulletins in the areas of Child Development, Family Relationships, Housing, Meal Preparation, and Clothing. The newly developed resource units in homemaking for the 7th and 8th grades and for the juniors and seniors are being used experimentally.

Miss Darlene Cook, homemaking teacher, leads a group discussion of basic nutrition principles at the Washington High School homemaking department, Cherokee, Iowa, providing the foundation for further work in meal management.

In the foods guide, considerable emphasis is placed on nutrition and management, because studies have shown the inadequacy of the teenagers diet. This situation presents a tremendous challenge to homemaking teachers to develop more effective methods of teaching nutrition. Better management of individual and family resources is needed because of the many pressures being placed on today's family income. Food preparation experiences present a real opportunity for pupils to learn to plan wise use of time, money, and energy in relation to values considered important to family members.

It may be observed that the space and equipment available in most homemaking departments may be used to an advantage in the solving of many problems related to the home. In the typical Iowa high school homemaking department, such as the one at Cherokee, where Richard Kinkead is superintendent, provision is made for discussion groups as well as for demonstration and application of meal preparation and management principles. Pupils under guidance of Miss Darlene Cook, homemaking teacher, consider the fundamental nutrition principles as well as the individual food groups that make up the meal. Then, working in colorful unit kitchens, they experi-

In the home-like unit kitchen, (left to right) Jonille Kledis, Karen Swanson, Becky Crocker, and Marilyn Turner apply management and food preparation principles in preparation of a family meal.

Miss Cook with Karen Swanson and Marilyn Turner plan for a home meal preparation experience in the living area of the Cherokee department.

ment and learn to use good management practices and to apply cooking principles in the preparation of family meals. Unit kitchens are arranged and equipped similar to those in the homes of the community.

Since there is inadequate time for pupils to develop skills in the school laboratory, in all the important aspects of foods, home practices and home experiences are an integral part of the food unit.

During a conference period in the living area of the department, Miss Cook supplements the classroom experience by planning with some of her girls for a home problem in family meal preparation. These experiences give opportunity for practical application of homemaking skills and are a vital part of each unit studied.

Thus by providing varied activities in many areas, homemaking is able to help the individual to live a more useful and satisfying personal, family, and community life.

The value of education for home and family living today was so aptly expressed by President Eisenhower in his greeting to the Ninth International Congress on Home Economics when he stated, "The help you provide in achieving and maintaining a more satisfying home life around the world contributes much to the basic strength of human society."

Our educational system, designed to insure and perpetuate our democratic way of life, must meet the challenge offered in a world concerned with outer space, by making sure the values which guide families in making decisions are consistent with the values in the way of life we have chosen.

NAVAL RESERVE OFFICERS' TRAINING CORPS

For the 13th consecutive year the Navy is preparing to select 1,800 young men to enter college in the fall of 1959 as Midshipmen in the Regular Naval Reserve Officers' Training Corps. The Midshipmen are selected on a national scale, the first step being the qualifying examination to be administered on December 13 this year.

The main purpose of the Regular NROTC is to educate and train young men for ultimate commissioning and a career in the Naval service.

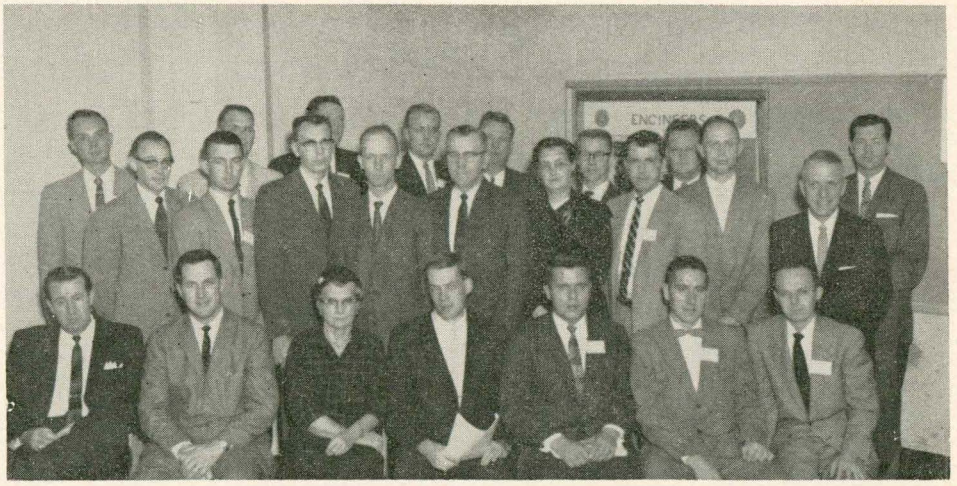
DISTRIBUTIVE EDUCATION CONFERENCE

Harland E. Samson, Teacher-Trainer
Distributive Education, Iowa State Teachers College

Iowa Distributive Education personnel held their annual conference in Des Moines October 16-18, 1958. Distributive Education is concerned with providing high school youth and adults the training necessary to enter and progress in the areas of retailing, wholesaling and the service occupations.

The State conference this year emphasized the importance of technical content at both the high school and adult levels. The conferees considered the expanding concept of distributive education as it effects the cooperative high school program, the post high school student, and the adult programs. John Beaumont, chief, distributive education branch, United States Office of Education, attended the entire conference and indicated that the future of D. E. was dependent on three things. He said, "Distributive Education will begin to reach its full potential when there is a broader awareness of its three major responsibilities which are to provide educational programs for individuals engaged in distribution, to aid in improving the techniques of distribution, and to encourage the increased acceptance of the wide range of social and economic responsibilities which accompany the right to engage in distribution in a free competitive society."

The Iowa Distributive Education Association, an organization made up of all Iowa coordinators, elected Gerald Ross of Council Bluffs as president. Edward Harris of Davenport was elected vice-president and Aileen Stern of Mason City, secretary-treasurer.



Iowa Distributive Education Coordinators

Left to right (seated) Phillip Cooper, Des Moines; Harold Johansen, adult instructor ISTC; Mary McCluskey, Fort Dodge; Donald Hiserodt, Creston; Robert Ahrens, Hampton; Donald Wilson, Marshalltown; Eugene Dorr, Sioux City. (standing) Edward Harris, Davenport; Jack Reed, Storm Lake; James Overturf, Ames; George Chambers, Washington; Donald Kramer, Algona; Harland Samson, teacher trainer, ISTC; Ralph Wahrer, Iowa City; James Bikkie, Burlington; Wayne Silcox, Ottumwa; John Hull, Saydel Consolidated; Aileen Stern, Mason City; Malcolm Lund, Webster City; Kenneth Rowe, Charles City; Gerald Ross, Council Bluffs; Carl Humphrey, Winterset; John Beaumont, chief, distributive education branch, U. S. Office of Education; Edwin Nelson, state supervisor. Other coordinators, not shown, include Helen Knoche, Waterloo; Janice Dulin, Oskaloosa; William Syhlman, Iowa Falls.

LANDMARKS IN IOWA HISTORY

Those schools not in the viewing area of WOI-TV may now avail themselves of the Iowa History Programs, telecast each Tuesday by WOI-TV and known as "Landmarks in Iowa History," by films produced from the live telecasts. These films are approximately 30 minutes in length and are for use with 16mm projectors. They may be obtained from either the Visual Instruction Service of Iowa State College or the Bureau of Audio-Visual Instruction, State University of Iowa. These film centers will be glad to provide information in regard to these films upon request.

I AM A TEACHER

I work with precious jewels. A thought is a diamond, a song is a pearl, a perception of something difficult is a ruby. With these valuable stones I build the warp and woof of the glittering tapestry of a school year.

Sometimes I lay the thrilling moments of accomplishments against dark hours of despair and discouragement.

Again, my pupils and I travel through the sunny meadows of daily tasks done promptly and well.

I build for the future; every mental hurdle becomes a part of the priceless heritage of a free, enlightened people.

I reverence these gems. I am a teacher.

MRS. NIELS KLOSTER, *Teacher*
Remsen Public School
Remsen, Iowa

(Your editor wants to share the above thoughts so ably expressed by Mrs. Kloster.)

Resource Materials on South America and Mexico

"Teachers Guide to Resource Materials for Latin American Studies" is a new up-to-date bibliography of books, pamphlets, films, and filmstrips on South America and Mexico designed as an aid to teachers of the upper elementary grades.

This publication has been prepared and edited by Professor G. Deswood Baker of New York University and Professor Franklin K. Patterson of Tufts University.

It is made available upon request, to teachers—without cost—by the Creole Petroleum Corporation, 1230 Avenue of the Americas, New York 20, New York.

A PROGRESS REPORT ON SCHOOL DISTRICT REORGANIZATION

July 1, 1958 through September 30, 1958

John G. Shultz, Reorganization Consultant

During the first quarter of the fiscal year 1958-1959, county superintendents report that ten new reorganized school districts were approved by the voters in the state.

Seventy-five school districts were, or will be, eliminated as a result of these ten actions. Twenty-two operating high school districts were involved in the ten elections. Eighteen high school districts were included in but six of the reorganizations. Thus, instead of twenty-two high school districts, there will be but ten July 1, 1959, the effective date for these reorganizations.

It can be determined from the table below that the range in enrollment, kindergarten through twelve, was from 1,530 to 432. The average total enrollment is 842. The average high school enrollment is 227.

The financial ability of these ten new districts, as determined by the amount of taxable valuation per pupil, is reasonably adequate. The highest assessed valuation per pupil was $12,819; the lowest, $6,812; the average, $10,577.

Last year (1957-1958) during this same quarterly period, there were six new districts formed. The average total enrollment of the six districts was 625 pupils, as compared to the 842 for the ten reported here. It will be noted that nine of the ten newly formed districts include at least 600 pupils from grades kindergarten through twelve. This is further evidence that most school patrons are insisting on districts with enough pupils and sufficient tax base to provide a broad program of education at reasonable per pupil costs.

If this quarterly period of the fiscal year 1958-1959 is an indication of the pace for the final three quarters, Iowa can show tremendous progress in effecting sound, efficient school districts during this school year.

Information on New Community School Districts Formed July 1, through September 30, 1958

Name of New District	County	H. S. Districts Involved	Elem. Enroll.	H. S. Enroll.	Total Enroll.	Area Sq. Mi.	Per Pupil Assessed Valuation
Humboldt	Humboldt	Humboldt	1,116	414	1,530	162.7	$12,118
South Hamilton	Hamilton	Ellsworth Jewell Randall Stanhope	878	313	1,191	200.4	12,819
Nevada	Story	Nevada Shipley	782	284	1,066	63.7	6,812
Villisca	Montgomery	Nodaway Villisca	674	272	946	154	8,086
Fremont-Mills	Fremont	Bartlett Randolph Tabor Thurman	521	215	736	145	10,594
Traer	Tama	Traer	500	150	650	84	11,100
South Page	Page	Braddyville Coin College Springs	482	168	650	141.8	10,588
Mormon Trail	Decatur	Garden Grove Humeston LeRoy	430	190	620	162	8,870
Rock Valley	Sioux	Rock Valley	442	162	604	124.2	14,182
Colo	Story	Colo	322	110	432	65.5	9,542
Totals or Averages	10	22	614	227	842	130	$10,588

Total Number Districts Reduced—75.
Total Number H. S. Districts Reduced—12.

STATE OF IOWA—DEPARTMENT OF PUBLIC INSTRUCTION

EDUCATIONAL BULLETIN

Vol. 30, No. 4 J. C. WRIGHT, State Superintendent of Public Instruction December, 1958

Arthur C. Anderson, Editor

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CAROL LANE AWARDS

The Carol Lane Awards were established in 1951 by a grant of Shell Oil Company and are administered by the National Safety Council.

Awards are presented at the National Safety Congress in Chicago each October. They go to individual women or women's or parents' clubs that have developed and directed the most effective traffic safety programs during the preceding year.

Three awards are made for traffic safety projects in each of the following categories: (1) rural communities to towns of 25,000 population, (2) towns of more than 25,000 population, (3) an entire state.

For further information concerning the Carol Lane Awards for Traffic Safety, write to: Secretary to Board of Judges, Carol Lane Awards, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

CERTIFICATION REPORT

Certificates issued between the dates of July 1, 1958, and November 21, 1958, are as follows:

Permanent Professional	465
Professional	1,885
Pre-Professional	1,300
Substitute	367
Temporary	513
Professional Commitment	230
Life	167
Total	4,927

Of the 513 temporary certificates issued to date, only 58 can be considered as emergency certificates. Of these, 37 hold baccalaureate degrees or higher.

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PARENT-TEACHER OBJECTIVES IN EDUCATION

Mrs. George N. Albrecht, President
Iowa Congress of Parents and Teachers

(Reprint of Address given at State Convention held at Council Bluffs, October 17, 1958)

The privilege of a free public education is the heart of our American way of life, but one which is too often taken for granted. It is not an opportunity that is the lot of ALL peoples. To Americans, education is not an either-or proposition, but rather we believe that ALL children should be educated to the full potential of their inborn capacities. Again, this is not a principle that is generally accepted throughout the world.

We agree too, I believe, that the school is not the sole source of a child's education. We need a good basic education for all children—English, science, mathematics—but we also need integrity, human kindness and a good moral training that can best be given ONLY with the cooperation of the home.

It is unusual today to pick up a newspaper or periodical and not find an article criticizing our educational system. Charges that we are soft; that our schools are too "student-centered;" that there are too many "life adjustment" courses; that we neglect mathematics and the physical sciences; that our teachers are not well-trained—statements such as these are found everywhere. Perhaps some of the criticisms ARE well-founded. But we need to hold fast to our beliefs and stand up and defend them.

You, a member of your local unit and the world's largest, volunteer service organization, are the liaison person between the school and the public. The public schools of this nation are no accident. They came into being because a free people willed that they should. The Parent-Teacher movement is no accident. It came about because a free people saw a means by which the goals of public education could be better understood and supported. *Effective* P.T.A.'s are no accident. They are as dynamic as the vision, the ability, and the enthusiasm of the officers, the committees, and the membership.

To achieve our objectives of better understandings, we need to discover and increase basic information and knowledge about the forces affecting our educational system. We need to achieve understandings for ourselves which will improve ways of helping children and youth to mature, not alone in years or age, but in learning to work together for our democratic heritage.

We need to learn new appreciations of what it means to abide by the consent of the majority, and how to have a more intelligent majority making the decisions. We need also to mature in our understanding of more effective ways and means of achieving our objects through interpretation of our policies and procedures as we work in home-school-community relations. We need to acquire balanced action on the part of the home, the school, and the community as each assumes its proportionate share of responsibility to meet the educational demands of our time.

We must plan more wisely for our own educational needs and those of the children and youth of our state and nation as we live together today and anticipate tomorrow. We need to mature in our realization that "we cannot live in our remembered serenity of yesterday, for the changing world is not going to go away and leave us alone." We need to set our goals for the next "step ahead."

May I interpret the letters P.T.A. to mean "perfectly thrilling adventures" in partnerships. The path leading to the establishment of better home-school-community understandings is to be explored with but one purpose in mind, and that is, to provide for boys and girls opportunities with proportionate responsibilities for continuously achieving maturities that will enable them to assume their roles in society through education as their life is in the making.

The young people of Iowa are served because of your membership in the local unit, the state and national congresses. Remember this also: "The future is not in the hands of FATE, but in ours." It is *our* responsibility, not yours alone and not mine alone, but ours to see that the public schools of Iowa accomplish their purpose.

THIS IS MY SECURITY— MY TRUE SECURITY

It was announced by the Iowa Junior Chamber of Commerce that they will sponsor the new program, "This Is My Security—My True Security." "The True Security" program which is co-sponsored by the Mutual Benefit Life Insurance Company replaces "The Voice of Democracy" which the Jaycees have co-sponsored in past years.

Seniors will be invited to write and voice scripts on the subject, "This Is My Security," wherein they research and consider the values of personal initiative and self reliance as a best means of individual security in the life ahead. These same values have been foundations for growth and development of the United States since its beginning as a Nation.

In judging scripts, major consideration will be given content, originality and sincerity—with less emphasis on oral delivery. Competition levels will include school, community, state and finally national. Script delivery at school and community levels will be on an in-person basis—with tape recorded scripts used for state and national levels. In all instances, judges will be provided with actual script copies.

A more expanded time schedule than used with "Voice of Democracy" will make possible contests in either school semester. Local contest will be conducted from October through February. Deadline for Iowa State entries—March 31, 1959.

The "True Security" program has been placed on the Approved List of National Contests and Activities for 1958-59 by the National Association of Secondary School Principals.

Local Jaycee chairmen will be contacting all high school principals after October 1 to find out whether or not they desire to have this project conducted in their schools. If not contacted, interested principals are urged to contact Ken Petrick, State Chairman, 2252 Highland Park, Fort Dodge, Iowa.

REORGANIZATION AND EDUCATIONAL PROGRESS

Horace Oliver, Superintendent
Saydel Consolidated Schools

Much has been said by educational writers regarding the inequalities of educational opportunities that exist in our state. The following story may very well point out how school reorganization has helped equalize educational opportunities for the boys and girls in one Iowa community.

Norwoodville elementary school, located at East 29th and Broadway, Des Moines, Iowa, is now a part of the Saydel Consolidated School District. When reorganization plans were getting underway back in 1951, the Norwoodville school had outdoor toilets and the school had no running water. Youngsters drank from dippers and water buckets and used basins to wash their hands and faces.

Today, as the result of school reorganization, the Norwoodville youngsters are attending school in a new and modern 16 room brick building with additional facilities for administration, health and multipurpose activities.

It is thought that the first schoolhouse was built on the site that is now the corner of East 29th and Broadway about 1868, just three years after the close of the Civil War. The first building was a typical one room school located in a farm community.

In 1898, the Norwood-White Coal Company sunk their mine approximately one-half mile north of the East 29th and Broadway corner, at which time the school, which included all eight grades, began to grow and the enrollment jumped from 28 to 46 the first year. (The teacher, incidentally, drew $27 per month.) Within the next year, the school enrollment jumped to 68 pupils.

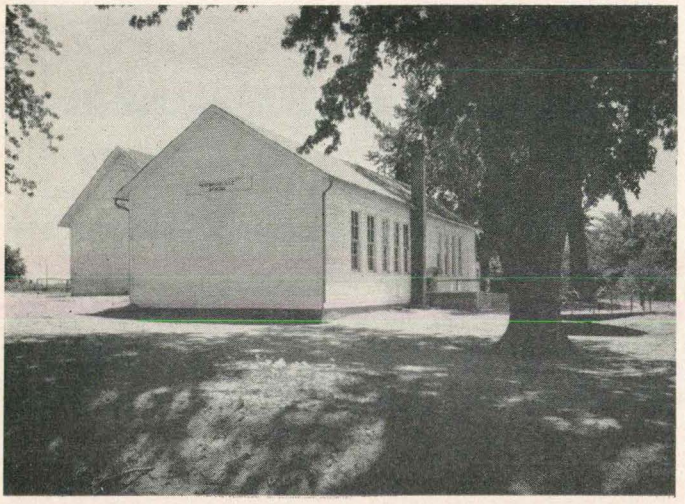
The school records show "On account of enrollment of more pupils than could be accommodated in the present school building, extra school was provided for eleven weeks of winter term of 1899." A Mr. Wright, who ran a little store on the corner of East 29th and Broadway, built a house on his property and rented it to the school board to meet this emergency. The little village at this time was given the nickname of Klondike and for several years the school was called the Klondike School.

A company-mine store was afterwards built one-fourth of a mile north of the school, and when the post office was established, both village and school received the name of Norwoodville.

It was during the summer of 1900 that another one room school building was built on the same site and was ready for occupancy the last of September. Actually, this gave the school two classrooms in two separate buildings standing side by side.

Although coal mining, which has long since been discontinued, caused community expansion, the community of Norwoodville did not stop growing. People continued to move into the community known as a Des Moines fringe area, which, in the absence of zoning laws, had no building restrictions. The population continued to mount and the schoolhouse continued to grow through a series of one room school buildings to a unit which contained five classrooms. The boys and girls kept coming, so a basement was dug and the pupils were housed under some of the classrooms, and then this was followed by still another basement classroom. A church basement was used for a couple of years, and then an old vacant store building was rented for a classroom for a few years.

Taxes continued to rise, and there seemed to be no solution to the problem until finally federal aid made possible the building of a four room brick building located



Century Old School Building
This picture of the Norwoodville school building is a partial view of the seven classrooms, two of them basement rooms, that housed over 200 youngsters until the fall of 1958. Outdoor toilets and washing facilities consisting of water buckets and wash pans was the rule of the day.

The new school building at Norwoodville, located at East 29th and Broadway

nearby, but on the same school site. This building was opened for use in the fall of 1953, but by this time the prayers of the community had been answered through the merging of the Norwoodville school district with six other school districts lying along the northern boundary of the city of Des Moines. Reorganization did not come too soon, for the burden of financing the school's program was becoming more difficult year by year.

Other school districts becoming a part of the now reorganized Saydel Consolidated School District were more fortunate in that the wealth per pupil was much higher. Although the Saydel School District is not considered wealthy when dollars per pupil are considered, it does have considerable industry in the area and by the more fortunate districts sharing with the Norwoodville school, they were able for the first time in many years to correct some of the inequalities that existed.

Today the beautiful 16-room building houses 500 pupils and contains 27,462 square feet of space. The building was completed in three installments, the first being the four classrooms built with federal funds and completed for the fall of 1953. These four classrooms contain 5,691 square feet of space. The second installment to the building was completed during the summer of 1957 and added an additional 9,203 square feet of space. The final installment was completed during the summer of 1958 and contains 12,568 square feet of space.

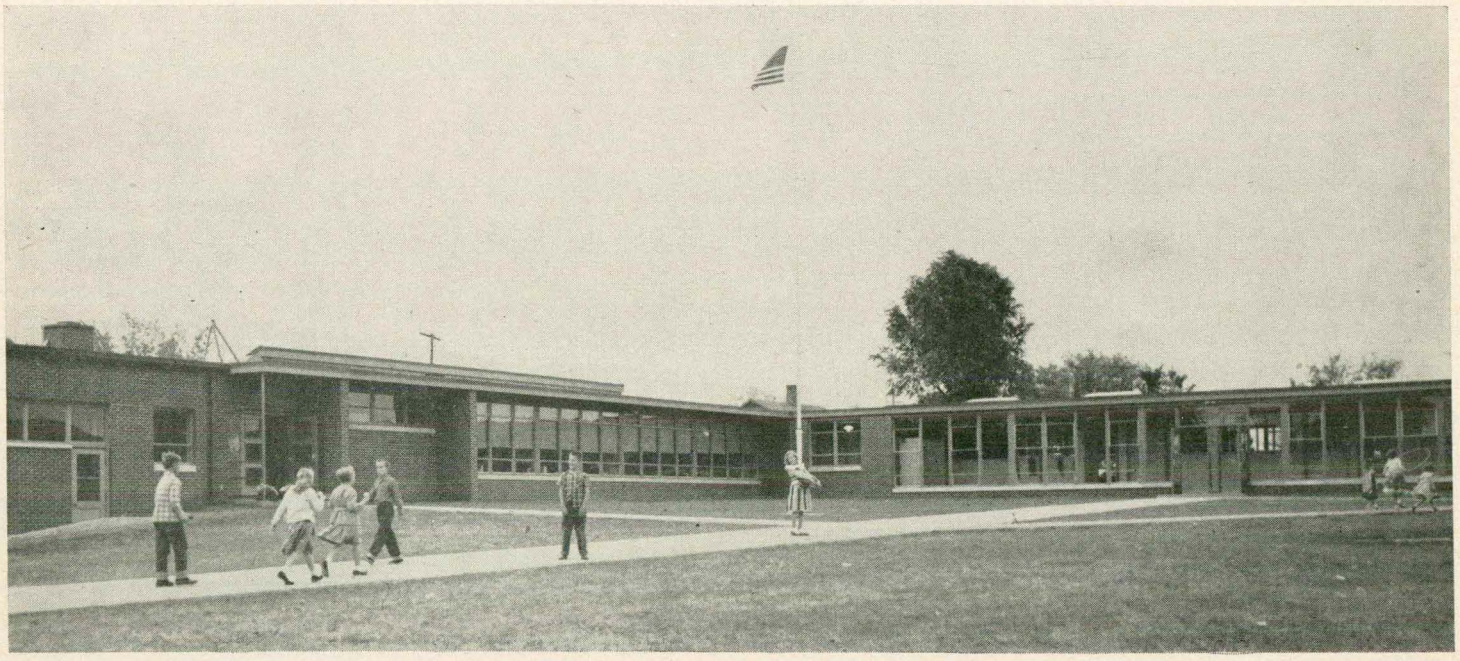
George Wise, elementary principal at Norwoodville since 1952, has seen many changes take place. Mr. Wise contrasts the appearance of pupils today as compared to a few years back when they were attending school in the old building. He thinks that not only respect for the school has increased but also a greater self respect has been the result. Mr. Wise stated that when he first went to Norwoodville practically all the girls wore dungarees and were about as rough and ready as the boys of the system. He admits that perhaps the condition of the old school building had something to do with their appearance for it was difficult for them to keep clean. Today the kiddies that attend the new building are well dressed and the dungarees are no longer worn. He also states that teacher attitudes have changed considerably.

After the four room brick building was completed, according to Mr. Wise, teachers that had to occupy the old building, although cooperative, were just a little disappointed. The selection of teachers who thought they might be assigned to the Norwoodville building also presented some difficulty.

The well cooked and tasty food that is now being served from the modern lunch kitchen at Norwoodville has certainly been welcomed by the community. Before the fall of 1957 youngsters either carried their dinner pails or walked home for lunch.

A modern facility for health services is also a direct contrast to the old days. Space is provided for the Saydel school nurse who shares her office with the county speech correctionist and psychologist. A conference and work room for teachers is also a part of the new facilities.

We recognize that community support is a prerequisite to educational progress. Not enough has been written about the personnel of boards of education. Without the support of progressive and visionary members of the board of education, a community cannot possibly expect to correct educational inequalities regardless of the professional leadership provided by the school superintendent and members of his staff. This was not a problem in Saydel and the proof lies in a modern school plant now in operation at the corner of East 29th and Broadway, Des Moines, Iowa, which serves the community of Norwoodville.



