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Normal training high schools

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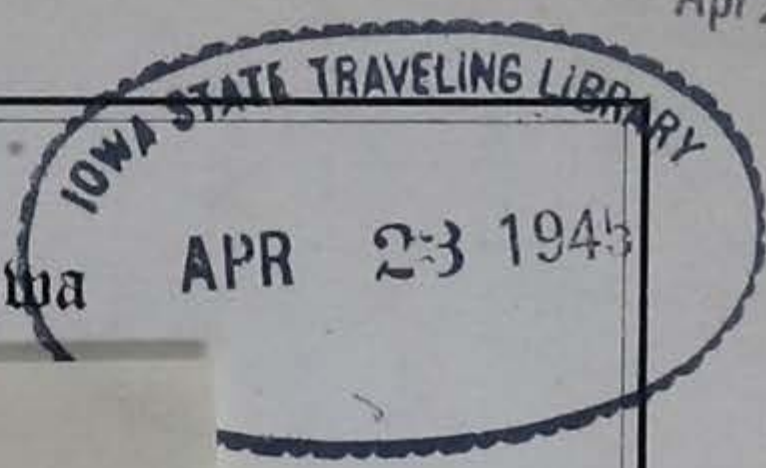
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State of Iowa
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Schools

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NORMAL TRAINING CIRCULAR No. 2
Issued by
Department of Public Instruction
Des Moines

Iowa
370.75
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FOREWORD

pam,
The training of teachers in the high schools of Iowa has been in operation since 1911. In 1911-12 forty departments were established with a total enrollment of 624 students. At the present time 207 departments, enrolling about 6,000 students, are in operation.

The objective of the course as provided in Chapter 194, Code of Iowa, 1927, is primarily to train young men and women in the local high schools for teaching in the rural schools, and it is for this purpose that the entire program is planned.

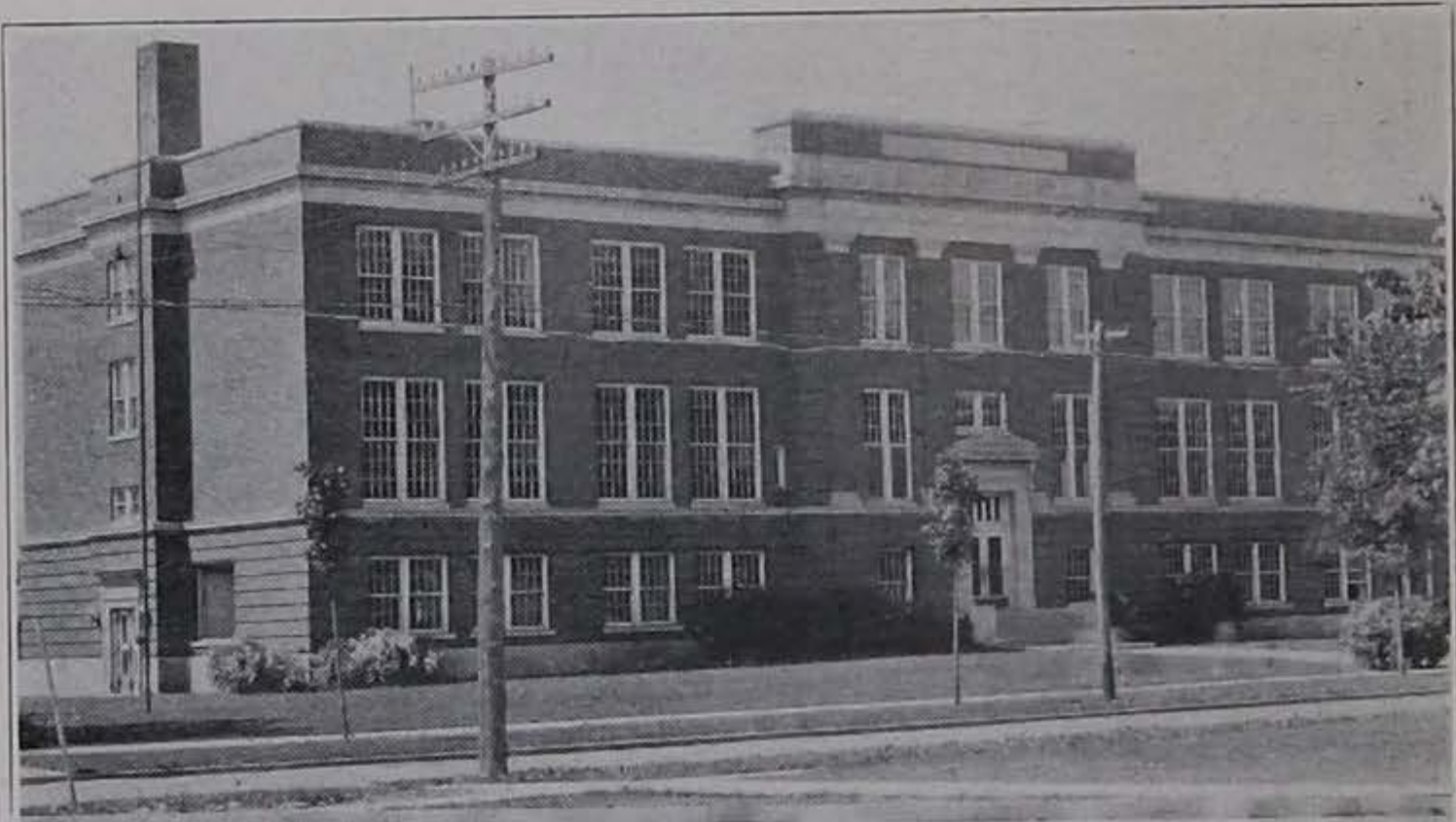
The factors vital to the efficiency of the high school Normal Training department are: interested, well qualified Normal Training teachers; serious minded, and capable students who enter the course with the intention of teaching in rural schools; a course of study which acquaints those in training with the needs of the rural field; and properly supervised observation and practice teaching, especially in good rural schools. To make the Normal Training program effective requires the combined efforts of the county and city school superintendents.