CONSERVATION EXPERIENCES FOR CHILDREN

How school children in the United States are learning about the nation's natural resources and the need for conservation practices is described in a new illustrated publication by the Office of Education.

Designed primarily for elementary school teachers and supervisors, the report, entitled "Conservation Experiences for Children," explains how local school children with the help of their teachers have learned the story of soil, water, forests, fish, wildlife, minerals, and other natural resources and their value to humanity.

Most of the information in the booklet was collected from schools in 28 states in the major conservation areas of the Nation. Education and conservation specialists in the states cooperated in the preparation of the report. Various Federal agencies also assisted.

Conservation problems related to various natural resources are presented realistically in the booklet. Teachers will find the teaching practices described as sources for ideas in helping their pupils understand the importance of conservation practices.

The 192-page booklet was prepared by Effie G. Bathhurst, educational specialist, and Wilhelmina Hill, specialist for social science, both of the Office of Education. Schools were visited and educators and conservation leaders interviewed in 28 states.

Copies of the publication may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 75 cents each.

INCREASED GUIDANCE SERVICES MANDATORY IN OUR DYNAMIC SOCIETY

Roland G. Ross, Supervisor
Guidance Education

The present employment situation, the increased demand of business and industry for well-trained people and the steady increase of high school graduates emphasize the need for sound guidance in our high schools. On the one hand, we have in our schools a rather significant number of students who might have been expected, in the usual course of events, to drop out of school, but who see a greater need for more education in order to meet the complications in the business world today. On the other hand, we see an increasing awareness on the part of the good student to meet the competition posed by scholarships.

The over-all educational level of the country's working force is increasing. Many of today's skilled workers have more than a high school education. In the future it will become increasingly difficult for those who have not graduated from high school to obtain or advance to the better jobs in industry. Indeed, some type of training beyond high school is becoming a common requirement for many jobs. It seems likely that in many occupations in which high school graduation was once sufficient education, now a college degree may well become the minimum requirement.

The major purposes of counseling are to help people to gain insight to their actual or potential abilities, their interests and their personal traits, to understand something of the nature of the world of work and to make the best use of their capacities and preferences in the light of available job opportunities.

Pupil Teacher Ratios and High School Tuition Costs in the 694 Districts Maintaining Approved Public Four Year High Schools for the 1958-59 School Year

These annual costs are computed for the 1958-59 school year but are based on costs for the preceding school year as provided in Sections 279.18 and 282.20, Code of Iowa, 1954. These are actual costs and in some cases may exceed the maximum tuition rates as determined by the Department of Public Instruction in Accordance with Section 282.24.

A	B	C	D	E	F	G	H	I	J	K	L
								HIGH SCHOOL TUITION COSTS—GRADES 9-12			
Line Number	High School Enrollment	Number of Districts	Number of Districts Reporting	Total High School Enrollment	Total Cumulative High School Enrollment	Total High School Teachers	Average High School Pupil Teacher Ratios	Median	High	Low	Average
1	0- 24	3	3	66	66	12	5.5	$542.91	$ 715,47	$539.85	$599.41
2	25- 49	115	109	4,443	4,509	486	9.1	619.74	1,025.93	358.52	635.83
3	50- 74	108	104	6,731	11,240	596	11.3	563.64	894.42	266.83	576.32
4	75- 99	105	99	9,069	20,309	718	12.6	528.04	763.57	340.20	530.09
5	100-149	138	134	16,658	36,967	1,236	13.5	512.08	969.82	294.05	520.65
6	150-199	70	70	12,201	49,168	818	14.9	485.74	757.31	345.85	498.93
7	200-299	72	69	17,057	66,225	1,034	16.5	480.43	886.52	322.92	488.04
8	300-399	27	27	9,236	75,461	519	17.8	451.32	571.62	357.66	456.02
9	400-499	19	19	8,364	83,825	437	19.1	420.71	491.43	329.03	398.05
10	500-599	11	11	5,989	89,814	303	19.8	436.50	610.18	359.57	452.39
11	600-above	26	26	46,815	136,629	2,156	21.7	476.00	671.59	309.53	447.45
12	Totals or Averages	694	671	136,629		8,315	16.4	$518.76	$1,025.93	$266.83	$535.25

PLEASE NOTE: This study shows that per pupil costs tend to decrease as the size of the school increases. An important factor which is not shown in the study is that larger schools, since they make more efficient use of teachers, invariably offer a broader and more comprehensive program for all of the pupils. Schools having an enrollment of 600 high school pupils and above usually pay substantially higher salaries for teachers, which accounts for their slightly higher costs.

In helping individuals reach decisions, the counselors must have knowledge of the work world that is complex in nature and subject to change. He must rely on information from numerous sources in order to keep abreast of developments in the rapidly shifting work structure. Attempts to keep up-to-date become more exacting for the conscientious. Thus, sound counseling practices require that the information be available on a day-to-day demand of an occupation and that these requirements be translated in terms of the counselee's capacities, abilities, needs and aspirations.

We, as counselors and teachers, must try to the best of our ability to anticipate the changes and provide as much information on trends as possible. Although we cannot foresee all that may happen, a real service will have been performed if young people are made aware of the dynamic character of economy and if they are prepared to expect changes and to adjust to them. This means maintaining the utmost flexibility by taking the training consistent with adequate preparation for a particular field or occupation. Careful preparation during school years will pay rich dividends later.

To be effective, guidance must be related as closely as possible, not only to the student's interests and abilities, but also to his everyday progress in the subject matter areas. Where a student is working below capacity, or he is indifferent to the kind of school performance he presents, he is undergoing very poor preparation for his existence in the working world. The student who is doing an adequate job, but is not receiving much stimulation from his school efforts, should have the opportunity of taking a good look at himself. Every school should attempt to provide all such students with the opportunity of talking over the situation in general and in finding out what steps must be taken to reach a possible goal.

TENURE AND EXPERIENCE OF IOWA SCHOOL SUPERINTENDENTS

Of the 694 approved four year high school districts in Iowa, 143 have new superintendents for the current school year. This is a turnover of 20.6 per cent as compared with 19.9 per cent for last year.

Of the superintendents new to their positions this year, 119 came from other school systems within the state, 17 were promoted from within their present school systems and seven came from other states. You will note as you study Table I that 101 have had previous experience as superintendents, 24 as principals and 18 as classroom teachers. Over 50 per cent of the turnover this year occurred in high school districts with high school enrollments of less than 75.

As you study Table II, you will note that over 65 per cent of the 694 superintendents have had less than six years' experience and 82 per cent of the superintendents have had less than eleven years' experience in their present school system.

DATA ON TENURE AND EXPERIENCE OF IOWA SCHOOL SUPERINTENDENTS FOR THE 1958-1959 SCHOOL YEAR*

TABLE I

EXPERIENCE BACKGROUND OF 143 NEW SUPERINTENDENTS** IN THE 694 DISTRICTS MAINTAINING APPROVED FOUR YEAR PUBLIC HIGH SCHOOLS

(as of September 15, 1958)

High School Enrollment	Number of Districts	Total new Superintendents	Per Cent new Superintendents	Highest Position Previously Held			
				Classroom Teacher	Principal	Assistant Superintendent	Superintendent
0- 24	3	2	66.7	0	1	0	1
25- 49	115	48	41.7	12	3	0	33
50- 74	108	25	23.1	3	6	0	16
75- 99	105	19	18.1	2	4	0	13
100-149	138	29	21.0	1	7	0	21
150-199	70	7	10.0	0	1	0	6
200-299	72	9	12.5	0	2	0	7
300-399	27	2	7.4	0	0	0	2
400-499	19	1	5.3	0	0	0	1
500-599	11	0	0	0	0	0	0
600-above	26	1	3.8	0	0	0	1
Totals	694	143	20.6	18	24	0	101

Note—119 Superintendents came from other school systems within the state.
17 Superintendents were promoted from within their present school system.
7 Superintendents came from other states.

* This study was prepared in cooperation with Marie Perkins, Employment Information Service, I.S.E.A.

** Any superintendent that remained after reorganization was not counted as a new superintendent.

TABLE II

TENURE OF SUPERINTENDENTS* IN THE 694 DISTRICTS MAINTAINING APPROVED FOUR YEAR PUBLIC HIGH SCHOOLS

(as of September 15, 1958)

High School Enrollment	No Previous Experience Present School System	1-5 Years Experience Present School System	6-10 Years Experience Present School System	11-15 Years Experience Present School System	16-25 Years Experience Present School System	26-35 Years Experience Present School System	36-38 Years Experience Present School System	Totals
0- 24	1	2	0	0	0	0	0	3
25- 49	46	49	11	5	3	1	0	115
50- 74	23	56	16	9	1	2	1	108
75- 99	15	57	19	9	3	2	0	105
100-149	24	70	25	14	2	2	1	138
150-199	6	34	19	7	2	2	0	70
200-299	7	27	17	15	4	1	1	72
300-399	2	12	4	4	2	3	0	27
400-499	1	6	4	4	0	3	1	19
500-599	0	5	2	1	3	0	0	11
600-above	1	8	2	9	2	2	2	26
Totals	126**	326	119	77	22	18	6	694

* Includes all teaching experience in present school system.

** In addition to this number 17 were promoted within the school system, which makes a total of 143 new superintendents for the 1958-1959 school year.

SUGGESTIONS FOR PERIODICALS

Gladys Horgen, Regional Consultant

Standard 68 as stated in Circular 100a, *Tentative Standards for Approval of School Districts:* "At least three periodicals appropriate for use of elementary-school pupils shall be provided for each elementary-school classroom library," has received considerable discussion during the 1958 school visits as well as in group meetings. An individual attempting to compile a suggestive list of periodicals would permit personal beliefs to enter into the preparation. Consequently the recommendations which are included in the following suggestive list may not include magazines librarians or teachers might request or select for a particular classroom. The list is only suggestive and should help administrators and supervisors in the planning for future needs.

ALL PETS MAGAZINE (Monthly) $3.50.
18 Forest Avenue, P. O. Box 151, Fond du Lac, Wisconsin, all ages.

AMERICAN GIRL (Monthly) $3.00.
Girl Scouts of the U. S. A., 155 East 44th Street, New York 17, New York, ages 11 through 15.

AMERICAN JUNIOR RED CROSS JOURNAL (Monthly, October through May).
American National Red Cross, Washington, D. C. National enrollment fee $1.00 annually for each group of 30 secondary students enrolled.

AMERICAN JUNIOR RED CROSS NEWS (Monthly, October through May).
American National Red Cross, Washington, D. C., enrollment is $1.00 annually per classroom.

AUDUBON MAGAZINE (Bi-monthly) $3.00.
National Audubon Society, 1000 Fifth Avenue, New York 28, New York, grade seven and up.

BOY'S LIFE (Monthly) $3.00.
Boy Scouts of America, New Brunswick, New Jersey, begin in grade six and continue through grade nine.

CHILD LIFE (Monthly, September through May, bi-monthly June to September) $3.00.
Child Life, Inc., 136 Federal Street, Boston 10, Massachusetts, ages 6 through 10.

CHILDREN'S ACTIVITIES (Monthly, September through June) $4.00.
Child Training Associates, Inc., 1111 S. Wabash, Chicago 5, Illinois, ages 6 to 10.

CHILDREN'S DIGEST (Monthly except June and August) $3.50 or $6.00 for 2 years.
Parent's Magazine Press, Inc., Bergenfield, New Jersey, ages 8 to 12.

CHILDREN'S PLAYMATE (Monthly) $3.00.
A. R. Mueller Printing and Lithograph Company, 3025 East 75th Street, Cleveland 4, Ohio, ages 6 to 10.

COLLINS MAGAZINE FOR BOYS AND GIRLS (Monthly).
425 Fourth Avenue, New York 16, New York, ages 10 through 14.

COMPACT, YOUNG PEOPLE'S DIGEST (10 issues) $3.50.
52 Vanderbilt Avenue, New York 17, New York, ages 13 and up.

FLYING (Monthly) $4.00.
Ziff-Davis Publishing Company, 434 South Wabash Avenue, Chicago 5, Illinois, grade six and up.

for YOUNG NEW YORKERS (Monthly except July and August) $2.00.
A magazine for future adults; Strong Publications, Inc., 431 East 57th Street, New York 22, New York, begin in eighth grade.

HIGHLIGHTS FOR CHILDREN (Monthly except June and August) Educations rate $4.00.
Highlights for Children, Inc., 37 East Long Street, Columbus, Ohio, primary through grade four.

HOLIDAY (Monthly) $5.00.
Curtis Publishing Company, Independence Square, Philadelphia 5, Pennsylvania, teen-agers.

HUMPTY DUMPTY'S MAGAZINE FOR LITTLE CHILDREN (10 issues) $3.50.
Parent's Magazine, Bergenfield, New Jersey, ages 3 through 7.

IOWAN (six issues) $7.50.
Shenandoah, Iowa, grade five and upward.

JACK AND JILL (Monthly) $3.00.
Curtis Publishing Company, Independence Square, Philadelphia 5, Pennsylvania, valuable through fourth grade.

JUNIOR NATURAL HISTORY (Monthly) $1.50.
American Museum of Natural History, Central Park West at 79th Street, New York 24, New York, to be read aloud or pupil use beginning in grade four.

LIFE (Weekly) $6.75.
Time, Inc., 540 North Michigan Avenue, Chicago 11, Illinois, grade six and up.

MODEL AIRPLANE NEWS (Monthly) $3.50 or $5.50 for 2 years.
Air Age, Inc., 551 Fifth Avenue, grade seven and upward.

NATIONAL GEOGRAPHIC (Monthly) $7.00.
National Geographic Society, 1146 16th Street, N.W., Washington 6, D. C.

NATURE (Monthly, October to May, bi-monthly, June to September) $4.00.
American Nature Association, 1214 16th Street, N.W., Washington 6, D. C., grades four and up.

NEWSWEEK (Weekly) $6.00.
Weekly Publications, Inc., 350 Dennison Avenue, Dayton, Ohio, grade seven and up.

OPEN ROAD FOR BOYS (Monthly) $2.00 or $3.00 for 2 years.
Holyoke Publishing Co., McCall Street, Dayton 1, Ohio, ages 10 through 14.

PALIMPSEST (six issues yearly) $3.00.
Iowa Historical Society, University of Iowa, Iowa City, Iowa, grade seven and up.

POPULAR MECHANICS (Monthly) $3.50 or $6.00 for 2 years.
Popular Mechanics Company, 200 E. Ontario, grade six and up.

POPULAR SCIENCE (Monthly) $3.40 or $6.00 for 2 years.
Popular Science, 353 Fourth Avenue, New York 10, New York, begin in grade five and continue upward.

SCIENCE NEWS LETTER (Weekly) $5.50.
Science Service, Inc., 1719 N Street, N.W., Washington 6, D. C., grade seven and up.

SEVENTEEN (Monthly) $4.00.
11 W. 42nd Street, New York 18, New York, ages 13 and up.

SPORT (Monthly) $3.00.
McFadden Publications, Inc., 205 East 42nd Street, New York 17, New York, grade seven and up.

STORY PARADE (Monthly except July and August) $3.00.
Story Parade, Inc., 630 Fifth Avenue, New York City 20, New York, primary ages.

WEE WISDOM (Monthly) $2.00.
Publisher, Unity School of Christianity, Lee's Summit, Missouri, ages 4 to 12.

YOUNG ELIZABETHAN (Monthly) $4.00.
Periodical Publications, Ltd., Rolls House, Breams Building, London, E. C. 4, England, fourth grade and up.

Within each school system *Instructional Publications* might include the pupil's personal copy of MY WEEKLY READER, READ MAGAZINE, CURRENT EVENTS, JUNIOR REVIEW, JUNIOR SCHOLASTIC, AND SENIOR SCHOLASTIC.

PHOTOGRAPH ON COVER

Cover photograph courtesy of the Commercial Art Department at Des Moines Technical School.

STATE OF IOWA—DEPARTMENT OF PUBLIC INSTRUCTION

EDUCATIONAL BULLETIN

Vol. 30, No. 5 J. C. WRIGHT, State Superintendent of Public Instruction January, 1959

EMPHASIS UPON EDUCATIONAL IMPROVEMENT

This is a reprint of an article by J. C. Wright, State Superintendent of Public Instruction, released to the Iowa Daily Press Association, December 22, 1958.

The State Department of Public Instruction has always contended that the schools are the most-important "industry" in any community, because the "product" of our schools, our children, is our most valuable resource.

As the 1958 year draws to a close it is important to take an inventory of our educational accomplishments and also to project goals for the future. For the past year our efforts have been concentrated in five major areas. We have had some success in each and urgently hope that with the cooperation of the general public and members of the Legislature we can make additional gains in 1959-1960. Our aim is to work with others to make all of Iowa's schools among the best in the nation and therefore we will continue to enlarge upon these five areas:

1. **Improving and expanding our services to local schools.** Improvements include: better service in processing teachers' certificates; more prompt payments of state aid claims; a stepped-up program of visits to high school districts; more emphasis on adequate counseling and guidance programs, and on urging local school administrators to expand library facilities.

   The National Defense Education Act of 1958 (Public Law 85-864) was passed by the 85th Congress on September 2, 1958, in recognition of the fact that the security of our nation requires the fullest development of the mental resources and technical skills of its young men and women. It is intended to make available additional and more adequate educational opportunities and the Iowa State Department of Public Instruction is setting up the machinery to make this possible in our state.

2. **Increasing certification standards for new teachers entering the profession.** In the final analysis, no school or college is better than its instructional staff. We need dedicated teachers who are well-grounded in their subject matter. After August 31, 1960, no new teachers will fully qualify for teaching in the elementary schools without a four-year college degree. Of the 48 states, 38 already have this requirement. These new standards will not affect present teachers. Temporary certificates can be issued if our supply of teachers is inadequate.

3. **Encouraging the organization of school districts into larger and more effective units.** Iowa has reduced its school districts of all types during the past four years from 4,417 to 2,779, a decrease of 1,638 or 37 per cent. Small high schools with very limited programs of education are our greatest problem. High school districts have decreased from 819 to 694 in these four years. We do not need more than 200 to 400 high school districts if we really want a high quality program with teachers teaching in their major fields of preparation. This would enable us to provide better programs for all young people at less cost per pupil.

4. **Establishing minimum standards for the approval of school districts.** The State Board has authorized the preparation and distribution of a suggested guide to help school patrons and educators evaluate the quality of their local schools. Many citizens of the state have studied and discussed this material. An advisory committee representing lay and professional people is working with the State Board to revise standards for the approval of schools.

5. **Urging more state support for public schools.** The State Board of Public Instruction is recommending to the 58th General Assembly that direct state support for public schools be increased to an amount of $53,000,000 per year for the next biennium. (Present state support amounts to $22,832,000.) At no time has the State Board of Public Instruction ever presumed to indicate the source of such funds.

   The specific recommendation is to pay the formulas of the present aids in full and to distribute the balance of the increase under the provisions of the General Aid and Supplemental Aid statutes. The balance, after present aids were paid in full, would be allocated between General and Supplemental Aids on a 60 per cent-40 per cent basis, respectively. This will necessitate some minor revisions in the formula of each of these two major aids. Our Board is basing its recommendations for more state support on these four points:

   (a) If an additional $30,000,000 were distributed for these aids, this would constitute a reasonably equitable state support program. All districts would then receive substantial sums to help reduce local levies. Those with

(Continued on page 3)

Vol. 30, No. 5 JANUARY, 1959

Arthur C. Anderson, Editor

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HOME ECONOMICS SCHOLARSHIPS

The purpose of the Iowa Home Economics Association in awarding scholarships to selected senior girls in Iowa high schools is to encourage girls of fine character, personality and ability to study home economics in college.

Two scholarships will be awarded each year. Each scholarship will be for two consecutive years of study (two semesters or three quarters each year) with $250 available each year under conditions set up for continued eligibility of the candidate.

The applicant must be:

- A girl whose legal residence is in Iowa.
- A senior who will graduate from an accredited Iowa high school in the year the award is granted.
- One who is in general good health as certified by an approved medical doctor.
- One who is making a scholarship record which places her in the upper fourth of her class.

CERTIFICATION REPORT

Certificates issued between July 1, 1958, and December 30, 1958, are as follows:

Permanent Professional	506
Professional	2035
Pre-Professional	1316
Substitute	426
Temporary	545
Professional Commitment	249
Life	170
TOTAL	5247

Of the temporary certificates issued during this period, only sixty-three were due to emergency situations existing in Iowa public schools. Of these, forty held baccalaureate degrees or higher.

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Telephone number, except as otherwise noted, is ATlantic 8-7111 with individual extension numbers.

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EDUCATIONAL IMPROVEMENT—

(Continued from page 1)

inadequate local resources would get more proportionately than wealthy districts to enable the poorer districts to provide better schooling than might otherwise be possible.

(b) Reorganization of school districts into more effective units is progressing rather rapidly. This trend will no doubt increase in the future as more people realize that it is impossible to furnish a sound and broad program with too few children.

(c) With the help of lay and professional people, we plan to develop higher standards for the approval of schools. This should encourage local patrons to eliminate tiny, inefficient schools and districts with meager educational programs and too few pupils to provide desirable scholastic competition.

(d) Many of our larger districts with fine programs need relief from local property taxes for school support. Over 76 per cent of the public high school pupils are enrolled in high schools which employ ten or more high school teachers. We think it unwise and unfair to penalize the children in these good schools.

It is heartening to observe that the citizens of Iowa, under leadership of enlightened lay and professional people, are moving in the direction of making it possible for boys and girls to receive a sound, modern educational program which will enable them to compete successfully with those of other states and countries in this "satellite" age.

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION MEETING

The American Personnel and Guidance Association will hold its annual convention during the week of March 23 to 26, 1959, with Headquarters in the Hotel Cleveland, Cleveland, Ohio.

For information concerning registration, write:

Mr. John Rowland
Rocky River Public Schools
2985 Wooster Road
Cleveland, Ohio

STATE DEPARTMENT HANDBOOK

J. C. Wright, state superintendent of Public Instruction, recently released the new edition of the official Iowa State Department of Public Instruction handbook which describes the State Department of Public Instruction and relates its philosophy and functions to public education in Iowa.

The State Department is responsible for the quality of public education throughout the state. For this reason, the handbook gives considerable attention to the goals of public education. It also discusses in detail the philosophy underlying a sound elementary, secondary, junior college and adult education programs.

Since the office of State Superintendent was created, many changes in education have come about, especially in the functions and responsibilities of the State Department. This handbook describes the historical development of the department and delineates its present-day objectives, policies and responsibilities. It presents in some detail the work of the various divisions of the department and sets forth the department's fundamental beliefs.

Because the Department of Public Instruction is directly responsible to and advised by the State Board, there is a detailed presentation of the statute which established the Department of Public Instruction and the State Board.

The federal government placed the control of education in the hands of the various states. In Iowa a great deal of the control of education is delegated either directly to local school authorities or to the county superintendent's office who serves an intermediate function between the local school system and the State Department of Public Instruction.

This handbook has been developed by the coordinated efforts of all members of the State Department of Public Instruction.

The present edition is a complete reorganization of the original handbook published in 1950 and has been expanded considerably. It was prepared under the direction of a reviewing committee consisting of W. T. Edgren, chairman, Arthur C. Anderson and Paul Wallace.

Several members of the staff of Iowa State Teachers College at Cedar Falls made important contributions to various parts of the manuscript.

Dr. Richard Lattin, associate professor of teaching, and principal of the college elementary school, gave valuable assistance in the organization and development of Chapter Four, Iowa Elementary Schools.

Dr. Paul Brimm, associate professor of teaching, and principal of the college secondary school, gave valuable assistance in the organization and development of Chapter Five, Secondary Education in Iowa.

Dr. Guy Wagner, director, curriculum laboratory, had much to do with the final form and the writing of Chapter One, The Goals of Public Education, Chapter Four, Iowa Elementary Schools, and Chapter Five, Secondary Education in Iowa. Dr. Wagner also gave freely of his time and counsel in determining the general organization in editing the handbook.

IMPORTANT NOTICE!

The State Department of Public Instruction is making every possible effort to answer inquiries promptly. When you consider the large volume of mail that we must process and direct to the various divisions within the Department, it does present a problem and sometimes a delay. We would like to make the following suggestions to expedite our service to you.

Rather than addressing your inquiry in a general way to the State Department of Public Instruction, address it to the *division or staff member concerned.* On page two of the EDUCATIONAL BULLETIN, you will find the Staff Directory listing the superintendent, assistant superintendents and divisions. Following the name of each division you will find the name of the head of the division and the staff members within the division. EXAMPLE: Mr. W. T. Edgren, Director, Division of Transportation, Department of Public Instruction, State Office Building, Des Moines 19, Iowa.

IOWA HOMEMAKERS STUDY TO STRENGTHEN FAMILY LIFE

Louise Keller, State Supervisor, Home Economics Education

Homes and the people who live in them are the focal points of adult education in homemaking. Such a program strives to help adults strengthen their family life and improve their homes. Since new ideas are being developed at a rapid rate, homemakers need to study continuously. Also, the part men, women, and even children take in family life is changing so parents often need to take a new look at their jobs.

Because the homemaker today finds it necessary to make many choices which affect the quality of family living, women in homemaking classes study such topics as: how to buy, how to budget and stretch the family dollars, how to make clothing, how to select activities that will mean the most to oneself and one's family, and how to plan time and energy so as to have more time for richer family living.

In many communities the adult homemaking classes are planned and developed by the homemaking teacher with the help of an advisory council. The council is composed of members of representative groups in the community. In Adel the teacher, Mrs. Edith Zobrist, and the council planned for a series of lessons in family relations. The class studied such topics as understanding the teenagers and helping teenagers with their problems. In the development of these topics, men, women and high school pupils took part in the panel discussions.

Another series of lessons planned by the teacher, with advice from the council, related to food and the family. One interesting lesson was on barbecue tricks, the main part of which was given by two boys and a local business man. Participation of all family members in the preparation of a barbecue meal was emphasized throughout the lesson.

The council not only helps the teacher plan the local adult program but it also helps evaluate the success of the class. The advisory council at Adel is taking a look at its program. The class members had indicated needs by answering a questionnaire which the council members now are tabulating. The findings from the questionnaire will be used when they help the teacher plan a program for next year.

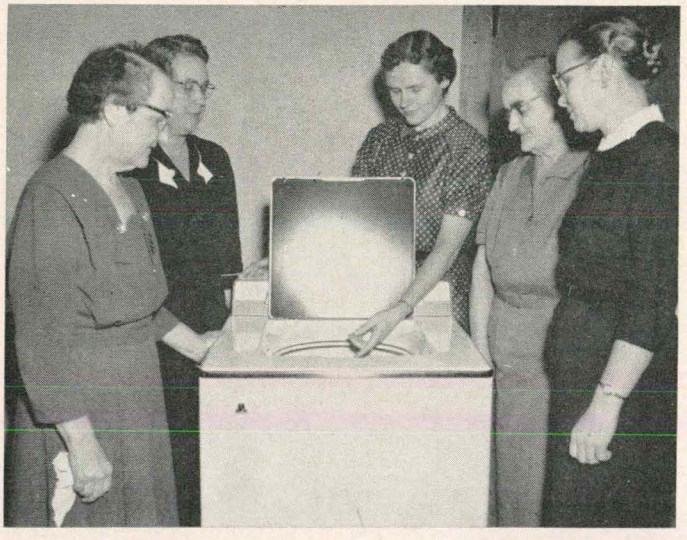
In Stratford adult homemakers have been studying the care and selection of furnishings for their homes. Appreciating and understanding the affect of color and design was an essential part of the lessons on choosing curtains and draperies, floor coverings, and chair covers. Some other interesting topics included in their study were furniture selection and arrangement and storage problems in the home.

The major emphasis in this series of lessons, which was taught by Mrs. Marilyn Hash, was placed on the selection and care of household appliances. With the many appliances available on the market today, the homemaker appreciates helps in making wise choices considering both her budget and the needs of her family. By holding a meeting in a local furniture store the class is helped to compare the quality of appliances. Such an experience helps them learn how to spend their home furnishing money more wisely.

Approximately 50 per cent of the Iowa vocational homemaking teachers teach adult classes. They thus become better acquainted with many adults in the community and the adults gain a better understanding of the day-school homemaking program. Adult class members also gain from sharing with other class members. They may take pride in their roles as homemakers and expand their vision of the importance of their role in society as a result of education for family living.

FACTS ABOUT THE ADULT HOMEMAKING PROGRAM
1957-1958

No. of teachers	205
No. adults served	8,119
No. classes	339
No. towns	155



The Stratford homemaking teacher and class members meet in a local furniture store to secure information about household equipment.

The Adel homemaking teacher and council members study questionnaires to discover interests of the class for further study.

GREEK UNIT

Mrs. Evelyn Kline, Sixth Grade Teacher
Spirit Lake Community Schools

The sixth grade students of the Spirit Lake Community Schools have just completed a very successful unit on the Ancient Greeks. Due to the deep interest nearly every subject became involved and each child participated.

Several pupils produced a play called "School Boys of Old Athens," based on a story in their social studies book. It was necessary to do a great deal of research on the home life and environment of the Greeks. They even consulted a lady who has recently come to our community from Greece. The girls designed and made their costumes from sheets which they dyed.

A group of boys became interested in the Olympic Games. After studying the types of skills, rules and rewards of the contests, they decided to produce a skit called "An Interview at the Olympics 400 B. C." They made spears from long sticks and discus from aluminum foil pie pans stapled together. They discovered that a contestant could not participate if he had any type of dishonor against his name. Also, wars were halted for the duration of the Olympics.

Four girls who had never taken part in classroom activities put on a style show and sang a song of Greek origin.

For reading they read stories from Greek mythology and history. They searched through their homes and the public and school libraries for these stories.

Spelling consisted of such words as contestant, columns, culture, etc. One unit in the spelling book dealt with the Greek gods. The Greek alphabet and the use of it today was discussed.

During art periods murals were painted for the background scenery. The Acropolis and Parthenon were well represented in these. Some children made Greek pottery; others tried sculpturing.

Bulletin boards were assigned to committees who collected all types of pictures and little bits of information on old and new Greece. It was fun searching for examples of Doric, Ionic and Corinthian columns. Many were found on front porches, the library and churches.

During this unit an excellent film was shown, "Our Inheritance from Historic Greece."

In language, reports were outlined and written on all phases of Greek culture. Original poems were composed. Invitations to our program were written to our mothers and the other sixth grades. Thank you notes were written to express our appreciation. Programs had to be organized and mimeographed.

The tape recorder was employed to check their speaking voices and diction.

As a climax they taped their program for the local radio station. On the day of the broadcasts a visit was made to the radio station. While there the children visited the weather bureau and had a wonderful explanation of the instruments used for determining and recording the weather. This led right into the next unit on weather so they were off on another adventure!

RECIPROCITY IN TEACHER CERTIFICATION

The State Board of Public Instruction approved a policy for Iowa relating to reciprocity in teacher certification at the regular meeting December 19, 1958. This makes nine states which will now grant reciprocity. They are: Florida, Georgia, Iowa, Kentucky, Missouri, Pennsylvania, Utah, Vermont and West Virginia.

The policy adopted by Iowa is similar to the policy adopted by the National Association of State Directors of Teacher Education and Certification on June 24, 1958, at the Bowling Green Conference. The Iowa policy approved by the State Board of Public Instruction is given below:

"Graduates with bachelor's degrees of colleges and universities outside Iowa which at the time of the applicant's graduation are fully accredited by the National Council for Accreditation of Teacher Education shall be eligible for a regular teacher's certificate covering the area or level of teaching for which the candidate is recommended by his preparing institution and which is supported by the transcript provided by the institution. This policy applies only to the applicants who have graduated from the regularly approved teacher education program that is specifically accredited by NCATE. This policy relates also to the certification of school service personnel such as superintendents, principals, supervisors and school psychologists, provided the the minimum level of graduate work specified in Iowa's standards is attained."

HAMMERING AWAY AT ENGLISH

This is a reprint of the speech given by G. Robert Carlsen, Professor of English Education, College of Education, State University of Iowa, and head of English at University High School, at the Annual Conference on School Administration and Supervision, which was held at the State University of Iowa, December 2, 1958.

It is often helpful to apply the techniques and theories that one used in instruction in one area to a different area. Through such a process one often sees both the strengths and weaknesses of methods of operation in one's own subject. In English we are trying to develop in boys and girls both skills and appreciations. Suppose that we take another skill area such as using the hammer and apply methods of teaching English to instruction in hammering.

There are three different theories that we could apply. The first might be labeled the "parts" approach. In this approach we would say that it seems imperative for the individual to know about the tool and its properties before he can become skillful in its use. Therefore, we examine the hammer, classify its basic parts, and then arrange them in order for instruction. It would become apparent that hammers usually consist of three basic parts, the head, the handle and the wedge. However, since this knowledge is of great importance, we should not talk about these parts in simple English terms. We should translate them into Latin for instructional purposes. Thus the handle would be referred to as the *ansa*, the head as the *caput*, etc.

We should obviously approach instruction through defining the basic parts and insisting that youngsters commit the definition to memory.

Next it is important to drill. Therefore worksheets could be devised in which there were pictures of hammers down the side of the page in all manner of positions. The parts might be labeled with letters and the child would be expected to fill in the correct term, *ansa*, *caput*, in blanks left for him beside the pictures. It would soon become apparent also that all heads and all handles are not alike. Therefore there would be possible further instruction in the different kinds of heads that are frequently used. Hammers as a whole also are classifiable into different types. There are claw hammers, ball-peen hammers, sledge hammers, and mallets. There would be a wealth of instruction that could be given to young people, all in interest of teaching them how to use the hammer. The chances would be good that each teacher along the way might find it necessary to repeat instruction in the basic parts of the hammer because boys and girls became confused and seemed to forget what had been taught them earlier in their schooling.

A second approach to teaching young people to use the hammer might roughly be called the "job analysis" technique. Educators would first make a study of the uses of the hammer in our society and abstract the basic activities performed with the hammer. They might classify such activities something as follows: pounding nails into boards, extracting nails from boards, pounding stakes into the ground, etc. A course of study might be designed around these activities with sufficient time on each to insure that young people perform it adequately. By progressing through such a course, each student would presumably possess all the skills he needed.

In such a course of study unit, one might be entitled "Pounding Nails into Boards." Instructional methods follow logically. The teacher could demonstrate with a hammer, a nail, and a piece of wood in front of the class. He would try to explain trouble points as he went along, where to grip the handle, how to hold the nail, etc. Then the class would go into a laboratory session in which students practiced with similar tools on similar materials. The instructor could circulate among the students pointing out defects and getting students straightened out. Practice on driving nails into boards might continue for four or five weeks before introducing a second unit on "Extracting Nails from Boards."

One immediately sees all kinds of possibilities for refinements. Students could begin in the seventh grade with rather large nails and the size of nail used could be decreased as the child proceeded through school. Furthermore he could drive nails under more and more difficult kinds of situations as he matured and conquered the basic skills.

The third approach is the one that most of us would instinctively choose if we were setting up a course of study to develop skills in using the hammer. We should select a project that would be simple to construct and that would be of worth to the individual to build. The project probably would demand the use of the hammer in a variety of situations. For example the students might find it of worth to them to build a bird house. In helping them achieve their purposes it would undoubtedly be necessary from time to time to use the words handle and head. It probably would be advisable for students to do some practicing on scrap materials before applying the hammer to the actual product. A course of study then would consist first and foremost of a series of products for students to build. These would, of course, be selected in terms of the maturity of the learning and of his interests at a particular stage of development. Certainly the sequence of building projects should be of gradually increasing difficulty and complexity.

English courses of study have used the first two of these approaches for a number of years now as avenues of approach to the development of skill in reading, writing, and speaking; only recently have a few schools started to use the third approach. What have been the results of our teaching that has taken place?

Everyone is familiar with schools who have set out to build a sequential program of information about language and how it operates. Such schools have decided that nouns and verbs, adjectives and adverbs are to be taught in a determined sequence at a given grade level. Complex sentences are to be introduced later and verbals are to be saved for a yet later date. Such a concept reminds one of the assembly line in an American factory. As the student goes down the line of the school years, each teacher affixes given parts to the chassis. In theory, such a plan sounds wonderfully sensible and enormously effective. In practice the assembly line breaks down. Students for some strange reason do not really learn the concepts, or if they do, they slough them off before they get to the next teacher. Consequently, each teacher has increasingly felt that he must do the work over that was supposedly done earlier.

In most schools, as a consequence, it is usual to find the eight parts of speech, the concepts of subjects and predicates, the classification of sentences by structure and by function repeated every year, sometimes from grade four through the senior year in high school. If one sits in classrooms, one realizes that the instruction at various grade levels is interchangeable. One is also conscious of the skill if not downright brilliance of teachers in presenting these concepts. Explanations are beautifully prepared and drill material is skillfuly interwoven into instruction.

But even so the inoculation seems not to take. At the University High School, a group of seniors admitted finally that the only thing they felt reasonably sure about was the verb. In Oak Park, Helen Rand Miller, a brilliant teacher dealing with a highly selected group of seniors who had studied the parts for five years, finally admitted that they had no really clear concept of any one aspect of grammar. It is perhaps heartening to have the study from the schools of Scotland indicating that their students, who had passed a rigid grammar test for admittance to the higher schools, demonstrated similar confusion when they were retested a year or so later on. It seems time to recognize what studies have shown for years that knowledge of formal grammar has little effect on the writing and speaking of boys and girls. We have too often assumed that if we put more effort into what has not succeeded we can at last succeed. We need to look for new directions through which to accomplish our objectives.

So increasingly in some schools, the program has been built around the job analysis point of view. The four language arts are reading, writing, speaking, and listening. In turn it is fairly easy to analyze the kinds of activities people perform in each of the categories; they write letters, make lists, use the telephone, take part in conversa-

tions, participate in discussions, read newspapers, magazines, etc. Logically then units of instruction of these activities of language should be on each sprinkled through the years of high school. Such programs, in most cases have been richer than the "parts" programs, but still they show tremendous repetition from grade level to grade level.

Last year, I had the opportunity in a single morning to visit classrooms at the fourth, seventh, ninth, and eleventh grades of a single school system. It was startling to discover that each teacher that morning at each grade level was in the midst of a unit on letter writing. Each told me in turn that she was presenting just a few simple facts to the young people in her charge. She was showing them the proper heading and closing for friendly letters and business letters, and she was presenting a few of the common courtesies to be observed in the writing of each form. The instruction was such that what one teacher at one grade level was doing was duplicated almost exactly at each of the grade levels.

In schools surveyed, one often finds that students have units on short stories or lyric poetry or discussion techniques as many as six times in the junior and senior high schools. One girl told me in an autobiography that it was the eighth one she had written for various teachers in the last four year period. It is no wonder that students become unenthusiastic in English classes or that they can seldom remember what they have studied as recently as last year in their classes.

The job analysis point of view breaks down because of its repetitiousness and yet we know that students need to practice the various aspects of language over and over year after year. Certainly the child needs to write letters again and again. It is not sufficient to have a single unit on letter writing in the sixth grade and hope that that detail of his development can be forgotten ever after. However, it is doubtful that he can be motivated to letter writing through repeating a unit of instruction in it year after year through the high school.

Few schools have tried the third approach to constructing a course of study in the language arts, that of designing a series of language projects or language situations of intrinsic interest and worth to students at succeeding levels of development. Dora V. Smith says, "We must put communication squarely in the center of the instructional program and allow other things to come in where they are needed." What are communicating situations?

A seventh grade class recently expressed the universal gripe that their town offered nothing whatsoever of interest for young people to do. The teacher challenged them, and they decided to undertake the publication of a bulletin on things that one could do with no money, with fifty cents, with a dollar, and with more than a dollar in the community. Each child individually wrote about the most fun that he had ever had in the community. In addition students interviewed and visited and sought suggestions. Out of this work they found a real need for many of the language arts, and since they were aiming at publication they felt a responsibility for as great perfection in writing as they could master.

A tenth grade class undertook to tell stories in the first and second grades of their school system. They considered the kinds of stories, they practiced them before their classmates, and then on a prearranged schedule they told their stories to a real and interested audience.

An eleventh grade class was given fifty dollars from the library budget. It was their responsibility to spend the money wisely in adding to the library's collection. They set standards for judgment, they read widely, they talked to people in the community who were wide readers, they conducted a questionnaire survey in their own school. Out of this rich kind of language activity, they finally chose approximately twenty-five new volumes for the school.

A twelfth grade class was studying different concepts of happiness found in literature. In the process, they wrote themes on their concepts of happiness which were read aloud in the class as a part of the material of the unit. They interviewed adults and invited a few community leaders to the classroom to discuss with them ideas of happiness that they held.

In each of these activities students are placed in a situation where they are writing and speaking to communicate. As difficulties in using language occur, the teacher normally takes time out for active explanations and drill-type exercises. But the drill is in relationship to the activity the child is trying to perform.

Probably no one teacher can structure enough situations to supply an entire six year program, but a group of teachers working together should be able to accomplish the task. Such situations or activities seem the beginning point in planning a course of study. From the situations, then, teachers can anticipate the kinds of structural problems that might be called to students' attention in each of them. Such a program would insure students' having continuous practice in many of the aspects of language, but at the same time it would prevent the monotonous overlap of present instruction.

Years ago in a charming book by Alfred Hitchcock entitled "Breadloaf Talks on the Teaching of Composition," the author stated three aspects of teaching composition in order of their importance. They were helping students find something to say, placing youngsters in situations where they have a valid reason for expression, and helping them develop the necessary skills with which to express it. These are our jobs in order of their importance in designing a course of study.

NEW TYPE APPROVAL STATEMENTS

Dr. Wayland W. Osborn, Director
Tom Orr, Supervisor of Certification
Division of Teacher Education
and Certification

The Division of Teacher Education and Certification has been concentrating for the past two months on preparing the new type of approval statement for all employed high school teachers not already having them. Each person who receives a new or renewed certificate now receives the new-type approval statement. To the best of our knowledge this project has been completed and each high school teacher should have been furnished with the new-type approval statement in triplicate. The white copy of the approval statement is to be retained by the individual teacher, the yellow copy is to be filed with the employing superintendent and the blue copy is to be filed with the county superintendent.

In a project as large as this, certain omissions are bound to occur. We are therefore asking any high school teacher who has not received his new-type approval statement to so advise the Division of Teacher Education and Certification so that his approval statement may be prepared. Some errors have occurred because we did not have complete transcripts for the individual for evaluation. We will be glad to correct any such errors which have been made, provided supporting transcripts or evidence of previous approval accompany such requests.

When a teacher moves from one school to another it will be necessary for him to obtain the superintendent's and county superintendent's copy of his approval statement so that he may take them with him to his new position. Due to the heavy work load of the Division of Teacher Education and Certification in the fall of each year, it will be impossible to prepare duplicate approval statements for each teacher each time he moves from one school system to another.

SCHOOLROOM PROGRESS U.S.A.

SCHOOLROOM PROGRESS U.S.A. is a traveling exhibition which started its tour of the United States in Washington, D.C., in September, 1955. It will visit approximately thirty-five major cities per year over a period of five years.

The exhibition is cooperatively sponsored by the Henry Ford Museum and Greenfield Village of Dearborn, Michigan and The Encyclopedia Americana.

It has three basic purposes . . . to encourage an ever-increasing interest on the part of young Americans in teaching as a profession, to pay tribute to the contribution of the American Teacher to our American way of life, and to increase interest in our schools and school facilities. As such, it merits and has the cooperation and enthusiastic support of educational and civic organizations on both a local and national level.

SCHOOLROOM PROGRESS U.S.A. travels, and is exhibited, in two specially designed railroad cars containing both heating and air-conditioning facilities for the comfort of visitors. These cars were donated to the exhibition by the Chesapeake and Ohio Railway Company. In each exhibition city, these cars are exhibited either in the railroad station or at a convenient station siding, very much in the same manner as was the Freedom Train.

The January itinerary for Iowa and the name of the local sponsor follows:

Jan. 7-12—
Iowa Electric Light & Power Company
General Office, Cedar Rapids, Iowa
Mr. William M. DuVall

Jan. 14-19—
Iowa Power & Light Company
823 Walnut Street, Des Moines, Iowa
Mr. J. A. Sayre, Commercial Manager

Jan. 21-26—
Iowa Public Service Company
Orpheum Electric Building, Sioux City, Iowa
Mr. Dell B. Raymond, General Sales Manager

The exhibit graphically depicts the contrast of the American schoolrooms of yesteryear with those of today. It exhibits a frontier log-cabin schoolhouse, a replica of the McGuffey-type school of the early 1800's. This schoolroom contains an open fireplace, whale oil lamps, split-log benches, a birch rod switch, slates, quill pens, McGuffey readers and many other wonderful, authentic, artifacts of this period.

Similarly exhibited is an American rural schoolroom of the 1870's, the "little red schoolhouse," with its kerosene lamps, wood burning stove and other historic school equipment of the middle nineteenth century. It is in this classroom that the desk where Mr. Henry Ford sat and carved his initials is placed.

The city schoolroom of the 1890's is the last classroom of the nineteenth century to be shown in this section of the exhibition. Here, one finds the first commercially made wrought-iron and wood desks, bamboo filament light bulbs, an early steam radiator, and other materials used in the schools during this period.

Exhibits of early American books, writing implements and other school equipment made or used by famous Americans are also exhibited in the "old" section of SCHOOLROOM PROGRESS U.S.A. This "yesteryear" section of the exhibition is truly an historical "museum-on-wheels." Everything in this old car is authentic and from the collections of the Henry Ford Museum and Greenfield Village.

Then, in sharp contrast, SCHOOLROOM PROGRESS U.S.A. exhibits five schoolrooms of today. The most modern of classroom architecture, equipment and audio-visual devices are exhibited along with architect's drawings and photographs of outstanding examples of today's school buildings and classrooms. These classrooms consist of the following types: KINDERGARTEN, ELEMENTARY, HOME ECONOMICS, INDUSTRIAL ARTS and OFFICE PRACTICE. These rooms have been designed by five architects who were award winners in the American Institute of Architects' Honor Awards Program. Also exhibited are prize-winning entries in the School Division of the American Institute of Architects' Honor Awards Competition.

Persons visiting SCHOOLROOM PROGRESS U.S.A. are given a 32-page booklet. This literature provides a detailed description of the exhibition—its contents and its purposes. It also credits organizations that have cooperated with the Henry Ford Museum in making this million dollar exhibition a reality.

NATIONAL SCIENCE FOUNDATION SUMMER FELLOWSHIPS FOR SECONDARY SCHOOL TEACHERS OF SCIENCE AND MATHEMATICS

As one means of improving the teaching of science and mathematics in American secondary schools, the National Science Foundation plans to award on March 25, 1959, approximately 750 Summer Fellowships for Secondary School Teachers of Science and Mathematics to individuals to improve their competence as teachers of science and mathematics. The primary purpose of these awards is to provide an opportunity for secondary school teachers to enhance their effectiveness as teachers through the further study of the subject matter of science and mathematics. Fellowships will be awarded for study in the mathematical, physical and biological sciences. This new program of fellowships is in addition to and separate from the Foundation's continuing Institutes programs.

These fellowships are being provided by the National Science Foundation and the program is being administered by the American Association for the Advancement of Science, 1515 Massachusetts Ave. N.W., Washington, D. C. Application must be filed not later than January 19, 1959.

Overseas Teaching

Persons interested in teaching in American Army schools overseas will have an opportunity to be interviewed by an overseas representative February 26, 27 and 28 in the Faculty room at the Iowa State Teachers College.

The college has been designated as one of several chief recruitment centers according to an announcement made by Dr. Raymond J. Schlicher, director of the I.S.T.C. extension service.

To qualify, applicants must be between 23 and 60 on July 31, 1959, have a bachelor's degree from an accredited college or university, 18 semester hours in professional teacher education courses, and not less than two years of teaching experience from September, 1954 to June, 1959. At least one of the two required years must have been spent in the subject field or fields for which the applicant is applying.

Additional information concerning teaching areas, types of openings, application forms, and arrangements for personal interviews may be obtained by contacting Dr. E. W. Goetch, placement consultant in charge of overseas teacher recruitment, Iowa State Teachers College, Cedar Falls.

STATE OF IOWA—DEPARTMENT OF PUBLIC INSTRUCTION

EDUCATIONAL BULLETIN

Vol. 30, No. 6 J. C. WRIGHT, State Superintendent of Public Instruction February, 1959

THE NATIONAL PICTURE ON SCHOOL DISTRICT REORGANIZATION

The department of rural education of the National Education Association has recently completed a survey of the status of school district organization in the United States.

According to the survey there were about 48,000 school districts as of June 30, 1958, a reduction of 19 per cent in the three year period, 1955 to 1958. This current number of districts is a reduction from nearly 101,000 in 1948, to about 67,000 in 1953, to slightly more than 59,000 in 1955.

Iowa made the greatest progress of any state from 1955 to 1958 in the reduction of the number of school districts. The number was reduced in our state from 4,417 in 1955 to 2,779 in 1958. However, Iowa is still one of the states with the largest number of school districts. The only ones with more school districts are: Nebraska, 4,442; Wisconsin, 3,500; South Dakota, 3,293; Minnesota, 3,084 and Kansas, 3,003.

Iowa has also made the greatest reduction in the number of one-teacher schools—from 3,261 in 1955 to 1,117 in 1958, a reduction of 2,144 or approximately 66 per cent during the three year period. However, Iowa still ranks eleventh with the other states as only Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, West Virginia and Wisconsin operate more one-teacher schools.

Substantial as the reduction in the number of districts in the United States has been, there is no doubt that further reductions are in order. Of the 48,000 districts in 1958, about 6,600 or 13.5 per cent, did not operate a school. These districts continued as legal entities even though they were either so small that they had no children to go to school or they contracted with a neighboring district for the schooling of their children.

In many states the non-operating district is virtually unknown. The concentrations of such districts are in Colorado, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, New York, North Dakota and South Dakota, these states having about 90 per cent of the total in the United States.

Iowa has the largest number of non-operating districts—1,300—or approximately 20 per cent of those in the entire country. This particular problem will be solved in Iowa by 1962, as all the districts which are not in a high school district by that date will be placed in one under a law approved by the 1957 legislature, providing that the Agriculture Land Tax Credit is paid in full for at least one year prior to that date.

The adequacy or inadequacy of a school district is often measured in terms of its size. While there may be no inherent value in either largeness or smallness without taking many other factors into account, a majority of the districts continue to be very small. Approximately 66 per cent of the operating districts in 1958 in the United States employed fewer than ten teachers. Only about 12 per cent employed as many as 40 teachers. Some of these smaller districts are in sparsely settled areas. In such instances a six or eight teacher district is by no means small in terms of its geography. But many small districts are only a few miles from another having about the same characteristics.

Iowa has a total of 2,129 districts or approximately 77 per cent employing fewer than ten teachers. Only four states, Kansas, Nebraska, Wisconsin and South Dakota have more such districts. There are 118 districts or only four per cent that employ as many as 40 teachers in Iowa.

The survey has investigated the number and type of school district reorganization in the respective states. Reorganizations are classified as being of two types: (1) **comprehensive,** which includes all reorganizations intended to form a new school district that is to offer a program of elementary and secondary education under a single administration; and (2) **partial,** which includes the consolidation of small-type districts and not intended to offer a complete program of elementary and high school education, or which includes only the dissolution of a school district or school districts and annexation to another school district. The comprehensive type takes place under state reorganization statutes intended to provide for the formation of new school districts.

Reports from 18 states show that a total of 3,929 reorganizations of all types were proposed during the three year period, 1955 to 1958. Of that number 967 were of the comprehensive type and 2,962 were of the partial type. Of all the proposals 81 per cent were adopted by the voters or designated officials; of the proposals of the comprehensive type 86.4 per cent were adopted; and of the proposals of the partial type 80 per cent were adopted. (All of the reorganizations in Iowa were of the comprehensive type.) The remaining percentages of the proposals were, one way or another, rejected.

(Please turn to page 3)

Vol. 30, No. 6 FEBRUARY, 1959

Arthur C. Anderson, Editor

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NATIONAL BROTHERHOOD WEEK

The annual observance of Brotherhood Week sponsored by the National Conference of Christians and Jews occurs February 15-22, 1959.