Acknowledgment is hereby made of the splendid co-operation of superintendents, teachers and school officers with this department in their efforts to maintain a high standard of teacher-training in their schools. Better schools for country boys and girls should be the ultimate result of such co-operation.

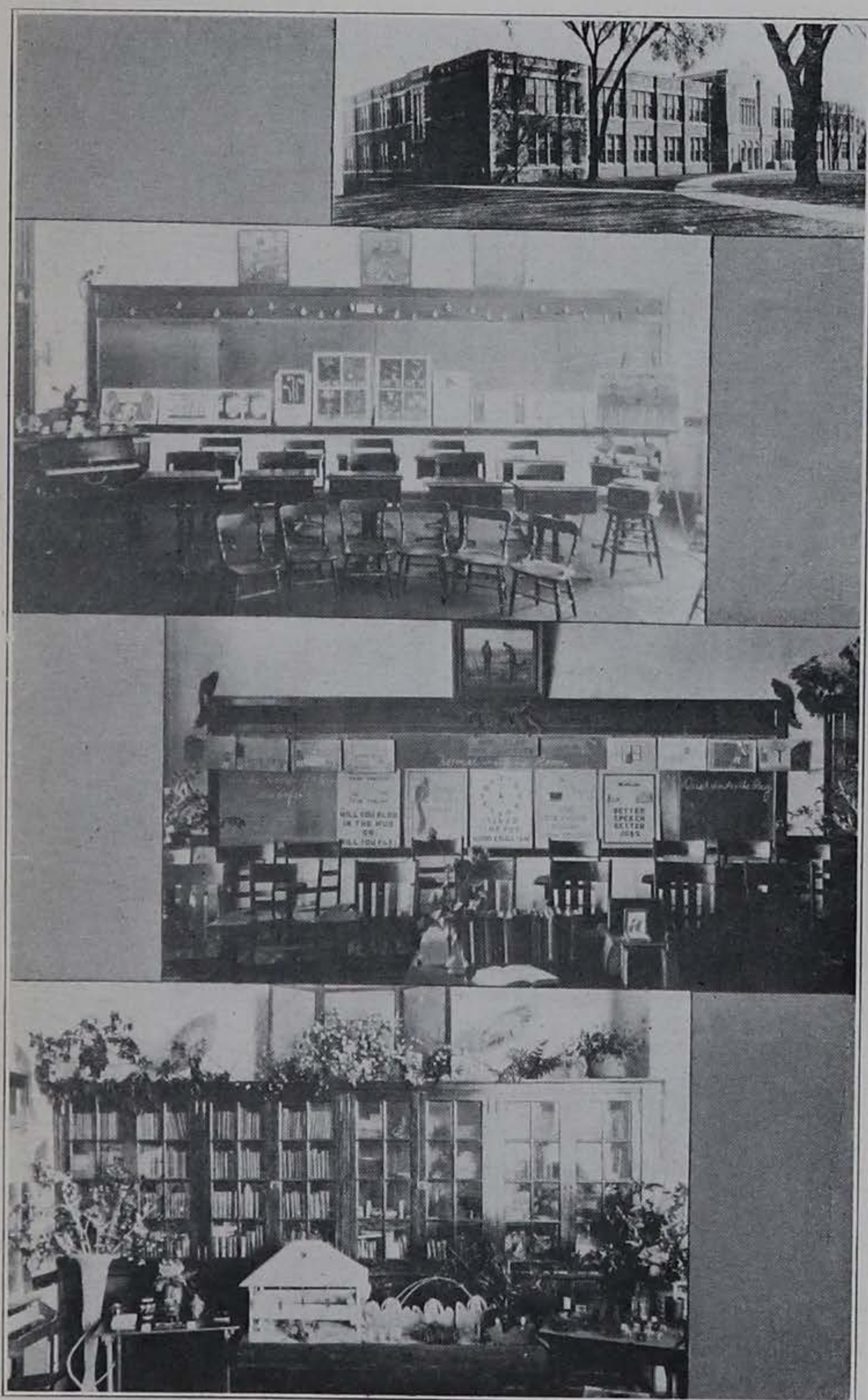
AGNES SAMUELSON,
Superintendent of Public Instruction.