Brotherhood Week provides all of us an opportunity to re-affirm the fundamental values which give dignity to man and unity to our notion. The rapid social changes of our times have heightened personal tensions and sharpened group antagonisms. Prejudices and irrational fears have increasingly threatened the lines of intergroup communication and made the solution of common civic problems more difficult. During Brotherhood Week we can re-dedicate ourselves to the belief that the universal Fatherhood of God makes all men truly brothers, and that the American people can indeed solve their current problems through democratic processes, operating within the framework provided by the Constitution.

CERTIFICATION REPORT

Certificates issued between July 1, 1958, and January 20, 1959, are as follows:

Permanent Professional	531
Professional	2,077
Pre-Professional	1,330
Substitute	472
Temporary	567
Professional Commitment	254
Life	171
TOTAL	5,402

Of the temporary certificates issued during this period, only sixty-eight were due to emergency situations existing in Iowa public schools. Of these, forty-four held bachelor's degrees or higher.

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Waterloo District Office
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NATIONAL PICTURE—

(Continued from page 1)

In addition to the 18 states for which full reports on this item were filed, there were five states that reported 569 reorganization projects approved, of which 335 were of the comprehensive type and 234 of the partial type. (These states did not report the total number of proposals and rejections.) Such data are indicative of the extensiveness of the reorganization movement and of the fact that at least four out of five proposed reorganization projects have been successful as measured by approval.

The county unit of school administration continues to grow. There are now 13 states or 926 counties in which the counties constitute the basic school district. In 641 of these 926 counties there are no independent or city districts. In 19 other states there are 265 county unit districts of which 124 do not contain any other type. Thus in 1958 there were a total of 1,191 county units in the United States, representing an increase of 57 such units during the last three years and 232 during the last decade. It is also of interest to note that 1,087, or 91 per cent, operate both elementary and high schools, only 90 operate for separate high school purposes, and only 12 solely for elementary schools.

This national survey shows that school reorganization is being speeded up throughout the country and that while Iowa is making impressive gains, we still have a long way to go compared with most of the other states. The heart of the Iowa problem is the existence of far too many small high schools.

No other state in the Unoin has more high schools with fewer than 200 pupils than Iowa. Kansas is the only state having more high schools than Iowa with fewer than 100 pupils and only two states, Kansas and Nebraska, have more high schools with fewer than 50 pupils. Therefore, if Iowa is to offer its children a high quality education, reorganization of school districts must continue in order to enable us to eliminate small inefficient high schools.

SUMMER SCHOOL PROGRAMS IN IOWA

- **Academic programs offered in 78 high school districts**
- **Miscellaneous programs offered in 143 high school districts**

A study directed by Drake University in cooperation with the State Department of Public Instruction shows the extent of summer school programs in Iowa public high school districts for the summer 1958. The study is being done by Arden E. Johnston, a graduate student, under the direction of Dr. Imon Bartley, Drake University.

The information was collected by sending a questionnaire to each high school district: 685 high school districts of the 694 or 98.7 per cent returned the questionnaire.

Of the 685 high school districts reporting 78 offered some type of an academic summer school program, 178 offered a miscellaneous program chiefly recreational and enrichment type and 429 high school districts reported no summer school program offered.

Academic Summer School Programs

Among the 78 high school districts offering an academic summer school program, 77 were under the direct supervision of the local school district and one under the direction of the State University of Iowa. The academic programs in 41 high school districts were supported entirely by school tax money, 20 high school districts supported the program by tax money and student fees ranging from $1.00 to $35.00 and 17 high school districts supported the entire program by student fees.

Regular classroom teachers were utilized in 74 high school districts and 4 high school districts employed other certified personnel. Salaries paid ranged from $15.00 to $150.00 per week.

It is interesting to note that the academic program is rapidly increasing as 21 high school districts indicated that this was their first year for such a program, 14 stated that it was their second year, 10 their third year and 7 their fourth, or a 212 per cent increase during the past four years. In general it was found that the larger the regular school enrollment the greater the chances were that a summer school academic program would be offered. Fifty-five per cent of these academic programs were in schools with an enrollment over 1,000 pupils in grades kindergarten–twelve. The academic offering was, also, broader.

Nearly 100 per cent of the schools offering academic subjects on the secondary level allowed credit while a very low percentage of the districts offering academic work in the elementary area allowed credit. The length of the programs ranged from 3 to 12 weeks.

Miscellaneous, Recreational and Enrichment Programs

Of the 178 high school districts offering a miscellaneous summer school program, 143 were supervised directly by the school district, 24 by the community, 4 by the Lions Club, 2 by the Parent-Teacher Organization, 2 by the Women's Club and 3 by the American Legion. The miscellaneous programs in 112 high school districts were supported entirely by school tax money, 47 by school and town tax, 5 by town tax, 8 by the community, 3 by student fees, 1 by Parent-Teacher Association, 1 by a Women's Club and 1 by a Lions Club plus student fees.

Regular classroom teachers were utilized by 136 districts and swimming supervisors were used in 27 districts. Salaries paid ranged from $15.00 to $100.00 per week. The length of the program ranged from 3 to 10 weeks.

PART-TIME INDUSTRIAL OCCUPATIONAL EDUCATION OPPORTUNITIES

Max Hines, Coordinator, Cooperative Industrial Occupations Education
Decorah Community School District

According to Superintendent D. D. Dunlavy, "The Decorah part-time cooperative occupational education program depends on local community resources for laboratory and special instruction. Business and industry provide a means of instruction that would be impractical for our school to furnish. Thus, with proper coordination, the school, the community, and especially the occupational trainee all benefit through this cooperative effort."

Machinist, TV repairing, watch repairing, meat cutting, auto mechanics, and electrician are only a few of the occupational areas in which opportunities for education are offered in Decorah High School. Decorah, a community of about 6,000 population, is making vocational education of this kind possible through a part-time cooperative program that involves the experience, facilities, and cooperation of both the school and community.

A senior student-learner taking part in this program divides his time between school and a part-time job. His or her in-school time is made up of the required subjects needed for graduation and a related information course connected with the job. The on-the-job time is spent in beginning tasks designed to provide fundamental training and job experience. A student-learner receives school credit for both the on-the-job work and the in-school related course, and pay at prevailing beginning wage rates for the work performed.

Cooperative education of this kind enables Decorah to provide opportunities in many occupations which cannot be taught in the classroom. Instead, business establishments within the community become the school shops and laboratories and the employer becomes the on-the-job instructor, teaching the skills of the trade.

This type of program is also very closely geared to supply and demand in that no more mechanics are trained in any field than can be employed within the town. A student cannot gain experience in a given occupation unless an employer has a need to train someone in that field.

Four necessary functions must be carried out to achieve the success desired in a program of this kind: guidance, placement, technical instruction, and coordination.

Every student entering or desiring to enter our program is individually counseled. This counseling begins as early as the tenth grade. The student's interests and aptitudes are discussed and studied, and every assistance is given to help him make wise vocational plans. The student must show reason for entering such a program, and must meet certain qualifications.

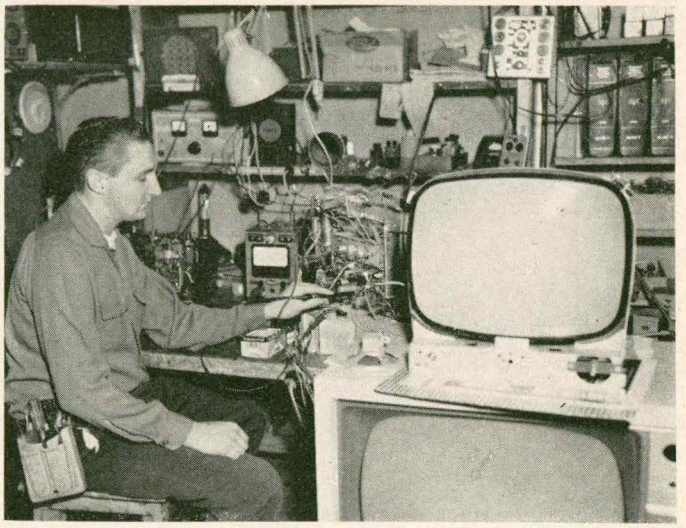
Placement of a student-learner admitted into the program is very important. Business establishments participating must want to train the young worker, and not simply be seeking cheap labor. The student-learner must fit the job selected and not take a job just to earn spending money. Each work station must be approved by the coordinator before the student-learner actually goes to work if he secures his own job.

The related information class is required of all student-learners in the program. One hour per day is spent studying technical information related to each individual's job. This aids by speeding up the training and by providing occupational information that may not be learned while on the job. Coordination of the work with the related instruction is very important to the success of the program. The coordinator must also see that the student-learner's progress is satisfactory through contact with the employer. The coordinator, who is trained and qualified, teaches the related information class and must aid young workers to realize that they must add all they can to their

Students interested in the cooperative part-time program receive counseling such as Dave Anderson is receiving above. Dave, a junior, is going over his test results with Max Hines, who is coordinator and guidance counselor.

Employer, Leonard Karnick, assists student-learner David Frey in using a micrometer on lathe work. The employer teaches the skills of the trade.

Actual cutting a front quarter helps Dale Folkedahl learn to cut meat.



Radio and TV repair is a full time job for Gary Finholt, 1955 Decorah graduate. Gary received his training in the school part-time cooperative program, and has been gainfully employed ever since.

knowledge of their occupational fields.

An advisory committee will be found very helpful in establishing and conducting the program. The committee should have two or three employers and an equal number of key employees. The committee will be able to save the coordinator many hours of work by "selling" the program to other employers and to employee groups, assisting in setting wage rates, and advising in regard to problems that may arise. Because of the cooperative nature of this program, the use of an advisory committee is practically a necessity.

The part-time cooperative occupations program offers many advantages to students, the school, and the employer. Space permits listing only a few.

Advantages for the school:

Broadens the curriculum.
Offers low cost vocational education.
Builds community relations.

Advantages for the student:

Opportunity to gain occupational experience and graduate.
Improved employment possibilities after graduation.
Improved opportunities for occupational advancement.
Qualifies student for future educational opportunities either in technical school or college.

Advantages for the employer:

Better selection of new employees.
School assistance in training employees.
A supply of partially trained employees.

As a guidance counselor I feel this type of program helps our school meet the needs of our youth to enter employment and achieve occupational success. Our school is measured by the success of our graduates.

The part-time cooperative occupations program has become a definite part of our curriculum, because it makes possible occupational educational opportunities which are not otherwise within the scope of prevailing school facilities.

Each spring, part-time cooperative student-learners prepare and give a dinner banquet for their employers. In attendance this last spring were: Superintendent D. D. Dunlavy; John Cline, principal; school board members, employers, student-learners, and Max Hines, coordinator

EDITOR'S NOTE: *The program described in this article is conducted by the Decorah Schools in cooperation with the Division of Vocational Education of the State Department of Public Instruction. Persons interested in securing information about this program should request Bulletin TI-39 from B. H. Graeber, director, Division of Vocational Education, or O. H. Beaty, state supervisor, Trade and Industrial Education, State Department of Public Instruction, 542 State Office Building, Des Moines 19.*

THE DROP-OUT PROBLEM IN IOWA HIGH SCHOOLS

L. A. VanDyke and Kenneth B. Hoyt

The study was sponsored jointly by the Iowa Department of Public Instruction and the State University of Iowa and partly financed by a grant from the United States Office of Education. The research team included Arthur C. Anderson, L. A. VanDyke, Kenneth B. Hoyt, James E. Hayes, John W. Loughary, Paul E. Opstad, Donald A. Green, and Donald B. Miller.

Drop-out in Iowa 19.8 per cent

The failure of one-fifth of the Iowa boys and girls who complete the eighth grade to graduate from high school may or may not be a serious educational problem. It depends upon what the people of Iowa want their public schools to do. Nevertheless, a recent study conducted jointly by the State University of Iowa and the Iowa Department of Public Instruction shows that Iowa schools do lose 19.8 per cent of their students who finish the eighth grade, before high school graduation. Four per cent of these drop-outs occur during the summer between grades eight and nine and 15.8 per cent occur after the students enter the ninth grade. It is estimated that, in Iowa, approximately 5,123 high school students drop out of our public secondary schools each year.

To those educators and laymen who believe that one of the chief strengths of American democracy is as high a level of education for everyone as it is possible to achieve, the loss of 20 per cent of our students before the completion of high school constitutes a serious educational problem. More disturbing is the fact shown in this study, that 17.6 per cent of the boys and girls who had I. Q.'s of 120 or above did not finish high school.

On the other hand, some educators and laymen point to the finding that the average I. Q. for all drop-outs was 96.6 as compared to an average of 106.4 for all persisters, and insist that there is no serious problem. It is the view of this group that we should eliminate the "nickel-plated dumbheads", to quote a phrase employed by an Iowa college president in a recent speech, as soon as they satisfy the compulsory attendance laws of the state.

Is the percentage of drop-out too high?

The study reported here was premised on the view that every educable boy and girl in Iowa should complete a program of secondary education in order to make the most of their talents in our increasingly complex society. In stating this premise, it is admitted that all youth are not educable at the secondary school level. Other studies have indicated that the proportion of mentally handicapped youth of high school age who require the attention of specially trained personnel in special institutions does not exceed six per cent. This means that in Iowa we are losing about 15 per cent of our students who could profit from an appropriate secondary school program.

Seventy-three schools selected for this survey

Why do these boys and girls leave high school before graduation? Are the factors most closely related to dropping out of school resident in the student, in the school, in the community, or in the home? In order to secure more than superficial answers to these questions from a large number of drop-outs, the research team undertook an intensive study of a representative sample of drop-outs in a representative group of public high schools of different sizes. Seventy-three schools were selected by means of a statistically determined stratified random sample of all public high schools in the state. The eighth grade graduates of the feeder elementary schools and the entering ninth grade high school classes for the years 1950, 1951 and 1952 were selected for study.

Drop-outs compared with graduates

Seven hundred sixty-eight drop-outs from among those students who entered the ninth grade were compared with a randomly selected group of 768 graduates from the same high schools. The records for these students were studied intensively with respect to scholastic ability and achievement and such non-scholastic factors as attendance, extra-curricular participation, home background, and economic and educational status of parents.

When school records were found to be incomplete, the research team interviewed people in the community to get as much information as possible. The 73 high schools were compared in terms of curriculum, guidance facilities, the extra-curricular program, teacher and pupil morale, and physical plant to determine if there were statistically significant differences between schools with high drop-out rates and low drop-out rates.

Finally, a selected group of 80 drop-outs were interviewed and their records studied more thoroughly than the others to determine whether there were certain precipitating and predisposing factors in the process of dropping out of school which could be identified in some classification scheme related to basic causes for dropping out of school.

Of 13,274 eighth grade graduates from the elementary and junior high schools which fed into the 73 high schools of this study, 537, or 4.0 per cent did not enter school during the 1950, 1951 and 1952 fall semesters. And of 13,418 beginning ninth grade students (including 671 who transferred from other communities) 2,354, or 19.6 per cent, dropped out of school and 1,418 or 10.8 per cent, transferred to other schools. When the school sample was corrected to make it truly proportional for schools of all sizes in Iowa, the drop-out rate for entering ninth grade students was found to be 15.8 per cent.

The total drop-out rate from the group of students completing the eighth grade, therefore, was 19.8 per cent. The number of emigrating transfers who later dropped out could not be determined, since many had left no forwarding address. But if the rate for these may be assumed to be as high as for the others (19.8 per cent), then the total drop-out rate would be 22 per cent.

Variation in drop-out rates for schools of different sizes

There was so much variation in drop-out rates for schools of different sizes that valid generalizations could not be drawn concerning the relation of drop-out rate to school size. Although the average drop-out rate for the 17 schools in Group II (enrollments of 100-249) was the smallest (12.7 per cent) and that for the 9 schools in Group IV (enrollments of 500 and over) was the largest (24.9 per cent), the wide differences among schools within each of these size groups did not permit generalizations. The amount of overlap in the distributions of drop-out rates among schools of various size groups was extensive. For example, in Group I (enrollments of 10 to 99) with an average loss of 13.5 per cent, two schools had a drop-out rate of about 26 per cent and two others had no drop-outs during the three years studied. Similarly in Group IV (enrollments of 500 and above), one school lost only 16 per cent and two schools lost between 33 and 36 per cent.

Drop-outs vs. persisters on tests results and scholastic records

Drop-outs as a group differed from persisters in intelligence test results, high school grade point averages, elementary school scholastic records, and standard composite scores on the Iowa Tests of Educational Development. The average I. Q. for all drop-outs was 96.6 and for all persisters, 106.4. The average high school grade point for drop-outs was 1.5 as compared to 2.5 for graduates and the standard composite scores on the Iowa Tests of Educational Development was 8.8 for the drop-outs and 11.9 for the graduates. There were no important differences in these factors among the different size groups of schools.

Absence and non-participation in activities

Students who withdrew before graduation from high school were absent, while enrolled, a much greater proportion of time then were persisting students. The drop-outs were absent 8.5 per cent of the time while the persisters were absent only 3.1 per cent of the time. Graduates took part in a significantly larger number of different extra-curricular activities than did the drop-outs. The averages

found in this study were 2.46 activities for the persisters and 0.89 for the drop-outs.

Education and occupation of parents

In the case of 85 per cent of the drop-outs, at least one parent had not graduated from high school and this was true for only 57 per cent for the graduates. Neither parent of 67 per cent of the drop-outs had graduated from high school while this held true for only 38 per cent of the graduates.

The occupational level of the child's father was found to be a significant factor in differentiating drop-outs from persisters. For example, proportionally speaking, students whose fathers were unskilled laborers dropped out nine times as frequently as did students whose father was employed in one of the professions. Only .05 per cent of the drop-outs came from the homes of the professional workers and 23 per cent came from the homes of unskilled laborers.

Age a factor in drop-out

Students who are retarded one year or more at the time they enter the ninth grade are likely to leave high school before graduation. The average age of students who dropped out of school in the ninth grade was 16 years and 4 months, while the normal age for students completing the ninth grade was 15 years and 6 months. Sixty-four per cent of all drop-outs occurred in grades nine or ten and only 36 per cent occurred in grades eleven and twelve.

The factors which best differentiated boys who withdrew from boys who graduated from high school, as shown by a multiple correlation and analysis, were intelligence quotient, composite I.T.E.D. scores, high school grade point, per cent of time absent and the number of activities in which they participated. The correlation coefficient between the scores on these factors and withdrawal was .625. For girls, the factors which best differentiated drop-outs from persisters were high school grade point, number of activities in which they participated and per cent of time absent. The correlation coefficient for girls between these factors and withdrawal was .653.

Program of studies, teacher morale and physical plant important in holding power

The top one-third and the low one-third of high schools in each of the four size groups on an ascending scale of holding power were compared on different phases of their educational programs to determine if there were significant differences. In Group I (10-99) there were no significant differences between schools with high holding power and schools with low holding power with respect to the program of studies, guidance, extra-curricular activities, teacher and pupil morale and the physical plant. Because the programs in small schools are so similar, this is not surprising.

In Group II (100-249) the total rating was in favor of schools with high holding power as were the independent ratings for guidance, extra-curricular activities and teacher and pupil morale. These differences, while too small to be statistically significant, were all in the direction of indicating that schools with high ratings were losing fewer students than were schools with low ratings. The situation in Group III schools (250-499) was much the same as in Group II.

The total ratings and the ratings on the program of studies, extra-curricular activities, teacher morale and physical plant were in favor of schools with high holding power in Group IV (500 and above). But only the difference found for extra-curricular activities was statistically significant. Although the factors in the school program studied cannot be considered pure cause and effect relationships, the fact that the total ratings of the program in the three larger size groups of schools was in favor of schools with high holding power suggests that experimentation to improve the school program should help to increase holding power.

Six factors associated with drop-outs

The section of the study devoted to the process of dropping out of school established that withdrawal from school is a process and not a simple event. Six process types were identified in terms of major predisposing factors associated with dropping out of school. These were: (1) School too difficult; (2) Lack of acceptance; (3) Disruptive home situation; (4) Financial need; (5) School program inadequate; and (6) Engagement and/or marriage.

For all but 14 of the 80 students on whom case studies were compiled, one of these factors was seen as operating as a major factor for some time prior to actual withdrawal from school. The secondary school is in a position to take constructive action with respect to at least five of these six major factors which can be classified as predisposing in nature.

In almost every case some precipitating event was associated with a student's decision to drop out of school. The three most common precipitating factors were: (1) argument with school personnel (34%), (2) failure in school work (25%), and (3) marriage and/or pregnancy (24%).

In only a minority of cases did the drop-outs talk to any of the school faculty before withdrawing. It would seem that, even though a school lacks adequate information to identify potential drop-outs, someone on the staff should confer with a student before he is permitted to officially withdraw.

Study indicates

This study indicated that (1) The drop-out rate in Iowa public secondary schools is approximately 20%; (2) Factors associated with dropping out of school can be identified in most cases considerably prior to the time of actual withdrawal; and (3) If the people of Iowa are willing to spend the money required to reduce the drop-out rate, professional educators have at their disposal methods for accomplishing this objective. Drop-outs will probably always be with us, but they should not constitute one out of every five students who finish the eighth grade in Iowa schools.

The Staff Members of the State Department of Public Instruction and the State University of Iowa wish to express their sincere appreciation for the kind cooperation of all who contributed to this study, especially to the school personnel, the parents and pupils of the seventy-three school districts included in this survey. Without their kind cooperation this study would not have been possible.

Harold Attending Foreign Seminar

Plans for the first foreign seminar on comparative education for American school administrators have been announced by the Department of State and the Department of Health, Education, and Welfare.

Twenty school administrators—from more than 500 candidates—have been selected for participation in the seminar to be held in France and The Netherlands February 1 through March 24. The Office of Education administers the project under the International Educational Exchange Program of the Department of State.

U. S. school officials selected for the seminar will receive Fulbright grants covering their travel and tuition costs. Preference in final selection by the Board of Foreign Scholarships was given to candidates with M.A. degrees in educational administration or supervision and to those with five years' experience as full-time administrators or supervisors.

We wish to congratulate John W. Harold, superintendent of the Cedar Falls, Iowa, public schools, upon being selected as one of the twenty school administrators to attend this important seminar.

A PROGRESS REPORT ON SCHOOL DISTRICT REORGANIZATION

October 1, 1958, through December 31, 1958

John G. Shultz, Reorganization Consultant

During the second quarter of the fiscal year 1958-1959, county superintendents in Iowa report 22 new community districts approved by the voters of the state.

As a result of these reorganizations, Iowa will have as of July 1, 1959, 186 fewer school districts, of which 20 are high school districts. Between July 1, 1958, and September 30, 1958, the first quarter of the fiscal year, ten reorganizations reduced the number of school districts by 75, and the high school districts by 12. This means that in the first half of this fiscal year, usually a time when reorganizations are less frequent, Iowa voters have reduced the number of school districts by 261, of which 32 were high school districts.

In the first half of the fiscal year 1957-1958, 14 new districts were effected as compared to 32 for the first half of the current fiscal year 1958-1959. In 1957-1958, during the first half of the year, 112 districts (ten high school districts) were eliminated, as compared to 261 (31 high school) during the first half of 1958-1959 fiscal year.

Of the twenty-two (22) new districts, only five enroll less than five-hundred pupils (K-12). The median is 614. The range in size was from 1,300 pupils to 360 pupils. The range in high school is from 420 to 100 pupils.

The financial ability of these new districts is good. The lowest taxable valuation per enrolled pupil is $6,093 and the highest ratio is $16,356.

If the number of successful reorganizations increase during the third and fourth quarters as they normally do, the rate of progress for this twelve-month period (1958-1959) should exceed by at least three-fold the progress of any previous year.

It is to be hoped that lay and professional leadership will be ever mindful to encourage proposals that meet realistic criteria. Planning with vision will make for potentially sound and effective new community districts which can provide the quality of education essential to our political and moral objectives as a community, as a state, and as a nation.

Information on New Community School Districts Formed October 1, through December 31, 1958

No.	Name of New District	County	H. S. Districts Involved	Elementary Enrollment	High School Enrollment	Total Enrollment	Area Sq. Mi.	Per Pupil In Assessed Valuation
1	Bedford	Taylor	Bedford Blockton Conway Gravity	950	350	1,300	288	$ 9,231
2	West Sioux	Sioux	Hawarden Ireton	782	290	1,072	145	11,194
3	Maquoketa Valley	Delaware	Buck Creek Delhi Cons. Earlville Hopkinton	780	273	1,053	171	9,285
4	New Hampton	Chickasaw	New Hampton	600	420	1,020	248	12,745
5	S. E. Warren	Warren	Lacona Liberty Center Milo	532	226	758	151	7,916
6	Nora Springs-Rock Falls	Floyd	Nora Springs Rock Falls	525	185	710	88	7,662
7	Keokuk-Jefferson-Wapello	Keokuk	Competine Ollie Packwood	539	145	684	144	10,499
8	Alden	Hardin	Popejoy Alden	519	154	673	103	9,492
9	Anthon-Oto*	Woodbury	Anthon Oto	432	196	628	110	9,652
10	Coon Rapids	Carroll	Coon Rapids	435	191	626	95	8,628
11	Louisa-Muscatine	Louisa	Grandview Letts	448	168	616	108	7,607
12	Radcliffe	Hardin	Radcliffe	433	178	611	104	12,136
13	Rockwell-Swaledale	Cerro Gordo	Rockwell Swaledale	417	158	575	119	11,593
14	Gladbrook	Tama	Gladbrook	410	150	560	77	10,731
15	Dike	Grundy	Dike	402	149	551	95	11,731
16	Van Buren	Van Buren	Keosauqua	395	145	540	89	6,093
17	Lamoni	Decatur	Lamoni	375	145	520	75	6,870
18	Gilmore City-Bradgate	Humboldt	Bradgate Gilmore City	354	139	493	94	12,572
19	Marcus	Cherokee	Marcus	367	126	493	104	16,356
20	Lake Park-Excelsior	Dickinson	Lake Park Excelsior	342	138	480	85	9,708
21	New Market	Taylor	New Market	299	144	443	120	8,916
22	Fox Valley	Van Buren	Cantril Milton	260	100	360	80	8,385
Totals or Averages		19	40	481	189	614	122	$ 9,680

*This election was held prior to July 1, 1957, but will not become effective until July 1, 1959.
Number Districts Eliminated—186
Number High School Districts Eliminated—20

SCHOOL HEALTH EDUCATION WORKSHOP

A 3 hour credit course "SCHOOL HEALTH EDUCATION WORKSHOP" is being offered for juniors, seniors, and graduate students at DRAKE UNIVERSITY, June 15-26, 1959.

Enrollment in workshop will be limited. Applications should be in March 1, 1959. Two persons from a school preferred, but not required. The Sponsoring Agencies are:

American Cancer Society, Iowa Division, Inc.
Iowa Heart Association
Iowa Tuberculosis and Health Association
Iowa State Department of Health
Iowa State Department of Public Instruction

A limited number of stipends of $90 covering tuition, room and board are available.

Members of workshop must live in Morehouse Residence the full two weeks period. The workshop will give you an opportunity to meet leaders in school health education . . . Library facilities will be avaliable to members at Morehouse Residence . . . Consultants will be available to small groups working on projects or units.

L. C. Murray, Director
Division Health Education
Iowa State Dept. of Health

STATE OF IOWA—DEPARTMENT OF PUBLIC INSTRUCTION

EDUCATIONAL BULLETIN

Vol. 30, No. 7 J. C. WRIGHT, State Superintendent of Public Instruction March, 1959

TEACHER SUPPLY IN IOWA

Tom Orr, Supervisor of Certification

The Iowa Department of Public Instruction recently cooperated with the Research Division of the National Education Association in the 1959 National Teacher Supply and Demand Study. Information for the study was furnished by the Registrars of Iowa colleges.

Compiled results indicate that in 1957 Iowa colleges produced 545 elementary-school teachers at the degree level. In 1958 this figure increased to 584 and it is predicted to increase to 652 for 1959. This indicates a definite rise in the number of college students who realize the importance of four years of preparation.

Effective August 31, 1958, the Iowa State Board of Public Instruction withdrew the approval of all two-year teacher education programs. In order to fill the gap caused by the time needed by students already enrolled in colleges to complete their degrees, provision was made (effective until August 31, 1960) to issue professional commitment certificates to students who might still desire to begin teaching after having completed an approved two-year portion of a four-year teacher education curriculum.

Since these certificates are valid for only one-year terms and renewable for successive one-year periods while their holders continue to work toward their college degrees, they have been regarded as being essentially temporary certificates. Therefore, colleges were not requested to predict the number of students whom they will recommend for certification on this basis. Thus, the predicted total number of elementary-school teachers who will be eligible to receive regular certificates in 1959, while sharply lower than for 1958, does not reduce the actual supply of teachers legally ready to accept positions as much as it would first suggest.

Furthermore, provisions are still in effect for the issuance of temporary certificates under certain conditions. Therefore, Iowa's elementary schools likely will continue to be able to secure enough legally eligible teachers, if reasonably attractive salaries and working conditions are provided.

Our colleges are continuing to turn out disproportionate numbers of high-school teachers in the areas of physical education and social studies. During the current school year Iowa has 694 school districts maintaining high schools.

In 1957, Iowa colleges produced 199 teachers with majors in men's physical education and 262 with majors in social studies. In 1958, they produced 256 in men's physical education and 271 in social studies. The prediction is that in 1959 they will produce 250 in men's physical education teachers and 274 in social studies. Thus, over a three-year period, Iowa colleges will have produced 605 men's physical education majors and 807 social studies majors. On the other hand, not enough teachers with majors in science, mathematics, and foreign language are being produced, and there is only a handful in library science.

For various reasons Iowa is losing many of the teachers its colleges prepare. According to this study, 86 per cent of the persons prepared for elementary-school teaching at the degree level are actually teaching, but only 60 per cent of them are employed in Iowa. Seventy-two per cent of those prepared as secondary-school teachers are employed as teachers, but only 54 per cent of them are working in Iowa. A breakdown by per cent of the secondary-school teachers prepared in each major field who are teaching in Iowa is as follows:

Agriculture	48%
Art	45%
Commerce	55%
English	59%
Foreign Language	29%
Home Economics	40%
Industrial Arts	59%
Journalism	0%
Library Science	33%
Mathematics	57%
Music	61%
Physical Education	59%
General Science	69%
Biology	49%
Chemistry	50%
Physics	60%
Social Studies	53%
Speech	47%

The study indicates little change percentagewise in the number of degree teachers employed this year over last year. It does, however, show an increase in preparation in the lower levels. For example, last year 80 per cent of the elementary teachers had at least two years of college preparation; the figure this year has risen to 85 per cent. However, we now have only 6.5 per cent of the elementary-school teachers employed in high school districts with less than two years of college preparation.

A study of the 1,745 "new" teachers (not employed as teachers last year) reveals that 1,363 were in college last year, while 258 were unemployed and 126 had employment other than teaching last year. Thus, it would appear that about three-fourths of the yearly supply of "new" elementary-school teachers employed in Iowa must be recruited directly from colleges.

An analysis of the preparation, in semester hours of credit, of the elementary-school teachers employed in the rural schools indicates that while 33 per cent of the elementary-school teachers in high

(Please turn to page 2)

Arthur C. Anderson, Editor

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TEACHER SUPPLY—

(Continued from page 1)

school districts have four years of college preparation, only 9 per cent of the rural-school teachers have this much preparation. Also while 91 per cent of the elementary-school teachers in high school districts have at least two years of college, only 40 per cent of the rural teachers have completed a two-year teacher education program. However, this is still an advancement of 10 per cent over the previous year, for during the 1957-1958 school year only 30 per cent of the rural teachers had at least two years of college training.

CERTIFICATION REPORT

Certificates issued between July 1, 1958, and February 28, 1959, are as follows:

Permanent Professional	582
Professional	2,210
Pre-Professional	1,361
Substitute	540
Temporary	628
Professional Commitment	268
Life	171
TOTAL	5,760

Of the temporary certificates issued during this period, only eighty-five were due to emergency situations existing in Iowa public schools. Of these, eighty-four held baccalaureate degrees or higher.

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FUTURE HOMEMAKERS LEARN TO BE GOOD FAMILY MEMBERS

Blanche Miller, Itinerant Teacher Trainer,
Home Economics Education Department, Iowa State College

Girls all over Iowa learn to be homemakers in their homemaking classes, but they also have opportunities to study more about home living in a teenage organization comprised of girls who are or have been enrolled in homemaking classes. This organization, national in its scope, is called FHA or Future Homemakers of America, and serves to provide leadership training as well as enriching experiences beyond the classroom. Working with the girls as adviser is the homemaking teacher of each local school.

For an understanding of the type of program that FHA chapters plan and promote one might take a glimpse of the one sponsored by the public high school at Atlantic, Iowa, where Miss Marilyn Ogland, homemaking teacher and former FHA State Officer, is the adviser.

One of the goals of the Atlantic FHA Chapter this year is the improvement of the individual members, their school, and their community. To help meet this goal, these girls are working at becoming better family members as illustrated in the pictures below.

The promotion of international good will is another goal toward which the FHA chapters are working. To further this program the Atlantic Chapter presented a discussion led by an exchange teacher from Bolivia.

Other programs of the Atlantic FHA Chapter which promote the same goals and which are likely representative of all Iowa chapters, are the Christmas party for underprivileged children; a panel discussion by teachers, an FHA member, and parents showing how to better relationships among family members; a study of careers in homemaking; a mother-daughter party and a style show.

The one-hundred and twenty-five girls in the Atlantic FHA Chapter will broadcast during FHA week, and will give as well as wear red roses, the organization flower, to interpret FHA to their school and community.

Linda Welbourn is explaining the meaning of the symbols in the emblem while (front row) Miss Marilyn Ogland, Atlantic adviser, looks on with Cheryl Willman, (back row) Linda Vollmuth and Diana Crook. The emblem is octagonal in shape and bears the name of the organization, Future Homemakers of America, around the top of the plane while around the lower side of it is the motto, Toward New Horizons. In the center there is a house supported by two hands which symbolizes that the future homes of America are in the hands of its youth.

Preceding and during election time members of the FHA made and exhibited posters designed to urge voters into taking a trip to the polls. Such a program presents to the community an awareness of present civic responsibility and also prepares the girls for future civic duties.

FHA in Iowa is a comparatively young organization. It has had a rapid growth to the point where there are now 146 chapters located in twelve districts over the state. Each chapter and each district group is under the leadership of an executive council of officers who delegates responsibilities through committees.

In FHA there are many valuable growth opportunities. Experiences are planned for individual growth and provided to teach the principles of group living. Since present day girls are early assuming adult roles in many aspects of life, they are spending less time at home than did their mothers. Consequently, part of the training for good homemaking becomes the responsibility of FHA chapters.

Each girl in every chapter is a member of some committee to which is delegated special responsibilities. Above are members of an Atlantic Chapter committee making the final plans for the next meeting. Left to right: Nancy Lycett, Elizabeth Smiley, Karen Jessen, president; Caroleen Turk and Mary Jo Keith. Such an arrangement teaches FHA members democratic procedure.

FHA members learn ways to improve family living. Roberta Hiddleston is demonstrating a food product which girls can prepare and serve at home while Lois Jorgenson, Linda Emerson and Beverly Sorenson observe.

ALASKA

A Brief Summary of Background Information On the History and Geography of Our 49th State —Resource Material for Teachers

EDITOR'S NOTE: This is a reprint of an article that appeared in the November-December 1958 issue of Curriculum and Materials *issued by the Division of Curriculum Development of the Board of Education of the City of New York.*

The entry of Alaska into the Union as our 49th State was announced by a proclamation issued in December 1958 by President Eisenhower. On July 4, 1959, another star will be added to the United States flag.

The admission of Alaska into the Union is an important historic event which brings many changes in our country's vital statistics:

- Alaska's northern border, lying at about 71° N. Latitude, brings continental United States well within the Arctic Circle.
- The addition of Alaska's 586,400 square miles makes the United States the fourth largest country in the world.
- Texas yields its place as the largest state in the Union. Alaska is more than twice as large.
- California no longer can boast the tallest peak in the nation. Alaska's Mt. McKinley (20,320 feet) is more than a mile higher than California's Mt. Whitney (14,495 feet).

Since its purchase by the United States from Russia in 1867 for $7,200,000 (about two cents an acre), Alaska's forests, waters and mines have yielded products worth billions of dollars, and its resources have scarcely been tapped.

Alaska, our forty-ninth state, is a vast region of spectacular beauty and untold wealth. It truly merits its name derived from the Aleut word, *Alayakesa,* which means "Great Land."

The Land

Alaska's 586,400 square miles equals one-fifth of the total area of all the other states of the Union. The state stretches 2,700 miles from east to west and more than 1,400 miles from north to south. It lies between 51° and 71° N. Latitude in the North Temperate and Arctic Zones. It extends from 130° W. Longitude in the Western Hemisphere to 172° E. Longitude in the Eastern Hemisphere.

During the winter, when Bering Strait is frozen, it is possible to walk from one hemisphere to the other. At one point, between Little Diomede and Big Diomede, Alaska is less than five miles from the U.S.S.R.

Alaska is not entirely a land of ice and snow. The southern coast, warmed by the Japan Current, has a climate similar to that of the states of Washington and Oregon. Even as far north as Nome, the average seasonal temperature is no lower than that of northern Minnesota. The interior region is extremely hot in the summer and extremely cold in the winter. Temperatures as low as -70 degrees and as high as 99 degrees Fahrenheit have been recorded. The coldest region is around Point Barrow where the January average is -17 degrees and the July average rarely goes above 40 degrees.

Because of its northern latitude, Alaska is a "land of the midnight sun." For six weeks during the summer, the hours of sunshine range from twenty in southern Alaska to round-the-clock sun in the north. Every year, on June 21, a baseball game is played in Fairbanks at midnight without lights. The long hours of sunshine enable the farmers of southern Alaska to raise vegetables of phenomenal size.

The People

Although Alaska is more than twice as large as Texas, its population of 215,000 is less than one-third that of Rhode Island.

Many Alaskans are descendants of the Americans who came to seek their fortunes during the Klondike Gold Rush in northern Canada and became settlers. These prospectors were called "sourdoughs" because of the sour dough from which they made their bread while panning gold in the wilderness. All those who have lived in Alaska for more than thirty years are called "sourdoughs." Others are known as "cheechakos," the Alaskan word for newcomers.

Eskimos, Aleuts and Indians prefer to be called "natives." The Eskimos, who number about 16,000, live chiefly in villages in the extreme north and northwest along the Arctic Ocean and the Bering Sea. The 4,000 Aleuts dwell in the Aleutian Islands, along the Alaskan Peninsula and on Kodiak Island. The 15,000 Indians are Tlingits and Haidas, the totem-pole carvers of southeastern Alaska, and the Athabascans of the interior and south central regions. Although the older generations retain their native language and customs, the young people are rapidly turning to newer ways of life. Motorboats are taking the place of kayaks. Homemade fur parkas are giving way to mail-order leather jackets and jeans.

Today, about one-fifth of Alaska's population is composed of members of the armed forces and their dependents. Because of Alaska's strategic position in continental defense, a large number of military personnel is needed to man military installations, air bases and the DEW (Distant Early Warning) Line, a system of defense radar stations.

The largest foreign-born groups are Canadians and Scandinavians who were attracted to Alaska because of its similarity in climate and terrain to their homelands.

The Way of Life

Although there are modern apartment houses, supermarkets, movies and TV, living in Alaska is still somewhat different from

that in the rest of the United States.

Distances between communities are enormous. Travel is almost entirely limited to air and water. Road building has been retarded by mountains, forests, swamps and the frozen ground. In northern Alaska, only the upper foot or two of ground ever thaws. Below that level lies the "perma-frost" that never melts.

Because almost everything Alaskans need must be imported, prices are very high. Milk is 60 cents a quart; a pound of airborne tomatoes, 55 cents; a glass of canned orange juice, 40 cents. Costs of services are equally high. A shoeshine is 50 cents; a haircut, $2.50. Houses and apartments are scarce; rentals are exorbitant. The high cost of living is balanced by high salaries.

A thousand dollars a month as a starting salary is not unusual for professionally trained people. Health services are very limited. Many people still go "outside" for medical and dental care.

History

Alaska was discovered in 1741 by Vitus Bering, a Dane sailing under the Russian flag. Soon Russians were crossing the Bering Strait to trap furs. In 1784, these trappers established the first permanent white settlement on Kodiak Island. To this day, many Indians and Aleuts have Russian names, the result of many years of intermarriage with the Russians who colonized Alaska in the 18th century. It was not until the early 1800's that Canadians and Americans began to penetrate Alaska to engage in the rich fur trade.

By 1867, so many of the wild creatures had been killed off that the fur trade no longer was profitable. No one knew of the gold and other minerals hidden in the mountains. Alaska, therefore, did not look very promising as a colony. Russia offered the entire land for sale to the United States. The Russian government was pleased to discover that Secretary of State Seward would pay them $7,200,000 for the land they were so anxious to get rid of.

Alaska was almost forgotten until, in 1896, rich gold deposits were discovered in the Klondike.

Interesting Facts on Alaska

The Pribilof Islands in Bering Sea are the natural breeding grounds for fur seals and sea otter. Every year almost 3,000,000 seals come to these islands. The United States has protected these animals since 1911.

The flag of Alaska, dark blue with eight gold stars showing the Big Dipper and the North Star, was designed by a thirteen-year-old Alaskan boy.

Alaska's Kodiak bear is the largest meat-eating mammal in the world. Specimens have been known to reach ten feet in height and fifteen hundred pounds in weight.

Among Alaska's vast store of undeveloped minerals are thirty-one of the thirty-three minerals considered strategic to the economy and defense of the United States. Alaskans expect that, in the future, their state will produce more oil than Texas and more coal than Pennsylvania.

The Valley of Ten Thousand Smokes, one of Alaska's national monuments, is a wonderland of ghostly smoke and gases which issue from holes in the ground.

The following spring, the gold rush started. Many who came to seek gold decided to settle in the new land.

Shortly, however, resources richer than gold were discovered. The most important of these was salmon. Within the last fifty years, Alaskan fisheries have earned over $2,000,000,000. Since 1867, Alaskan mines have yielded over $1,000,000,000 in gold, copper, silver, coal, lead, tin, platinum and mercury. Recently, rich deposits of oil and natural gas have been discovered.

During World War II, the Japanese attacked and occupied several of the Aleutian Islands. This incident highlighted the importance of Alaska in American military defense.

Major Cities

Juneau, the capital of Alaska, is located in the narrow southern Panhandle. Its population of 7,100, most of whom are government workers, makes this the fourth largest city in Alaska. There is no road linking Juneau with the United States or Canada. Access is possible only by airplane or ship.

Anchorage, once a tiny trading post, is now the largest city in Alaska. The population has grown from 11,000 in 1950 to about 95,000 today. Anchorage is a bustling city with modern stores, two TV stations and a symphony orchestra. Yet, Anchorage is at the edge of a wilderness, surrounded on three sides by rugged mountains and dense forests.

Fairbanks, with 55,000 people, is Alaska's second largest city. Its economy depends upon military expenditures and mining. The University of Alaska, located four miles west of Fairbanks, is the northernmost university in the world.

Ketchikan, third largest city in Alaska, is built on a mountainside. Its streets are steep, narrow and winding. In places, there are wood-planked sidewalks reminiscent of towns of the Old West. The decline of salmon fishing, Ketchikan's basic industry, has thrown the city into a serious depression. Hope for an upswing lies in the growing pulpwood industry.

Sitka is an up-and-coming city of 4,000 people. More than any other city in Alaska, Sitka still shows the influence of early Russian settlers. The onion-domed St. Michael's Cathedral and the names of many of its inhabitants are reminders that Sitka was once a Russian capital.

Nome, the Alaskan city nearest to Asia, has 2,000 residents, most of whom are Eskimos. A projected airline to Asia and a growing tourist trade give the people of Nome an optimistic view of the future.

Parks and Monuments

Mt. McKinley National Park, in the central part of the Alaska Range, nearly two million acres, was established in 1917 to include Mt. McKinley and to protect the extraordinary wildlife—caribou, grizzly bears, moose and white Dall sheep.

Glacier Bay National Monument, two and a quarter million acres, 100 miles northwest of Juneau, has vast ice fields and glaciers, and long fjordlike bays. Nearby are visible every stage in the growth of a northern forest.

Sitka National Monument. In the Panhandle, this 54-acre site includes an ancient village of the Kon-siti Indians, and a famous collection of totem poles.

Free or Inexpensive Materials

Alaska. Service booklet free to teachers. World Book, Dept. 1590, Box 3565, Chicago 54, Ill.

Alaska, 1958-1959. U. S. Government Printing Office, Washington 25, D. C. 1958. 39 pp. Illustrated. 20 cents.

Alaska—The 49th State—In Pictures. Sterling Publishing Co., 419 Fourth Ave., New York 16. 1958. 64 pp. $1.00.

The Book of Knowledge Helps You Know Alaska. Free to teachers. The Grolier Society, National School & Library Division, 575 Lexington Ave., New York 22. 1958. 8 pp.

The New Alaska, 49th State. Free in class quantities. Write on school stationery to Miss Juli Daves, Director of Feature Events, Abraham & Straus, Brooklyn 1, N. Y. 1958. 8 pp.

Pocket Guide to Alaska. U. S. Government Printing Office, Washington 25, D. C. 1958. 69 pp. 30 cents.

DISTRIBUTION OF INTELLIGENCE SCORES OF IOWA PUBLIC SCHOOL CHILDREN

Dr. James B. Stroud

This investigation was planned and carried out by James B. Stroud, Miriam Showalter and Dee W. Norton, State University of Iowa, with the assistance of the State Department of Public Instruction.

During the spring semester 1958 approximately 10 per cent of the public elementary schools of Iowa participated in the investigation herein reported. The task of drawing the sample was made easy by the fact that practically 100 per cent of the schools originally selected permitted us to test the pupils as requested. The tests were administered for the most part by school psychologists and supervisors of the Division of Special Education, State Department of Public Instruction. The cooperation of the public schools and the assistance of the State Department of Public Instruction are gratefully acknowledged.

We were interested in estimating the distribution of IQ's of elementary school children, first in the state as a whole, and second, in several different kinds and sizes of communities. The latter seemed particularly pertinent at this time because of the anticipated changes in school organization and of possible future changes in the industrial and economic life of many communities and consequent shifts in the population. In order to estimate the distribution of IQ's by kinds and sizes of communities the schools were arranged in ten strata, as presented and briefly described in Table 1.

Although we were interested in estimating the distribution of IQ's for all public elementary school children, we decided to conduct the survey within a single grade level, the fifth.

This procedure made it easier to choose a single intelligence test; made it unnecessary to take account of different types of school organization (K-8, K-6, for example); and permitted us to use a somewhat smaller sample than would otherwise have been required. It certainly seems reasonable to maintain that the estimated percentage distribution of IQ's for all fifth grade public school pupils in Iowa accurately represents the percentage distribution for all elementary school children in the public schools of Iowa—or, indeed, for any other single grade.

Thus, the percentages in Tables 2 and 3 are presented as estimates of the entire population of children currently enrolled in the regular public elementary schools of Iowa.

The population thus defined does not include pupils currently enrolled in special classes for the mentally retarded nor those in the two state institutions. According to our information there are about 4,200 educable school age children enrolled in these classes in the public schools and the two institutions. Upon the assumption that one-sixth of these would be of fifth grade age, we would have to add 700 pupils to our total estimate of fifth grade pupils in the state. Since all, or practically all, of these would fall in the IQ category 50 to 84, we would thus have about 6.5 per cent in this category rather than 5 per cent, as shown in Table 3.

Table 1
Description of Strata

Stratum	Community Population	Remarks
I		Schools in this stratum could not be identified with communities. This stratum actually includes all 1-teacher schools and all 2- to 5-teacher non-high-school-district schools having eight or fewer 5th grade pupils.
II	Under 500	Each of these strata includes as distinct "communities" 3- to 7-teacher, non-high-school-district schools having total elementary enrollments similar to the total elementary enrollments in communities of the specified size.
III	500- 1,000	
IV	1,000- 3,000	Each of these strata includes as distinct "communities" non - high - school - district schools with eight or more teachers having total elementary enrollments similar to the enrollments in communities of the specified size. Schools in suburban communities were grouped with the schools of the associated metropolitan community.
V	3,000- 8,000	
VI	8,000- 15,000	
VII	15,000- 27,000	
VIII	27,000- 45,000	
IX	45,000-100,000	
X	Over 100,000	

Table 2*

For Converting Lorge-Thorndike obtained IQ's into National and Iowa Percentile Ranks and into "Iowa IQ's"

(Based on data from Grade 5, Level 3. Verbal Battery)
By courtesy of
Professor A. N. Hieronymus

Lorge-Thorndike IQ	Nat'l PR	Iowa PR	Iowa IQ
150	99.9	99.6	144
140	99.3	97.8	133
130	96.8	91	122
120	89	76	111
110	73	52	101
100	50	27	90
90	26	10	79
80	11	2.5	69
70	3.1	0.4	58
60	0.6	....	....
50	0.1	....	....

*** A complete table may be secured upon request from Dr. J. B. Stroud, State University of Iowa, Iowa City, Iowa.**

The sampling procedure employed, as worked out by Professor Norton, is actually quite complicated. A very brief account of the procedure is here given. In the first place, the state was divided, approximately, into quadrants by area. Sampling was carried out separately within each quadrant in order to secure adequate geographic coverage. The school communities within each quadrant were divided into strata, 10 in all, representing different sizes and types, as shown in Table 1.

A random cluster sampling procedure with one, two, or three stages was employed in each stratum within each quadrant. In Strata II, III, IV and V a random sample of communities of the specified size was selected from each quadrant with the number of communities selected from each quadrant being a fixed proportion of the total number of such communities in that quadrant.

In Strata II-IV all fifth grade pupils in the selected communities were tested. In Stratum V only one-half of the schools within each sampled community were randomly selected. All fifth grade pupils within the selected schools were tested. In Strata VI, VII, VIII, and IX one com-

Table 3

Estimated Percentages of Iowa Public Elementary School Children in Each of Seven Intelligence Score Categories; By Stratum and Over-all* Intelligence Score Category

Stratum	1 50-84	2 85-92	3 93-103	4 104-114	5 115-124	6 125-132	7 133-150
I	3.0	7.5	24.6	28.4	22.5	8.4	5.7
II	5.9	7.7	17.0	33.6	22.9	7.4	5.6
III	4.6	7.4	20.0	30.9	21.4	9.0	6.7
IV	3.0	8.7	19.3	33.7	23.0	8.7	3.7
V	4.2	5.1	19.0	30.7	22.7	11.2	7.0
VI	4.6	7.1	18.8	32.0	22.7	8.7	6.1
VII	4.4	5.3	12.8	34.3	23.7	11.7	7.8
VIII	3.7	7.2	21.3	28.1	21.8	10.2	7.8
IX	6.6	7.5	20.5	26.4	18.9	11.2	9.0
X	9.5	11.8	22.5	26.5	17.6	6.9	5.2
Iowa Over-all	5.0	7.5	19.6	30.6	21.7	9.3	6.4
Assumed Nat'l.	15.9	15.0	26.7	25.1	10.7	4.4	2.3

* Estimates of percentages have the following approximate probable errors:

Categories	Individual Stratum	Over-all
1 and 7	± 1.5%	± .5%
2 and 6	± 2.5%	± .7%
3, 4, 5	± 5.0%	± 1.0%

munity was randomly selected from each quadrant. In Stratum VI three-fourths of the schools in the sampled communities were randomly selected, and one fifth grade class was randomly selected from each of the sampled schools.

In Stratum VII, a random half of the schools in the sampled communities was used, and the pupils in one randomly selected fifth grade class from each sampled school were tested. In Strata VIII and IX one randomly selected class was tested in each of a randomly selected one-fourth of the schools in the sampled communities. In all cases classes were identified, after random selection, by the name of the teachers listed in the Iowa Educational Directory.

Because the schools in Stratum I could not be identified by name and location it was impossible to carry out random selection from a listing. However, it was possible to identify the total number of Stratum I schools within each county and within each quadrant and to select randomly a given proportion of such schools from a serially numbered list. This was done. In Stratum X the pupils in one randomly selected class in each of 34 randomly selected schools were tested.

The estimate of the number of pupils in a particular intelligence score category in a single stratum was determined as follows: The number of pupils in each tested class falling in the specified interval was determined; the average number per class (for the classes sampled in a given school) was then obtained by dividing the total number of pupils in the specified score interval in the tested classes by the number of classes tested; this "per class estimate" was then multiplied by the total number of classes in the particular school to obtain a "school estimate"; the average of such school estimates (for the schools sampled in a particular community) was determined and the "per school estimate" multiplied by the total number of schools in the community to obtain a "community estimate"; community estimates (for the communities sampled in a particular stratum) were in turn averaged and the resulting "per community estimate" was multiplied by the number of communities in the stratum to obtain the "stratum estimate." Overall estimates were obtained by adding stratum estimates.

The probable errors of our estimates were determined by applying rather complex mathematical formulas involving the number of communities, schools and classes in the sample and in the entire state and the variability among these sampling units.

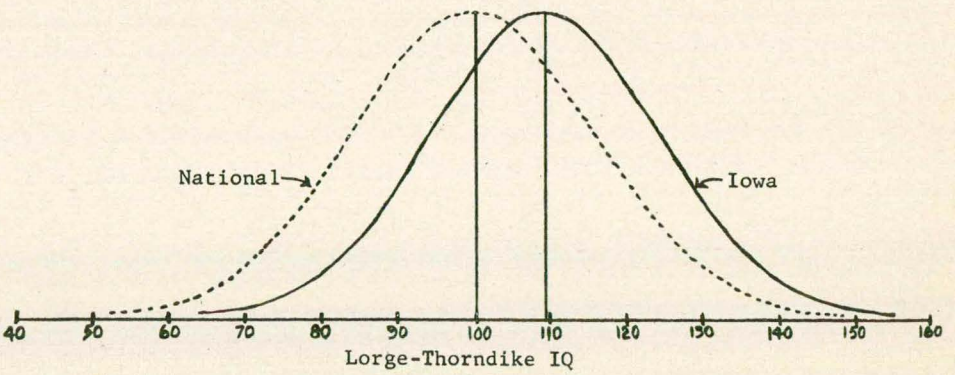
The Lorge-Thorndike Intelligence Test, Verbal Battery, was chosen and used in this survey. This is a new and highly promising intelligence test. Since it is a new test there may, of course, be some question about the representativeness of the national norms. Naturally, we would not have chosen this test had we not had pretty good evidence that the distribution of IQ's conformed closely to those obtained on other well-known and widely used tests.

You may wonder why we did not choose a test with a long established history. Actually we conceived of this as a documentary study. We sought to present a picture in 1958 against which results obtained 10 or 25 years hence may be compared. This might be particularly important should the economic and social life of our state undergo considerable change. Thus, we were more interested in a test with a promising future than in one with an illustrious past.

Moreover, we were not concerned so much with the distribution of IQ's in the state as a whole, i.e., in comparing Iowa with the nation, as we were in the comparative distributions in different types and sizes of communities within the state. For this purpose it would not be particularly crucial if the national norms are not strictly representative of the nation.

Should it be determined at some future date that the national norms on the Lorge-Thorndike test are in error by some known amount we may easily adjust our comparison between the IQ's of school children in Iowa and those in the nation as a whole.

Table 2 permits us to compare performance of Iowa children with the national norms at each IQ level from 50 to 150. It may be seen for example that IQ 120 by national norms is at the 89th percentile. Eleven per cent earn IQ's this high or higher. We estimate that 24 per cent of Iowa children match this performance. At this IQ level we may infer that Iowa children score about 8 points above the national norms. The following chart gives a graphic comparison between the distribution of Iowa IQ's and national norms.



Distributions of Lorge-Thorndike IQ's in Iowa and in the Nation

PROSPECTIVE TEACHER DAY

Dr. Ray J. Bryan, Head of Department of Vocational Education,
Iowa State College, Ames

Wednesday, April 8, has been designated as Prospective Teacher Day in Iowa. The National Education Association has designated the month of April as Teaching Career Month. During the month of April and especially on April 8, high school students will be given an opportunity to look at teaching as a life's career.

The time of year is soon approaching when superintendents will spend a considerable portion of their time looking for teachers. One of the most troublesome problems at the present time in the field of education is that of an inadequate teacher supply. Statistics recently released by the State Department of Public Instruction indicate a continued shortage of teachers in Iowa for next year. The figures on teacher supply and demand at the national level are also discouraging.

If we are ever to have an adequate supply of teachers, we must all work together to interest capable young people in the teaching profession. This is where your help can be invaluable.

The Iowa Commission on Teacher Education and Professional Standards has sponsored a Prospective Teacher Day for high school students for the past several years. This year the date has been set for April 8. Some forty colleges and we hope approximately four hundred high schools will combine their efforts to give prospective teachers a good look at the teaching profession.

The National Education Association has published a variety of materials to highlight Teaching Career Month. These materials include "You Can't Pull Good Teachers Out of a Hat", "How's Your T Q?" "What Does a Teaching Certificate Mean?" and "Let's Talk About Teaching". Copies of these materials may be secured from the NEA. Just recently the NEA has published two additional items that should be of interest to you—"An Invitation to Teaching", copies of which may be obtained from Mr. Kenneth Jonson, and "Memo to Prospective Teachers" (What you should know about financial aid for teacher education). The motion picture "Not By Chance" is recommended for use with the high school students and for presentation as a television program if arrangements can be made with your local station.

Remember — Selective teacher recruitment is a basic obligation of the teaching profession.

PROSPECTIVE TEACHER DAY COMMITTEE

Ray Bryan, Chairman
John Dahl
Joe Gettys
Edith Kuhl
Don Wallace

PSYCHOLOGICAL CONSULTANT NAMED

Theodore R. Whiting has joined the staff of the Department of Public Instruction as psychological consultant in the Division of Special Education.

Theodore R. Whiting

Mr. Whiting is a graduate of Iowa State Teachers College and is completing his master's degree in the School of Psychology at the State University of Iowa.

He has taught special adult classes at Fort Riley, Kansas; fourth and sixth grades at Rochester, Minnesota, and junior high mathematics at Riverside, Iowa.

Mr. Whiting has previously served as supervisor of special education and psychologist for the Washington County Schools. He is replacing Mr. Paul Vance, who is presently special education supervisor for Scott County Schools.

MIDDLE STATES PUBLIC HEALTH MEETING

The annual meeting of the Middle States Public Health Association will be held at the Savery Hotel in Des Moines on April 1-3, 1959.

Some 500 or more persons from a 12-state area are expected to attend this health convention which is an observance of two birthdays — the tenth anniversary of the group, which was organized in Des Moines in 1949 and is meeting here for the first time since its formation—and the first meeting of the group, since it officially became a branch of the American Public Health Association in 1958.

With the central theme, "Let's Get Together," this convention is in conjunction with the Iowa Public Health Association's annual meeting. The program includes many vital, timely health topics and will be highlighted by numerous speakers with national reputations in their respective fields.

Presentations and discussions cover such areas as environmental sanitation, laboratory, epidemiology, and preventable diseases; nutrition, dental health, and maternal and child care; school and community health education; public health nursing, and vital statistics and records.

Fred Long, M.D., Peoria, Illinois, Middle States' president, will present the presidential address, followed by the keynote speaker, Art Holtz, also of Peoria. Mr. Holtz, a consumer of public health services, is considered an outstanding speaker.

The executive director of the American Public Health Association, Dr. Berwyn F. Mattison, will discuss ways in which the MSPHA can work together with the APHA on mutual problems in the 12-state area.

Many other speakers, all authorities in their particular health area, will be present and contribute their experiences.

Dr. Walter L. Bierring, former Iowa health commissioner, was the first Middle States' president when this organization was formed 10 years ago. States included in Middle States are: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin.

STATE OF IOWA—DEPARTMENT OF PUBLIC INSTRUCTION

EDUCATIONAL BULLETIN

Vol. 30, No. 8 J. C. WRIGHT, Superintendent of Public Instruction April, 1959

A LOOK TOWARD THE FALL COUNTY INSTITUTES

Paul E. Wallace, Director, Division of Supervision

Improving instruction is a continuous process which comes through a program of in-service education of teachers. The county institute and its pre-planning should represent only a beginning in this process.

At a recent meeting of the Advisory Committee for Institutes it was agreed that:

- **the County Institute should be one part of a continuous in-service education program;**
- **long-range planning based on local need should be the basis for in-service education;**
- **planning and coordinating in-service education programs should be the responsibility of the County Office;**
- **a guide to in-service education programs should be developed.**

The Advisory Committee selected a sub-committee for the purpose of preparing a series of guidelines which might be used in local planning. In preparing the guidelines no attempt has been made to structure the improvement of instruction program, rather to suggest a framework that will allow **each county** to make its unique contribution to educational improvement on the **local level.**

Copies of the Suggested Guide have been mailed to each County Superintendent of Schools. Tips for planning and conducting in-service education programs follows:

▸ Administrators can assist by preparing teachers, at the time of employment, for in-service education participation.

▸ It is necessary for administrators to budget necessary funds to plan and conduct the in-service education program.

▸ The use of many resource people will appeal to the participants of the program. These people should be of high caliber and when they are college or university personnel they should be paid. **(It is imperative for administrators to budget necessary funds to plan and conduct the in-service education program.)**

▸ Analysis of the results of the standardized testing program offers a great source of information as to what areas of instruction need in-service attention. Example: Testing might show a serious situation existing in spelling. The objective of in-service education here would be to analyze and study research and to make recommendations.

▸ Schools can obtain a great deal of favorable publicity when the citizens of the community are aware that school personnel are continuing their studies.

▸ In-service education is a good way to develop a point of view which all teachers would find useful as they work together in a system. Example: 1. Developing the guidance point of view. 2. Developing the philosophy of the school point of view.

▸ In-service education seminars can furnish the system with a great deal of useful information. Example: Tapes can be made by seminar groups which would be extremely useful in parent-teacher conference techniques.

▸ Questionnaires to teachers during the spring months can serve to obtain ideas for the following year's in-service education program.

▸ Seminars can be employed to present and study new ideas in education and new teaching methods.

▸ Meetings of in-service groups should be informal, not too long, and should allow for discussion. Even light entertainment by staff members helps.

▸ Meetings must be open to free discussion. Administrators should strive to develop an atmosphere so that teachers will feel free to talk and know that disserting ideas are acceptable.

▸ The public should be invited to some of the meetings. Example: In a session on Guidance, parents would benefit from knowing how they can help in the conducting of a good guidance program in the school.

▸ The physical characteristics of the meeting place are important. Good seating, good acoustics, and across-the-table seminars are factors that need consideration.

▸ The publicity on in-service education programs should be attractive. These notices should be distributed well in advance, with follow-up reminders; notices in the spring for fall meetings are desirable if possible.

▸ The schedule of meetings should be flexible to serve participants' needs and wants. After school and evening meetings mixed seem to be desirable.

▸ The planning for in-service education programs is most important. Teacher committees for planning help insure a successful turnout of teachers.

▸ Planned programs should be on a high level. Rehashing college courses isn't attractive to teachers.

(Continued on page 2)

Arthur C. Anderson, Editor
This publication is issued monthly (except June, July and August) by the Department of Public Instruction. J. C. Wright, State Superintendent, State Office Building, Des Moines 19, Iowa, Publisher. It carries no advertisements. Circulation is limited to school teachers, school administrators, libraries, educational institutions and persons with official educational responsibility, and to exchanges. There is no subscription price. Address Communications to the Educational Bulletin, Department of Public Instruction, State Office Building, Des Moines 19, Iowa. Second class privilege authorized at Des Moines, Iowa.

INSTITUTES—

(Continued from page 1)

▶ In-service education programs in your school will help to create good feeling with school patrons. This is an indication of professionalness on the part of the teachers. Quality education through staff improvement is always an asset to the school.

▶ Research information which is becoming more readily available offers much good subject material for in-service education programs.

▶ Good leadership is a very essential requirement of planning and conducting a successful in-service education program. Use respected teachers.

▶ Courses for college or administrative credit will make the programs more attractive. School Boards might pay tuition costs for some courses.

CERTIFICATION REPORT

Certificates issued between July 1, 1958, and March 17, 1959, are as follows:

Permanent Professional	581
Professional	2,265
Pre-Professional	1,378
Substitute	566
Temporary	650
Professional Commitment	283
Life	173
TOTAL	5,896

Of the temporary certificates issued during this period, only one hundred one were due to emergency situations existing in Iowa public schools. Of these, sixty-nine held baccalaureate degrees or higher.

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C. Holbart Rickert, Supervisor

PROPOSED REORGANIZATION OF I.S.C. ENGINEERING DIVISION

E. W. Anderson, Chairman,
Engineering Education Committee

J. E. Lagerstrom,
Assistant Dean of Engineering

The Division of Engineering of Iowa State College will be host to the Iowa Association of Secondary Principals and the Iowa Association of School Administrators at a meeting at Ames on May 5 to discuss the proposed reorganization of the engineering program. The meeting will be sponsored jointly by these groups and the State Department of Public Instruction.

One of the features of the proposal is a more comprehensive counseling program at the College. It is proposed that a new student will be invited to the Campus for a two-day period during the summer. He and his parents will be given an opportunity to learn about the college and its operation. Also, he will meet an advisor to discuss his high school preparation and the results of achievement and aptitude tests.

This personal interview should result in a clearer picture of the student's abilities, more suitable recommendations for his course of study, and hence a firmer conviction on the part of the student that he is in the field best suited to his talents.

A program in engineering will consist of two parts: a basic program and a professional program. The content of the basic program will be determined during the summer counseling period, and the student will be advised to enroll in those courses which will permit him to qualify for the professional program of his choice. In order to be admitted to the professional program, the student will be required to demonstrate proficiency in the basic courses specified for his branch of engineering.

The proposed reorganization will permit more thorough training in the basic sciences (mathematics, physics, chemistry, etc.), the engineering sciences (mechanics, thermodynamics, electricity, etc.), and the professional analysis and design courses. About one-fourth of the total content of each curriculum is devoted to each of these three fields, with five to ten per cent of the total made up of options and electives.

An increase is planned in the offerings in the humanities in order to broaden the student and to give him experience in solving problems of a non-quantitative nature. There will be considerable accent on the development of skill in writing, reading, and speaking because of the importance of communication between the engineer and his associates. The proportions assigned to each area of study fall within the limits recommended by the Engineers' Council for Professional Development, the national accrediting agency for engineering curricula.

In the fall of 1961, the entering student who wishes to complete an engineering curriculum in a minimum length of time should present credit for two years of algebra, one and one half years of geometry, one half year of trigonometry, one year of chemistry, one year of physics, and four years of English. These are the basic courses upon which all engineering curricula are built. A student who has not completed all of these basic courses must plan to spend more time in the basic program before he can qualify for the professional program. A student should also have an interest in applying his scientific knowledge to the solution of practical problems. The ingredients for success in engineering are a good scientific background, interest in the solution of technical problems, and a desire to be of service to the community.

The meeting at Ames on May 5 will be dedicated to explaining how the engineering faculty has derived its recommendations, and to a discussion of the necessity for inaugurating this program. Dean George R. Town will be chairman of the meeting. Addresses by J. H. Hilton, President of Iowa State College; J. C. Wright, State Superintendent of Public Instruction; Fred Messenger, President of the I.A.S.P.; and Frank Stone, President of the I.A.S.A. will introduce the morning session. Professors E. W. Anderson and Glenn Murphy of the Iowa State engineering staff will explain the proposal. William L. Everitt, Dean of Engineering at the University of Illinois, Past President of the American Society for Engineering Education, will speak at the luncheon. Members of the faculty study committees who have developed the proposal will then lead small discussion groups where the opinions and reactions of the high school administrators will be solicited.

IMAGES OF THE FUTURE IN SECONDARY EDUCATION

A three-day workshop designed to help secondary school principals understand the latest developments in the effective utilization of staff projects will be held June 16-18, on the campus at Drake University.

This workshop will be sponsored by the Iowa Association of Secondary School Principals, the National Commission on the Utilization of the Staff in the Secondary School, and Drake University.

Dr. J. Lloyd Trump, Director of the NASSP Commission on the Experimental Study of the Utilization of the Staff in the Secondary School, and Professor of Education, University of Illinois, will be the leader of the workshop. The Workshop will give participants an opportunity to hear about and discuss the projects underway and completed by the Commission as reported in the January, 1959 BULLETIN.

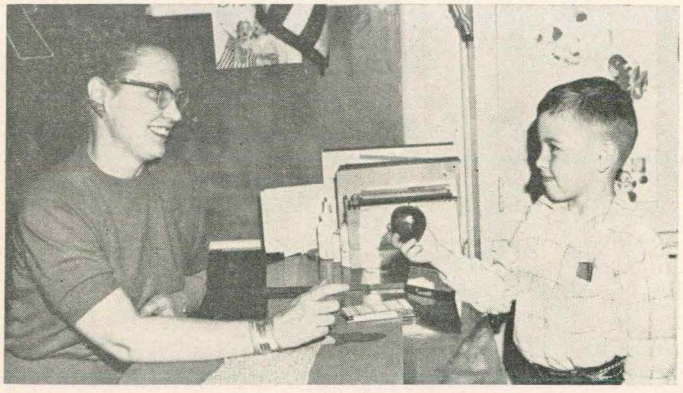
Small groups, large groups, individual study, tape recordings, television, films, teaching assistants, scheduling, language laboratories, and a variety of other approaches to developing the secondary school of the future will be considered. You will have an opportunity to learn about bold and imaginative steps that are being taken to improve secondary schools throughout the nation.

Participants desiring housing can be placed in one of Drake's resident halls. The group will eat in the Hubbell Dining Hall on the campus. Cost for the three-day conference will be $12.50. Further information can be secured by writing directly to Alfred Schwartz, Dean, Community College, Drake University, or to any of the officers of the Iowa Association of Secondary School Administrators.

FROM APPLES FOR THE TEACHER TO APPLE SAUCE

Florence Skinner, First Grade Teacher,
Lincoln School, Perry, Iowa

Children bringing apples to school for their teacher may motivate a teaching experience with more implication than first presumed.



Johnny comes to school with an apple for his teacher. The usual response is, "Oh, how nice. Do you have an apple tree?" The answer one usually gets from this experience is, "No, we don't have an apple tree, but we have a whole bushel of apples," or "Mother bought some apples at the store."

What a wonderful opportunity to capitalize and enlarge an experience at hand! With this thought in mind it was easy to derive the idea of an "apple study." To stimulate interest, the teacher asked questions:

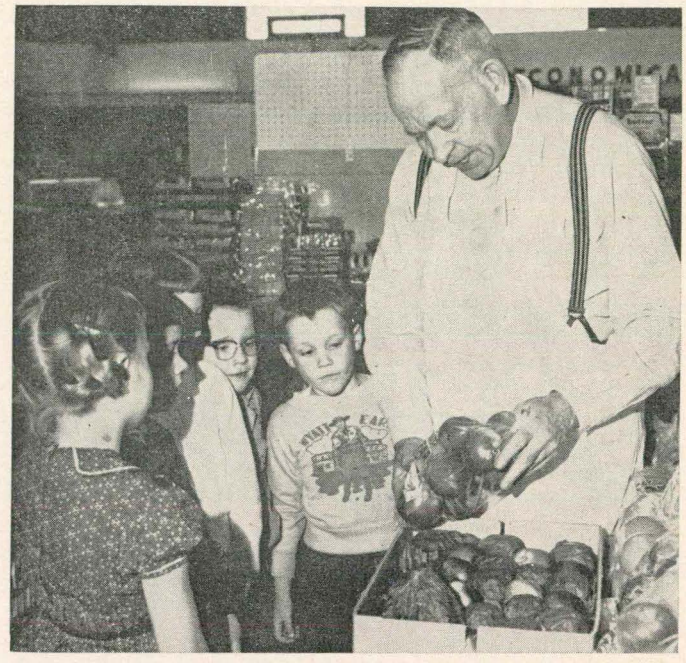
1. Where do the apples come from that we eat?
2. Is there more than one kind of apple?
3. What is a place called that has many apple trees?
4. Do you have apple trees and, if so, did your parents plant an apple seed or an apple tree?

With such questions and many more, groups were chosen to find out facts. The school library provided information about how apple trees look, shape of leaves, etc. There were many books about apples, not excluding the "Johnny Appleseed Story."

One child's parents had planned to buy apples, so they made a special trip to an apple orchard near Indianola. She reported how the apples were sorted by a big machine, and she also told the class how the apples were polished. One child asked if the apples we eat came from that apple orchard, so a group of children were asked to visit their local grocery store and find out where the grocer got apples to sell.

The visit to the grocery store proved a profitable experience for almost every area of social studies. The children saw the big cold storage room where they kept apples that were brought in by trucks. They watched the grocer sack apples in plastic sacks and package them on trays covered with cellophane to keep them fresh and attractive. He told them that many apples come from far away in the state of Washington, but sometimes they did buy them from orchards near our city. This brought the geographical interest to view. Could apples grow any place? Did the apples that people grow in Iowa go far away also?

When the grocer put the price on the apple sack the children wondered how he knew what they cost. We discussed the work it entailed to care for apple trees, to pick the apples and to send them by trucks or trains to the various markets.



One child said, "Why don't we just grow our own apples? Could we? How long would it take?" We got a seed catalog and noted that just small apple trees were for sale, not seeds like carrots and peas, etc.

Checking back in our school library science books we found our answers. We not only learned that the tree is first started from a seed that became a plant that produced blossoms and fruit. Thus, they discovered that much care is needed to grow an apple tree—the right kind of soil, climate and protection from wind and insects.

Arithmetic was used throughout this unit in many, many ways. We counted apples in the plastic bags. We noted prices, size, shape, pecks, bushels, big and little apples, whole, quarters and halves. The term dozen became very vivid when we purchased a dozen apples and then cut them in half so each child in our room could have a piece of a Delicious apple. And incidentally, they learned the first Delicious apple tree came from Iowa.

But the most enjoyable and valuable experience came from the summarization of the apple study. It covered every area of study from art, numbers, health, social studies and reading. We planned and made apple sauce at school. We had heard children in the

IOWA SCHOOL LUNCH PROGRAM

E. E. Cowan, Director, Division of School Lunch

The 1,220 school lunch programs in Iowa are serving about 218,000 meals to students each day. This represents an increase of approximately 10 per cent over last year. On an average, students are paying 26.38¢ per meal. In addition to the income from the sale of lunches, the schools will have received, by the end of the school year, approximately $1,426,852 from Federal funds. These funds are distributed by the School Lunch Division of the Department of Public Instruction.

In addition to this cash assistance Iowa schools have received, or are about to receive, a total of 8,250,793.6 lbs. of USDA commodities consisting of butter, cheese, milk, turkeys, dry eggs, frozen pork, peanut butter, cornmeal, flour, rice, cabbage, green beans, lima beans, tomatoes, tomato paste, corn, peas, blackberries, peaches, apple sauce, apple slices and grapefruit sections.

On a per student participation basis, the lunch programs have received approximately 37.85 lbs. of government foods during the current year. This compares with 25 lbs. per student during the 1957-1958 school year and 36 lbs. in 1956-1957. These USDA commodities are delivered to six distributing centers in Iowa, without charge, by the government. Each school shares in the cost of having the commodities delivered from the area distributing center to its own storeroom.

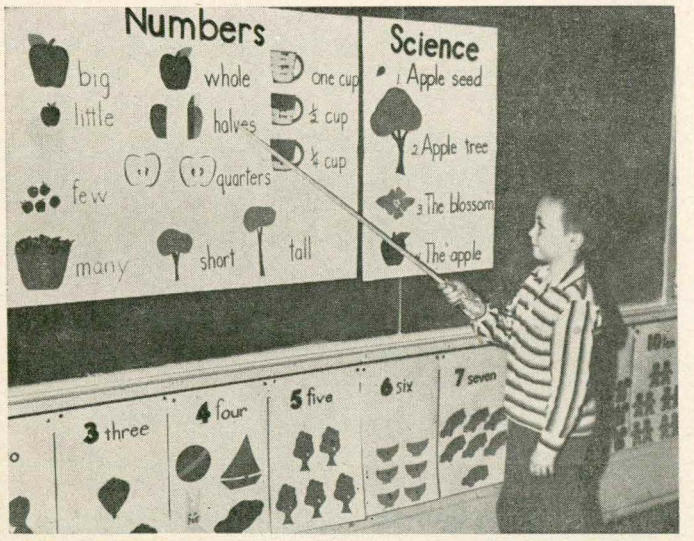
At present, there are only 17 towns in Iowa with high schools that do not have one or more school lunch programs. Eleven of these schools are quite small and expect to become a part of a reorganized school district soon, therefore, are not spending money for school lunch facilities. Three of the remaining five towns have school lunch facilities in their new buildings now under construction and will be ready for occupancy this fall.

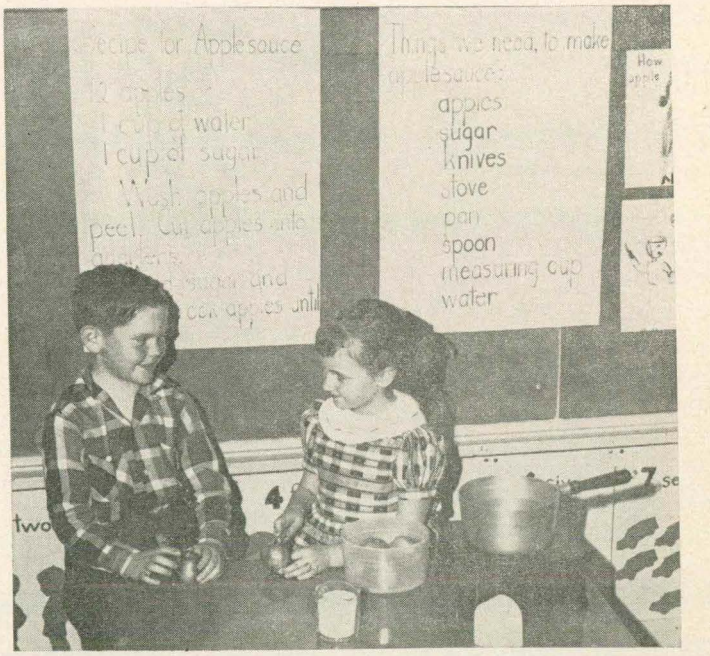
Future Outlook

The President recently recommended that the National School Lunch appropriations be decreased from $110 million to $100 million and that the transfer of $35 million from unusual price support funds be completely eliminated for the 1959-1960 school year. If this should happen, it would be a serious blow to the school lunch program. It would mean a lower reimbursement rate to schools and very likely higher priced meals to students. This is especially serious in the case of children from the lower income families who have the greatest need for this program.

Congress, in enacting the National School Lunch Act in 1946 stated one of the purposes to be "as a measure of National security." School administrators, in general, agree that a nutritionally well-balanced meal at noon plays a most important part in the mental and physical development of our young Americans and there is clear-cut evidence that the school lunch program has tremendous public support.

In the interest of the boys and girls in your community, please keep your representatives in Washington informed as to your wishes in this important matter.





lunch room say, "I don't like apple sauce," but I doubt that any of this group will say that now. They used their knowledge of halves and quarters in measuring the sugar for the apple sauce and in seeing how many apples they could cook in the pan provided. They timed the cooking process and watched the steam go into the air from the apples. They learned how apples can be canned for future use.

The language experience of taking home a recipe to mother and also having guests come in to eat apple sauce we had cooked proved most satisfying.

We know "From Apples for the Teacher to Apple Sauce" experiences in every day learning that apples are not only good to eat but good for you.

MATHEMATICS, SCIENCE, ENGLISH, SOCIAL STUDIES, FOREIGN LANGUAGES, AND ART STUDY—School Year 1958-1959

The information in this report was collected by sending a questionnaire to each superintendent of the 694 high school districts maintaining approved public four-year high schools for the 1958-1959 school year. A total of 136,629 pupils were enrolled as of September 15, 1958, in grades 9-12 in these districts; therefore, this number was used in the calculations.

The tables that follow will show the number of units (years) offered and the per cent of high school pupils enrolled in the major subjects in the areas of mathematics, science, English, social studies, foreign languages, and art.

MATHEMATICS OFFERINGS

High School Enrollment	Number of Districts	Number of High School Districts Offering: 4 or More Units of Math.	3 but not 4 Units of Math.	2 but not 3 Units of Math.	Less than 2 Units of Math.	Average Math. Units Offered
0- 24	3	0	0	2	1	1.7
25- 49	115	3	33	67	12	2.3
50- 74	108	11	37	57	3	2.6
75- 99	105	22	49	33	1	3.0
100-149	138	49	69	20	0	3.3
150-199	70	41	25	4	0	3.7
200-299	72	48	20	4	0	3.9
300-399	27	20	7	0	0	4.1
400-499	19	18	1	0	0	4.4
500-599	11	11	0	0	0	4.8
600-above	26	25	0	1	0	4.4
Totals or Averages	694	248	241	188	17	3.2

The average number units of high school mathematics offered ranged from 1.7 in the smaller high school districts to 4.4 units in the larger high school districts with an average of 3.2 units for all public four-year high school districts in the state.

MATHEMATICS ENROLLMENTS

Subject	Number of Districts Offering	Total High School Pupils Enrolled: Number	Per Cent
Algebra I	679		
Two Semesters		29,727	21.8
One Semester		1,807	1.3
Plane Geometry	596		
Two Semesters		19,594	14.3
One Semester		442	.3
General Mathematics	401		
Two Semesters		10,634	7.8
One Semester		850	.6
Trigonometry	263		
Two Semesters		918	.7
One Semester		3,153	2.3
Algebra II	293		
Two Semesters		3,568	2.6
One Semester		3,487	2.6
Other math courses	227		
Two Semesters		2,535	1.9
One Semester		5,202	3.8
Total		81,917	60.0

Note: 60 per cent of all pupils in grades 9-12 were enrolled in a one or two semester course in mathematics during the 1958-1959 school year. This is an increase of 5.3 per cent over last year.

SCIENCE OFFERINGS

High School Enrollment	Number of Districts	Number of High School Districts Offering: 4 or More Units of Science	3 but not 4 Units of Science	2 but not 3 Units of Science	Less than 2 Units of Science	Average Science Units Offered
0- 24	3	0	1	1	1	2.2
25- 49	115	3	35	55	22	2.2
50- 74	108	3	56	39	9	2.5
75- 99	105	15	63	25	2	2.9
100-149	138	29	100	9	0	3.2
150-199	70	35	33	2	0	3.5
200-299	72	36	35	1	0	3.5
300-399	27	19	8	0	0	3.9
400-499	19	15	4	0	0	3.8
500-599	11	11	0	0	0	4.1
600-above	26	24	2	0	0	4.3
Totals or Averages	694	190	337	132	34	3.0

The average number units of high school science offered ranged from 2.2 in the smaller high school districts to 4.3 units in the larger high school districts with an average of 3 units for all public four-year high school districts in the state.

SCIENCE ENROLLMENTS

Subject	Number of Districts Offering	Total High School Pupils Enrolled: Number	Per Cent
General Science	638		
Two Semesters		29,572	21.6
One Semester		1,903	1.4
Biology	614		
Two Semesters		29,588	21.7
One Semester		534	.4
Physics	449		
Two Semesters		9,908	7.3
One Semester		211	.2
Chemistry	339		
Two Semesters		10,661	7.8
One Semester		399	.3
Other science courses	78		
Two Semesters		1,620	1.2
One Semester		1,637	1.2
Total		86,033	63.1

Note: 63.1 per cent of all pupils in grades 9-12 were enrolled in a one or two semester course in science during the 1958-1959 school year. This is a decrease of 1 per cent over last year.

ENGLISH OFFERINGS

High School Enrollment	Number of Districts	Number of High School Districts Offering: 4 or More Units of English	3 but not 4 Units of English	2 but not 3 Units of English	Average English Units Offered
0- 24	3	0	3	0	3.3
25- 49	115	26	84	5	3.2
50- 74	108	58	50	0	3.7
75- 99	105	83	22	0	4.0
100-149	138	114	24	0	4.1
150-199	70	63	7	0	4.3
200-299	72	67	5	0	4.5
300-399	27	24	3	0	4.8
400-499	19	18	1	0	4.9
500-599	11	11	0	0	5.0
600-above	26	26	0	0	5.3
Totals or Averages	694	490	199	5	4.0

The average number units of high school English offered ranged from 3.3 in the smaller high school districts to 5.3 units in the larger high school districts with an average of 4 units for all public four-year high school districts in the state.

ENGLISH ENROLLMENTS

Subject	Number of Districts Offering	Total High School Pupils Enrolled: Number	Per Cent
English Grade 9	694		
Two Semesters		36,255	26.5
English Grade 10	693		
Two Semesters		36,607	26.8
American Literature	604		
Two Semesters		27,753	20.3
One Semester		4,102	3.0
English Literature	512		
Two Semesters		12,108	8.9
One Semester		5,252	3.8
Speech	357		
Two Semesters		6,488	4.7
One Semester		5,703	4.2
Other English courses	235		
Two Semesters		4,292	3.1
One Semester		6,445	4.7
Total		145,005	106.0

Note: 106 per cent of all pupils in grades 9-12 were enrolled in a one or two semester course in English during the 1958-1959 school year. This is an increase of 6.9 per cent over last year.

SOCIAL STUDIES OFFERINGS

High School Enrollment	Number of Districts	Number of High School Districts Offering 4 or More Units of Social Studies	3 but not 4 Units of Social Studies	2 but not 3 Units of Social Studies	Less than 2 Units of Social Studies	Average Social Studies Units Offered
0- 24	3	0	1	2	0	2.7
25- 49	115	13	22	54	26	2.4
50- 74	108	17	52	31	8	2.8
75- 99	105	26	68	11	0	3.3
100-149	138	46	86	6	0	3.4
150-199	70	24	45	1	0	3.5
200-299	72	23	46	3	0	3.5
300-399	27	9	18	0	0	3.5
400-499	19	10	9	0	0	3.8
500-599	11	7	4	0	0	4.0
600-above	26	18	8	0	0	4.0
Totals or Averages	694	193	359	108	34	3.2

The average number units of high school social studies offered ranged from 2.7 in the smaller high school districts to 4.0 units in the larger high school districts with an average of 3.2 units for all public four-year high school districts in the state.

SOCIAL STUDIES ENROLLMENTS

Subject	Number of Districts Offering	Total High School Pupils Enrolled Number	Per Cent
Economics	303		
Two Semesters		882	.6
One Semester		7,937	5.8
Geography	152		
Two Semesters		1,621	1.2
One Semester		2,774	2.0
Government	536		
Two Semesters		4,698	3.4
One Semester		17,050	12.5
American History	621		
Two Semesters		32,279	23.6
One Semester		2,031	1.5
World History	622		
Two Semesters		28,202	20.6
One Semester		649	.5
Sociology	251		
Two Semesters		602	.5
One Semester		6,504	4.8
Social Problems	229		
Two Semesters		5,109	3.7
One Semester		5,836	4.3
Other courses	127		
Two Semesters		7,208	5.3
One Semester		2,885	2.1
Total		126,267	92.4

Note: 92.4 per cent of all pupils in grades 9-12 were enrolled in a one or two semester course in social studies during the 1958-1959 school year. This is approximately the same percentage as last year.

ART OFFERINGS

High School Enrollment	Number of Districts	Number Districts Offering	Number High School Pupils Enrolled	Per Cent High School Pupils Enrolled
0- 24	3	0	0	0.0
25- 49	115	3	93	2.1
50- 74	108	7	82	1.2
75- 99	105	6	113	1.3
100-149	138	8	327	2.0
150-199	70	6	72	0.6
200-299	72	9	148	0.9
300-399	27	13	303	3.3
400-499	19	17	527	6.3
500-599	11	8	462	7.7
600-above	26	25	5886	12.6
Totals or Averages	694	102	8013	5.9

Less than 6 per cent of the students in Iowa public high schools were enrolled in an art class during the 1958-1959 school year. This is an increase of 2 per cent over last year.

Bulletin No. 100, "How Good Is Your Local School System?" lists the following recommended minimum educational program, in the areas included in this study.

	Number of units that should be offered	Number of units that should be required
Mathematics	4	2
Science (Including offering of one full year of either physics or chemistry)	3	2
English	4	3
Social Studies (Including the equivalent of one semester in American history, one in civics of the state and nation, and one in social problems and economics)	4	3
Foreign Languages (At least two years in each offered)	2	0
Art	1	0

Some schools follow the practice of alternating subjects from year to year. This should be kept in mind in interpreting the data. It may be assumed, however, that the effects of such alterations tend to balance and consequently the enrollments in such subjects for a single year may be considered as reliable indications on a comparative basis.

FOREIGN LANGUAGE OFFERINGS

High School Enrollment	Number of Districts	FRENCH Number Districts Offering	FRENCH Number Pupils Enrolled	GERMAN Number Districts Offering	GERMAN Number Pupils Enrolled	LATIN Number Districts Offering	LATIN Number Pupils Enrolled	SPANISH Number Districts Offering	SPANISH Number Pupils Enrolled	SPANISH Per cent of Total Pupils Enrolled
0- 24	3	0	0	0	0	0	0	0	0	0
25- 49	115	2	11	2	14	2	28	6	48	2.3
50- 74	108	8	84	2	17	11	95	4	49	3.6
75- 99	105	7	72	1	7	10	127	7	78	3.1
100-149	138	11	116	2	8	26	325	11	139	3.5
150-199	70	8	135	2	32	13	237	15	201	5.0
200-299	72	9	164	2	30	31	831	10	207	7.2
300-399	27	3	108	2	48	18	687	4	75	9.9
400-499	19	3	71	3	97	13	690	10	338	14.3
500-599	11	1	18	0	0	8	568	8	357	15.7
600-above	26	15	1261	10	459	25	4814	22	2908	20.2
Totals or Averages	694	67	2040	26	712	157	8402	97	4400	11.4

Only 11.4 per cent of the students in Iowa public high schools were enrolled in a foreign language class. This is an increase of 3.1 per cent over last year.

NEW STAFF MEMBER

Mrs. Ethel Horner has accepted a position as assistant supervisor of home economics education. Mrs. Horner has her doctor of philosophy degree from Iowa State College at Ames.

Mrs. Ethel Horner

Before joining the department she was a faculty member of both the College of Family Living and the College of Education, Brigham Young University, Provo, Utah.

She has taught homemaking in Payson, Utah, and served as a supervisory teacher for both the University of Utah and the Brigham Young University. She has also served on a three month assignment as a member of a survey team for the Bureau of Indian Affairs, Washington, D. C.

She will replace Mrs. Patricia Auble Hatteberg, who recently resigned.

The 25th annual convention of the National Association of Educational Secretaries will be held at the Coronado Hotel, St. Louis, Missouri, July 17-19.

This convention will be followed by an INSTITUTE FOR SECRETARIES AND OFFICE PERSONNEL IN EDUCATION at the Washington University, July 20-24.

DIRECTORY OF SECONDARY DAY SCHOOLS

Since 1870, the U. S. Office of Education has periodically collected certain basic information about every program of secondary education offered by publicly controlled day schools (including junior high schools) in the United States and published a directory.

Recently a single page questionnaire with accompanying page of directions was mailed to all high school principals. The State Department of Public Instruction urges all superintendents and principals to give full assistance to the U. S. Office of Education by filling out this form fully and completely, and returning it promptly.

NUMBER AND PER CENT OF CLASSROOM TEACHERS ACCORDING TO OCCUPATION LAST YEAR IN THE 694 DISTRICTS MAINTAINING APPROVED PUBLIC FOUR YEAR HIGH SCHOOLS—SCHOOL YEAR 1958-1959

(as reported by local superintendents)

Table I
CLASSROOM TEACHERS

Occupation Last Year	High School*	Per Cent	Elementary*	Per Cent	Total	Per Cent
Same school	5,137	71.9	9,043	74.4	14,180	73.5
Same county—different school	106	1.5	457	3.8	563	2.9
Different county	553	7.7	790	6.5	1,343	6.9
Different state	146	2.0	194	1.6	340	1.8
Not teaching—student	906	12.7	1,134	9.3	2,040	10.6
Not teaching—other employment	178	2.5	171	1.4	349	1.8
Not teaching—unemployed	102	1.4	322	2.7	424	2.2
Unknown	21	.3	36	.3	57	.3
Total	7,149	100.0	12,147	100.0	19,296	100.0

In Table I you will note that 71.9 per cent of the high school classroom teachers remained in the same school; 1.5 per cent were from a different school but from within the county; 7.7 per cent were from a different county; 2.0 per cent were from out of the state; 12.7 per cent were attending college; 2.5 per cent were otherwise employed and 1.4 per cent were unemployed. This would indicate that approximately 28 per cent of the high school classroom teachers were employed as replacements or employed to fill new positions. Of this 28 per cent approximately 12.7 per cent were inexperienced teachers.

You will also note that 74.4 per cent of the elementary classroom teachers remained in the same school; 3.8 per cent were from a different school but from within the county; 6.5 per cent were from a different county; 1.6 per cent were from out of the state; 9.3 per cent were attending college; 1.4 per cent were otherwise employed and 2.7 per cent were unemployed. This would indicate that over 25 per cent of the elementary classroom teachers were employed as replacements or employed to fill new positions. Of this 25 per cent approximately 8.9 per cent were inexperienced teachers.

Table II gives similar information for experienced teachers and Table III for inexperienced teachers.

Table II
EXPERIENCED TEACHERS

Occupation Last Year	High School*	Per Cent	Elementary*	Per Cent	Total	Per Cent
Same school	5,137	82.4	9,043	81.8	14,180	82.0
Same county—different school	106	1.7	457	4.1	563	3.3
Different county	553	8.9	790	7.1	1,343	7.8
Different state	146	2.3	194	1.8	340	1.9
Not teaching—student	77	1.2	109	1.0	186	1.1
Not teaching—other employment	117	1.9	140	1.3	257	1.5
Not teaching—unemployed	88	1.4	291	2.6	379	2.2
Unknown	10	.2	25	.3	35	.2
Total	6,234	100.0	11,049	100.0	17,283	100.0

Table III
INEXPERIENCED TEACHERS

Occupation Last Year	High School*	Per Cent	Elementary*	Per Cent	Total	Per Cent
Not teaching—student	829	90.6	1,025	93.4	1,854	92.1
Not teaching—other employment	61	6.7	31	2.8	92	4.6
Not teaching—unemployed	14	1.5	31	2.8	45	2.2
Unknown	11	1.2	11	1.0	22	1.1
Total	915	100.0	1,098	100.0	2,013	100.0

* Classroom teachers only — does not include teacher-administrators, special subject teachers, or special service personnel.

STATE OF IOWA—DEPARTMENT OF PUBLIC INSTRUCTION

EDUCATIONAL BULLETIN

Vol. 30, No. 9 J. C. WRIGHT, State Superintendent of Public Instruction May, 1959

SCHOOL LEGISLATION

Following is a brief description of the school legislation passed by the Fifty-eighth General Assembly.

Termination of Teacher Contract: Senate File 1. Section 279.13 is amended to provide that at least ten (10) days prior to mailing of any notice of termination the board or its agent shall inform the teacher in writing that (1) the board is considering termination of said contract and (2) that the teacher shall have the right to a private conference with the board, if the teacher files a request with the president or secretary of the board within five (5) days. If within five (5) days after receipt by the teacher of such written information the teacher files with the president or secretary of the board a written request for a conference, the board shall, before any notice of termination is mailed, give the teacher written notice of the time and place of such conference. A private conference shall be held between the board and teacher and his representative, if the teacher appears at such time and place.

It should be kept in mind that there are no changes in the law with respect to the authority of the board to determine the continuance or discontinuance of a teacher's contract and that decision is final under this Section.

Public School Employees Sick Leave: House File 55. Section 279.40 is amended to the effect that nothing in this Section shall be construed as limiting the right of a school board to grant more days of sick leave per year or a cumulative total of 35 days of sick leave. The amounts set forth in the statute now become the minimum amount.

Provision is also made that the cumulation of sick leave by virtue of this Section shall not be affected or terminated by reason of the organization of a community school district.

Teachers' Retirement Payment: House File 67. Section 294.15 provides for necessary appropriation to continue paying $75 per month to teachers who retired prior to July, 1953.

Junior College—Authority to be called "Community": House File 220. Section 280.18, Code of Iowa, 1958, was amended to insert "community or" after the word "public junior colleges."

Age of Children Starting to School: Senate File 171. Section 282.3 provided for a gradual change to an older entrance age for children starting to school. This bill was vetoed by the Governor.

Election of Members of Board of Directors: House File 379. Sections 273.4; 273.9; 277.1; 277.24; 277.26; 277.28; 279.1; and 279.14 were amended to change the election of members of boards of directors in school districts and members of county boards of education from the second Monday in March to the second Monday in September. Corrective provisions were made for the terms of office for board members under this amendment. School district board members will take office on the third Monday of September while county board members will take office the first Monday in October. The next general school board elections will be held in September, 1960.

Re-employment of Iowa Public Employees After Retirement: House File 23. Section 97B.48 was amended to read that such employment shall not be regarded as full-time employment until such member has earned in excess of $1,200 from such re-employment during any calendar year.

Powers of Community Districts: House File 206. Statutory provision is made to include community school districts wherein they previously have not been specifically provided for in Sections 53.1; 53.3; 257.5; 274.7; 409.46; 409.47; and Chapters 277; 294; 297; and 320.

School Election: Senate File 251 amends Section 296.2, Code of Iowa, 1958, by striking the words "regular school election" in line 6 and inserting in lieu thereof "election of school officials."

This change in the law will expedite proceedings on a bond issue in a newly organized school district. Under the old law, it was necessary to wait until after the next regular school election following a reorganization before a bond election could be held.

Public School Transportation: House File 289 amends Section 285.1 by striking all of paragraph "a" of subsection 1, and inserting in lieu thereof: "Elementary pupils residing within the limits of a village, town, or city of less than twenty thousand population wherein the designated school is located, must live more than two miles from the school in their district designated for attendance to be entitled to transportation." Paragraph "d" is stricken, and in lieu thereof is inserted: "High school pupils residing within the limits of a village, town, or city of less than twenty thousand, wherein the designated school is located are not entitled to transportation." This Act also eliminates the present distribution formula and provides a base of $30 per pupil.

Reorganization: Senate File 53. Section 275.5 is amended by striking all after the word "shall" in line 26 and inserting in lieu thereof "by resolution attach or sub-divide and attach the remaining portion or portions of said district to another school district or districts."

Senate File 74 is amended to legalize and validate proceedings providing for the organization, re-

(Continued on page 2)

Arthur C. Anderson, Editor

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SCHOOL LEGISLATION—

(Continued from page 1)

organization, enlargement or change in the boundaries of school corporations, prior to July 1, 1958.

Senate File 305. Section 274.5 is amended by adding a sentence relating to limitations of action questioning reorganization proposals as follows: "when the said period of limitations shall have passed it shall be conclusively presumed that all acts and proceedings taken with reference to said organizations, reorganization enlargement or change in boundaries were legally taken for every purpose whatsoever and that a dejure school corporation exists."

Senate File 336 amends section 275 to provide for merging of a rural district with a high school district.

House File 104. Section 275.1, Code of Iowa, 1958, was amended to provide for attachment to a twelve grade district by the board of education in which it is located, any portion of any school district reduced to less than four sections without the approval of electors. In areas containing an excess of four sections where no persons reside and the land is owned by persons residing within the district, it may also be annexed to the twelve grade school district as provided therein.

Section 275.24 was amended by adding the following: "or if no new board is elected, then on July 1, following the enlargement, reorganization or boundary change."

Section 275.27 was amended to provide the means of determining which school district has jurisdiction under the special election as set forth in Section 275.18.

Chapter 275 was amended by adding a new section which provides for the inclusion in any new petition for reorganization any territory described in the petition of a proposed reorganization which has been set out of the proposed reorganization by the county board or joint boards and in event of appeal, after the decision of the State Department of Public Instruction and the courts.

Salary of School Examiners: House File 199 amends Section 11.9 striking the "eighteen" and inserting in lieu the word "twenty-two."

Study of Problems of Higher Education in Iowa: Senate File 521 provides up to $12,500 for each year of the ensuing biennium to the Legislative Research Bureau of the State of Iowa, for a comprehensive study of the needs and facilities available for higher education in Iowa.

Legalize Organization, Reorganization, Change or Enlargement of School Boundaries: House File 680. This bill legalizes the actions of school boards and school corporations purporting to provide for the organization; reorganization; enlargement or change in the boundaries of school corporations formed prior to January 1, 1959.

National Defense Education Act of 1958: House File 717. An Act to accept the National Defense Act of 1958 and to make an appropriation from the general fund of the State of Iowa, of $79,648 for administration and extension of supervisory and related services by the Department of Public Instruction of Title III and $50,000 for Title X for improvement and expansion of statistical service of the State Department.

Acceptance of Federal Funds: Senate File 250. An Act relating to the acceptance and distribution of federal funds, services, commodities, or equipment and to repeal Chapter 283, Code 1958.

Handicapped Children: Senate File 262. An Act to amend Section 281, Code 1958, relating to the education of handicapped children.

State Department Appropriation: House File 735 and 752. For the operation of the State Department of Public Instruction there is appropriated from the general fund of the state for each year of the biennium $559,650; $12,000 revolving fund for Veterans' Education Program; $5,000 revolving fund for School Lunch Program; $15,000 revolving fund for Special Education.

Annual Aids: House File 712—General Aid $15,500,000. House File 713—Transportation Aid $3,000,000. House File 714—Specified School Aid $1,321,500. House File 715—Supplemental Aid $4,000,000.

Newly Elected Boards: Senate File 529. Sections 275.25 and 275.29, Code of Iowa, 1958, are amended to provide for the organization and legal responsibility of a newly elected board of a community school district within 15 days after election.

CERTIFICATION REPORT

Certificates issued between July 1, 1958, and April 21, 1959, are as follows:

Permanent Professional	619
Professional	3,094
Pre-Professional	1,408
Substitute	613
Temporary	682
Professional Commitment	713
Life	173
TOTAL	7,302

Of the temporary certificates issued during this period, only one hundred three were due to emergency situations existing in Iowa public schools. Of these, seventy-one held baccalaureate degrees or higher.

HIGH SCHOOL BANDS—IOWA STATE FAIR

The State Fair Board wishes to arrange for a number of High School Concert Bands to perform at the Iowa State Fair, August 28-September 6, 1959.

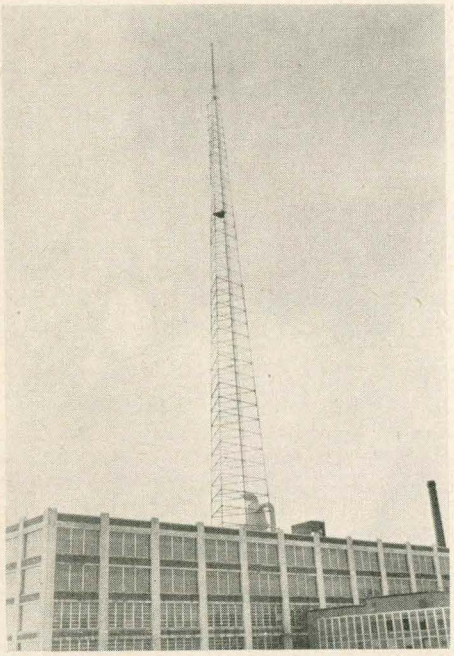
If you have such a band and would like to have it perform at the fair, write to L. B. Cunningham, Secretary, Iowa State Fair Board, Des Moines, Iowa, for full particulars.

EDUCATIONAL TELEVISION IN IOWA

Clifton F. Schropp, Director, Audio-Visual Education, Des Moines Public Schools

KDPS-TV for Des Moines and Polk County

Something new is being added to education in Iowa. The Des Moines Board of Education has built an educational VHF television station on Channel 11 to furnish a new media for instruction in Des Moines and Polk County. While trial programs will be broadcast this spring, regular, organized, and geared to courses of study programs, will start in September.



KDPS-TV Tower located at 1800 Grand is 412 feet above the ground.

This venture did not come about over night. From the time the Federal Communications Commission announced the temporary allocation of TV channels for education in the spring of 1952, there were people in Iowa and in Des Moines who hoped and worked for the utilization of this opportunity. In Des Moines, a Citizen's Committee for Educational Television was organized and did an outstanding job in keeping Channel 11 safe for education. Repeated attempts were made by commercial interests to have it declared a commercial channel.

Then the Des Moines Board of Education got actively into the movement and at its meeting on August 21, 1956, passed a resolution to make an application to the F.C.C. for a construction permit. This was granted on December 12, 1956. Due to many factors, not the least of which was the time it took to construct the new building at 1800 Grand, four applications for extension of time for station completion had to be made.

Physical Plant

The TV studio, in combination with the radio studio, is housed on the second floor in the northwest corner of the Des Moines Technical High School at 1800 Grand. A three hundred foot self-supporting tower is mounted on the roof of the five story older section of the building. It carries a six bay TV antenna at the top and a 6 bay FM radio antenna is mounted at the side. Tower and base cost a little more than $50,000. The top of the tower is 412 feet above the ground.

The 5 KW R.C.A. Transmitter was a gift from the Cowles Broadcasting Company. With the 6 bay TV antenna, the transmitter will furnish 30,000 watts of radiated power. This should provide satisfactory listening and viewing in an area within a 30 to 40-mile radius. In fringe areas it might be necessary to use a Yagi Channel 11 antenna.

The Sarkes-Tarzian studio equipment includes two camera chains, two film and one slide projector chains, a video control board, monitors, studio lights, etc. Provision is also made for using the large stage as a TV studio if such space is needed. Electric motor hoists will lower cameras and needed equipment from the regular studio to the stage level.

County-Wide TV Advisory Committee

To secure the widest sources of guidance and advisory help, to suggest and recommend guide lines for most effective operation and to provide an informed group in a position to recommend expansion, curtailment, or changes in program or operation, a county wide TV advisory committee was set up. The members of this committee were selected by Superintendents Harris and Norris for two-year terms beginning November 1, 1958. From this group, three subcommittees were set up to study and recommend programs at the elementary, secondary and adult levels.

Programs for This Spring

Since it was impossible to get the programs on the air at the opening of the semester, no attempt will be made this spring to do direct teaching of the courses of study. Instead, enrichment programs will be broadcast, probably three days a week, starting April 27. Programs in the following subjects are most likely to be selected: physics at the high school level; American history at the junior high level; fourth grade arithmetic and fifth grade science for elementary classes. The adult program this spring will be broadcast from 7:30-9:00 P.M. each Tuesday evening in May.

A light program schedule of the above nature will enable both studio teachers, studio staff members and student assistants to get accustomed to the new undertaking. It will also permit testing the equipment for weak tubes or worn parts in the used transmitter for much the same reasons that a new ship is given a shake-down cruise before being put into service.

Studio Teachers and Staff

Studio teachers will be selected from interested teachers in Des Moines and Polk County schools. Those selected will be relieved from regular classroom work to devote full time to the preparation of television lessons and to work with the teachers using the television lessons in the classrooms. This will involve cooperative work in outlining and planning the programs in advance of the broadcast. It will include the preparation of lesson plans, production of teacher guides, and frequent conferences between the studio teacher and the classroom teachers. In fact the close working relationship between the participating teachers and the studio teacher may be likened to a team.

(Please turn to page 4)

EDUCATIONAL TELEVISION—
(Continued from page 3)

The studio staff is composed of full time radio and television adult personnel and students interested in getting TV studio and engineering experience. With a small staff responsible for both radio and television broadcasting, there can be no hard and fast rules limiting a staff member to a definite responsibility. Despite the titles, provided he is qualified to do so, each member is expected to help wherever help is needed.

The adult personnel, with their titles are as follows:

Station Manager.....Clifton F. Schropp
Director of Radio and TV Education....
.....C. Fred Kelley
Program Director.....Ralph Joy
Radio and TV Studio Education.....
.....Charles Dickson
Production and Technical Director.....
.....Elwin Basquim
Traffic-Log-Continuity.....Ava Johnson
Engineer.....Howard Andreasen
Assistant Engineer.....Walter Allis

Student Studio Help

One of the purposes to be served by KDPS-FM-TV is to provide an opportunity for students to develop the skills and learnings inherent in an undertaking of this kind. All of the wiring needed to set up the radio station at old Tech, the wiring needed when it was moved to its new location, and the wiring essential to install the transmitter and the studio equipment for television was done by students under the direction of the engineer. The manning of the cameras, the boom mike, the lights, the video and aural control boards, and the arranging of studio props, will be done by students under the direction of studio adults.

The opportunities this affords have attracted some of the most capable students at Tech. Most of the boys who worked at the engineering end in radio were enabled to get their F.C.C. engineering licenses, while some have gone on to college to increase their knowledge in this field. Others have found work in commercial stations. Students who were active in the program end of studio work have capitalized on their experiences in various ways.

Educational Television Services

No one knows the full extent of the potential services which educational television could provide. The use of this tool is just beginning. We do know, however, that its value does not lie in competing with commercial television in the entertainment field. Its value lies in providing worthwhile programs for groups, a minority in point of numbers, but interested in topics, levels, or interests, different from the mass audience.

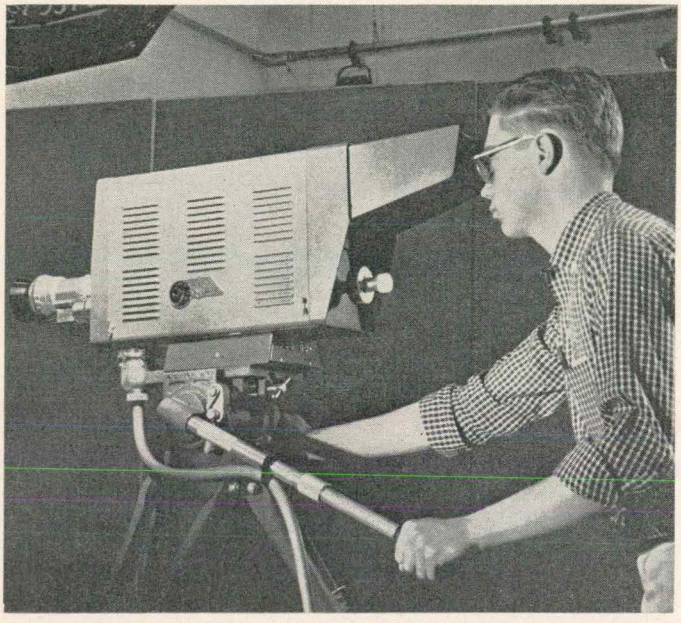
It would be of almost inconceivable value in the field of adult education, where one instructor, one speaker, or one film would have an audience limited only by the number the program might interest in its coverage area.

College and university courses could be offered with or without credit. Telecasts designed to enrich the program from kindergarten through the twelfth grade could be aired so as to be available to all classes for which they would be appropriate. Direct teaching programs using a good studio teacher and possibly equipment not available to every classroom would be aired.

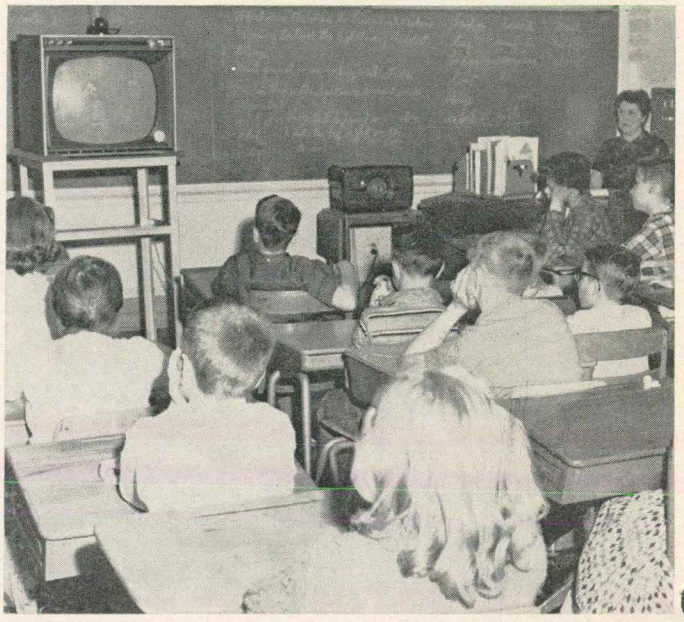
It lends itself as a great public relation instrument to every educational, cultural and civic organization in the community. In addition, as mentioned earlier, the studio and transmitter rooms serve as excellent laboratories for students interested in preparing themselves for positions in the field of television.

City-County Cooperation

The coverage area makes it possible for schools outside the Des Moines school district to use the programs. Recognizing this, the city and county educational forces are working together in close harmony in the selection and scheduling of programs, the selection of studio teachers and the establishment of teacher workshops. As studio teachers and the cooperating classroom teachers will work together as teams, it is essential that the television instruction be part of a mutually planned course



Gary Liljegren, a student camera operator.



Mrs. Thelma Norris, Johnston public school fifth grade teacher, and her class viewing a broadcast from KDPS.

in the subject. To achieve this cooperative undertaking, workshops will be established where the planning may be done, lesson plans developed and common understandings established.

This will have a decided effect in bringing all the school districts in the area in closer working relationship in all activities. As the boundaries of Polk County are within the boundaries of the listening and viewing area of KDPS-TV, some of the schools in counties adjacent to Polk will be able to use the programs if they desire. In conferences last fall, school representatives of these areas were agreeable to helping share the costs if the programs can be clearly received. All of the teacher helps would then be available to them.

Expanding the Financial Base

During the school year 1957-1958, Dr. John Harris, superintendent of the Des Moines schools, held meetings with Mr. Ralph Norris, superintendent of schools in Polk County, with superintendents and presidents of boards of education in Polk County and with superintendents and board presidents of districts in adjacent counties which might be in the listening area. From these meetings there developed an interested support that eventuated in the approval for a county millage levy. This should bring in about one hundred thousand dollars annually for maintenance and support of educational television.

Application to the Ford Foundation's Fund for the Advancement of Education

An application for a grant from the Fund for the Advancement of Education was made in February, 1959. The project proposed concerned itself with how a city and county school system might best join the *National Program for the Use of Television in Education* and make an effective contribution to the research being done utilizing television instruction with large classroom groups. A minimum sum of $25,000 on a matching basis has been assured for the next school year.

Auditions to Help Select Studio Teachers

As part of the process used in the selection of studio teachers, ten minute demonstration lessons are being scheduled for closed circuit observation. Interested teachers are invited to prepare and broadcast a short lesson on a unit agreed upon in advance by all participating in this project. This provides an opportunity for teachers to bring in any visuals or models they think will increase the effectiveness of their teaching. It also provides an opportunity for members of the studio staff to get accustomed to the equipment and the tasks they will be called upon to do when broadcasting starts.

This is a new venture in education. Patterns have yet to be set. There will probably be many disappointments but the potential educational rewards are great, and the enthusiasm both locally and nationally is steadily mounting.

TENTH ANNUAL SCHOOL PUBLIC RELATIONS WORKSHOP

The "School Public Relations Workshop," sponsored each year by Iowa State Teachers College and Iowa State Education Association, will be held July 5-8 at Iowa State Teachers College.

The theme is, "The Conant Report and Its Public Relation Implications for the Schools." On hand as special consultant will be Nathaniel Ober, Principal of the Clayton High School, Clayton, Missouri, who accompanied and assisted Dr. James B. Conant, former president of Harvard University, in his travels throughout the country studying and evaluating the American secondary school.

Interested persons should contact G. H. Holmes, College Relations Director, Iowa State Teachers College, Cedar Falls.

COUNTY SUPERINTENDENTS' CONFERENCE

The annual school of instruction for County Superintendents and Educational Consultants has been set for June 7 through June 11, 1959, at Vacation Village, West Okoboji, Spirit Lake, Iowa.

Paul E. Wallace, Director of Supervision, Department of Public Instruction, urges all persons planning to attend this conference to mail their reservations immediately.

LINCOLN STATUE

Dr. John D. Clinton, Des Moines, Iowa

The Governor has appointed the "Friends of Lincoln" committee consisting of Representatives A. L. Mensing and William Darrington from Lowden and Persia respectively, Senator George O'Malley, Mayor Charles Iles, Municipal Judge Luther T. Glanton, Jr., Councilman Reinhold Carlson and Robert Lappan of the Board of Control, all of Des Moines; Dr. William J. Peterson, executive secretary of the Iowa Historical Society, Iowa City, and Dr. John D. Clinton of Des Moines serving as executive secretary. The purpose of this committee is to plan for the erection of a statue of Abraham Lincoln and son Tad.

The chosen site is the center of the circular granite benches, already electrically lighted, facing south at the west entrance of the State Capitol. This, says Sculptor Fred Torrey, is ideal for the best all year lighting in this part of the world.

Mr. Torrey is without doubt the most renowned Lincoln sculptor now living. He will be assisted by Mrs. Torrey, sculptress of many child pieces throughout the nation, who will do Tad.

The year 1959 as Lincoln Sesquicentennial year was chosen and it is hoped to have the fund completed by the anniversary of the Gettysburg Speech, November 19. "Friends of Lincoln" has been incorporated as a non-profit organization for receiving gifts. A packet of "Share Certificates" will be furnished as keepsakes for the Lincoln Sesquicentennial year of 1959. For detailed information contact "Friends of Lincoln," Des Moines, Iowa.

NARCOTICS EDUCATION

NARCOTICS EDUCATION, INC. announces LISTEN, a Journal of Better Living, bi-monthly (three for each semester). LISTEN is scientific education for the prevention of drug addiction and alcoholism. It is an adaptable supplement for use in the Social Studies, Home Making, Guidance, Biology, Health, Physical Education, and Driver Training. Address inquiries to NARCOTICS EDUCATION, INC., 6840 Eastern Ave. N.W., Washington 12, D. C.

"BEG YOUR PARDON . . .

Barbara L. Gibson, Hearing Consultant

. . . but I didn't *hear* you," is a legitimate reply of at least four per cent of the boys and girls in Iowa's classrooms. Sometimes this reply is a cue to refer a child for a hearing test; sometimes it is not. The alert teacher recognizes that repeated use of that phrase by a child can indicate the need for a hearing examination. Similar remarks by a child, coupled with frequent colds, repeated earaches and draining ears, irritated ears, extreme behavioral patterns, and speech deviations, indicate to a classroom teacher the possibility of a hearing impairment.

To provide an equal chance for hard-of-hearing children in the classroom, the Division of Special Education, in cooperation with local school systems, supports school hearing conservation programs in at least 69 counties and 9 cities throughout Iowa.

Let us briefly consider answers to each of the following questions:

▸WHAT IS A HEARING CONSERVATION PROGRAM? An adequate hearing conservation program would include not only provisions for case finding (testing), but also continuous medical and educational follow-up. Of prime importance, also, is the increasing need for developing community awareness toward hearing conservation. This need is partially answered through the combined public relations effort of speech and hearing therapists, special education supervisors, state consultants, county superintendents, and volunteer workers.

However, more time, more money and expanded services are going to have to be supplied before a thorough job can be done. The value of careful planning and continuous cooperation between professionals from health, medical and educational areas cannot be overlooked or underestimated. For, without such planning, services and recommendations may overlap and conflict; thus causing unnecessary consternation and confusion on the part of parents and child. The result probably being an ineffective program.

▸WHO IS RESPONSIBLE FOR A HEARING CONSERVATION PROGRAM? It is a *local* responsibility! A hearing conservation team includes: teachers . . . parents . . . nurses . . . speech and hearing therapists . . . family physicians . . . ear specialists . . . school administrators . . . social workers . . . representatives from community agencies. State leadership and guidance is provided for expanding and strengthening local services.

▸HOW ARE SPECIAL EDUCATION SERVICES PROVIDED? Upon request, the Division of Special Education supplies the following and other services:

1. Consultative services to therapists, parents, teachers, school administrators, etc., concerning the promotion, establishment and evaluation of a total hearing conservation program. In addition, consultants make themselves available for discussion about the educational future of hearing impaired children. Consultants welcome the opportunity to talk about the program to interested professional and lay people.

2. In-service training in screening techniques to volunteer workers.

3. Reimbursement for speech and hearing therapists' salaries.

4. Table model hearing amplifiers.

5. Audiometers and group testing equipment.

6. Sample screening forms and individual audiograms.

▸WHAT ARE THE METHODS FOR HEARING TESTING? The three basic methods of screening include:

Demonstrating a hearing sweepcheck, a sixth-grade girl indicates to Polk County Speech Therapist, Phyllis Dyer, that she heard the sound.

1. *Individual Sweepcheck*: This method *is* the most desirable. Its high degree of validity reduces impressively the number of over-referrals for refined testing. A "sweepcheck" is so called because it is a rapid testing of certain frequencies (250 cps to 8,000 cps) at a given loudness (15db) on a puretone audiometer. In this test, one child is tested on a single audiometer each 30-40 seconds. Young children can be tested successfully with this method. A total of 700 children can be tested on two audiometers in one day. Several counties have found volunteer workers from community organizations extremely helpful in the screening phase. One real advantage of using volunteers for the simple screening process is that "high priced" professionals are relieved to handle matters demanding highly specialized knowledge and skills.

One point which cannot be emphasized too strongly is the necessity of having *reasonably quiet testing* conditions in the schools. Obtaining accurate evaluations of children's hearing acuity is virtually impossible when, for example, a gym class is in noisy progress nearby, band rehearsal is in full swing, cafeteria preparations have started, teachers or children burst unexpectedly into the testing room and bells, buzzers

and locker doors sound off periodically. Realistically, the entire school routine cannot come to a standstill; but, at least, every attempt should be made to minimize such undue noise during the once-a-year hearing testing period.

2. *Massachusetts Group Puretone*: This test was developed during World War II for the testing of large groups of the Navy's submarine personnel. Resulting from those early developments, nearly 40 persons can be tested simultaneously in a 20-25 minute period. Not only is it necessary to sweepcheck all individuals failing the group test but children below third grade cannot be tested with this equipment. The average number of children that can be tested in a day is approximately 500.

3. *Phonograph (fading numbers) Group Test*: This method of screening has been considered obsolete for several years by both audiologists and educators. We feel that the reasons bear publication. Besides some of the more obvious facts (e.g. new records are difficult to obtain), the phonograph procedure lacks accurate, objective methods of calibrating, permits wide variations in scoring, fails to identify high frequency losses, fails to locate many children with losses of medical significance and in many instances, is responsible for referring children to physicians unnecessarily.

▸WHAT DOES FOLLOW-UP MEAN? Audiometric follow-up requires individual puretone examination by qualified personnel. At this time, children failing screening, plus referrals, receive a more definitive hearing test.

Parents of children failing this test are asked to arrange for proper medical attention. The school nurse or county public health nurse is of tremendous importance in this phase of the program. For it is she who is professionally equipped to bring the medical referrals to the attention of the parents and to help them secure the indicated medical attention.

In a therapy session, a table-model amplifier helps this sixth-grade boy identify sounds. Working with him is Speech Therapist Jack Simpson.

Educational adjustments for hard-of-hearing children may entail all (or a combination of) the following: preferential seating, speech therapy, lip (speech) reading, auditory training, amplification and teacher-parent counseling.

Providing the best education for an acoustically handicapped child involves careful, long-range planning. The skills needed by a child with impaired hearing for adapting to a "hearing" *world* are great indeed and require much time, effort and patience to develop. Appreciation and understanding of such a child's difficulties should be the primary consideration of adults around him.

▸WHAT ARE FUTURE PLANS? There is a definite need for expanding and extending Hearing Conservation Service throughout the State. To date only one-sixth of Iowa's school population are receiving annual hearing checks. Since professional literature supports the philosophy that all children should have an annual hearing test to prevent present and future hearing problems becoming severe because of no method of identification, every attempt should be made to test these children as frequently as possible. In order to reach this goal, our future plans call for increased appropriations to provide:

1. More special education programs
2. More speech therapists
3. More hearing consultants
4. More local hearing conservation committees
5. More reorganization of school districts

Actively engaged in the broad area of hearing conservation is the State Committee for the Conservation of Hearing in Iowa. This Committee acts in an advisory capacity to the Division of Special Education. Membership includes representatives from the following Iowa groups: Academy of General Practice; Academy of Otolaryngology; Department of Otolaryngology and Maxillofacial Surgery, SUI; Department of Speech Pathology and Audiology, SUI, Division of Maternal and Child Care, Department of Health; Division of Special Education, Department of Public Instruction; Institute of Agricultural Medicine, SUI; Iowa School for the Deaf; Iowa State Medical Society.

Effectively providing guidance in research, public relations and improvement of present education programs, the Committee is vitally interested in extending greater advisory service to other agencies and groups concerned with problems of the deaf and hard-of-hearing.

One important fact for all of us to bear in mind is that not *all* work in hearing conservation can be done (or should be, for that matter) by professionals. Acceptance by the parents and the community as a whole toward shouldering their responsibility of providing the best education possible for *all* children, not just the "normal" or "average" pupils, is basic to our way of democratic living.

A PROGRESS REPORT ON SCHOOL DISTRICT REORGANIZATION

January 1, 1959, through March 31, 1959

John J. Schlutz, Reorganization Consultant

County superintendents in Iowa reported thirty successful elections to create new community school districts during the third quarter of the fiscal year, ending March 31, 1959. This brings the total number of new community districts approved by the voters since July 1, 1958, to 62.

The thirty new districts will become effective as of July 1, 1959 and will, at that time, reduce the total number of school districts in Iowa by 277. This number added to the number reduced in the first two quarters brings the total number of districts reduced since last July 1 to 538. Since the fourth quarter of the fiscal year typically is the most active quarter, it can be anticipated that by July 1, 1959, the number of Iowa school districts will be less than 2,000. In 1954, Iowa had 4,417 districts. Last July 1, there were 2,779.

In the process of these thirty districts being formed, seventeen high schools will be absorbed and join with other high schools to provide larger attendance centers for high school programs. These seventeen high schools bring the total number of high school districts reduced through reorganization since July 1, 1958, to 49. At the beginning of the school year there were 694 operating high schools.

The median total enrollment for this group of thirty districts is 766 pupils enrolled in public school. The median high school enrollment (grades 9-12) is 208.

Nineteen of the thirty districts will have enrollments in excess of 600. All but five will have enrollments in excess of 500 pupils.

These thirty new districts range in area from 308 square miles to six square miles. The financial ability, as judged by taxable valuation per child enrolled, ranges from $3,909 to $19,198. The median (average) is $8,493.

The pace that was indicated earlier in the fiscal year continues. It seems safe to predict that this year will be the most active of any previous one, in terms of establishing new and larger school districts in Iowa. The number of districts should be reduced to 2,000 and the number of high school districts to near the 600 mark, by July 1, 1959. This progress has basically been caused by the citizens becoming willing to vote for these larger units; and their reason has been the desire for higher quality in educational programs, particularly at the high school level.

There is still much to accomplish and some reorganization of those districts already reorganized will need to be done. Much credit must go to the people who have been willing to study and plan objectively for new school districts and ultimately vote them into existence. Moreover, it is gratifying to observe the educational leadership of the county superintendents and other professional people who have accepted vigorous responsibilities in the area of reorganization in this state. It will be with much interest that we look forward to the progress that will be made in the final quarter of the current school year.

Information on New Community School Districts Formed January 1 through March 31, 1959

No.	Name of New District	County	H. S. Districts Involved	Elementary Enrollment	High School Enrollment	Total Enrollment	Area In Sq. Mi.	Per Pupil Assessed Valuation
1	Ottumwa	Wapello	Ottumwa	5,978	1,966	7,944	58.6	$ 5,373
2	Mount Pleasant	Henry	Mount Pleasant	1,625	564	2,189	240	5,939
3	Indianola	Warren	Indianola	1,500	500	2,000	150	6,250
4	Creston	Union	Creston	1,285	471	1,756	90	6,376
5	Washington	Washington	Washington	1,220	480	1,700	126.5	8,235
6	Albia	Monroe	Albia, Melrose	1,188	470	1,658	245	4,941
7	Maquoketa	Jackson	Maquoketa	1,228	418	1,646	150	5,987
8	Chariton	Lucas	Chariton	1,180	430	1,610	176	8,112
9	West Delaware Co.	Delaware	Manchester, Dundee	1,044	509	1,553	195	9,341
10	Mount Ayr	Ringgold	Ellston, Mount Ayr, Beaconsfield	918	321	1,239	308	7,191
11	Urbandale	Polk	Urbandale	969	216	1,185	6	3,909
12	Central	Decatur	Leon	812	325	1,137	220	6,839
13	North Central	Worth	Manly, Plymouth, Hanlontown	645	280	925	125	8,752
14	Harmony	Van Buren	Bonaparte, Farmington	583	215	798	177	6,943
15	Cambria-Corydon	Wayne	Cambria, Corydon	500	245	745	180	8,388
16	Boyden-Hull	Sioux	Boyden, Hull	560	175	735	105.5	12,177
17	George	Lyon	George	500	200	700	112	10,714
18	Dexfield	Dallas	Dexter, Redfield	459	144	603	62.7	9,084
19	Hinton	Plymouth	Hinton, Liberty Cons.	460	140	600	122	10,833
20	NESCO	Story	Zearing, McCallsburg	434	145	579	105.86	11,550
21	Pocahontas	Pocahontas	Pocahontas	429	142	571	97.75	14,651
22	Lynnville-Sully	Jasper	Lynnville-Sully	370	180	550	109.3	11,750
23	Melcher-Dallas	Marion	Melcher, Dallas	411	135	546	60	5,128
24	Moulton-Udell	Appanoose	Moulton, Udell	360	165	525	140	6,666
25	Prairie View	Webster	Gowrie, Lanyon	373	142	515	85	11,631
26	East Greene County	Greene	Dana, Grand Junction	347	145	492	69	9,691
27	East Central Webster	Webster	Lehigh, Burnside	372	100	472	75	8,199
28	Franklin	Franklin	Franklin	286	128	414	78.7	13,889
29	Bellevue	Jackson	Bellevue	258	65	323	120	19,198
30	Gilman	Marshall	Gilman	238	78	316	44	9,100
Totals or Medians		28	48	541.5	208	766	117	$ 8,493

Number Districts Eliminated—277
Number High School Districts Eliminated—17