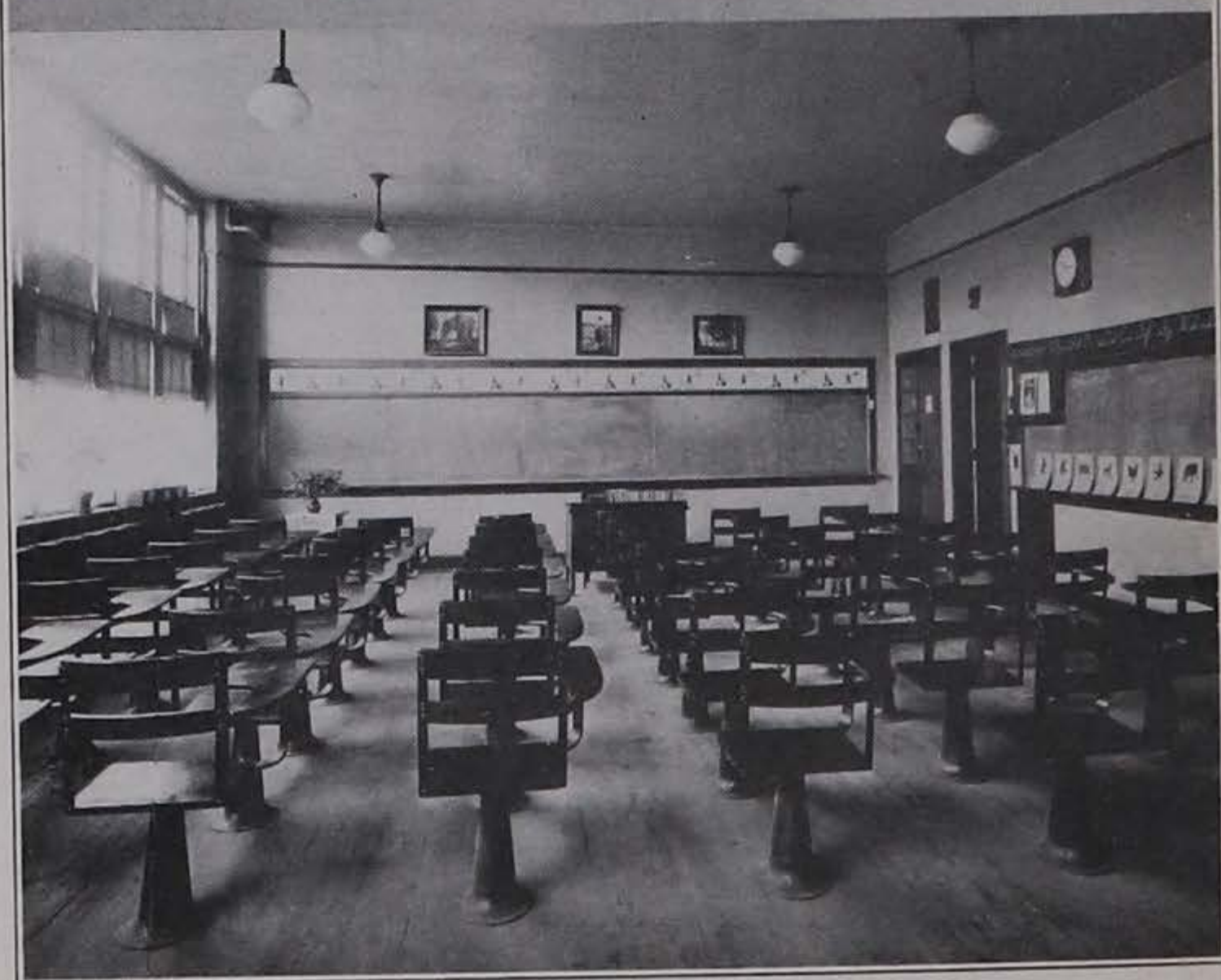
School Building and Interior of Normal Training Room at Wellman



School Building at Jefferson (above), with Exterior and Interior Views of Rural Practice School



School Building and Normal Training Room at Monticello



Interior Views of Normal Training Room at Ottumwa

NORMAL TRAINING HIGH SCHOOLS

LEGAL REQUIREMENTS FOR NORMAL TRAINING APPROVAL

Code of Iowa, 1927, Chapter 194

Sec. 3899. *Training of Teachers—Normal Courses.* For the purpose of increasing the facilities for training teachers for the rural schools by requiring a review of such common branches as may be deemed essential by the superintendent of public instruction, and for instruction in elementary pedagogy and the art of teaching elementary agriculture and home economics, provision is hereby made for normal courses of study and training in such four-year high schools as the superintendent of public instruction may designate, provided that such high schools shall be selected and distributed with regard to their usefulness in supplying trained teachers for the rural schools of all portions of the state, and with regard to the number of teachers required for rural schools in each portion of the state.

It is further provided that where a township high school or a consolidated school organized in accordance with the provisions of chapter 209, can meet the requirements of the superintendent of public instruction, it shall be given preference over a city high school.

Sec. 3900. *Conditions.* No high schools shall be approved as entitled to state aid unless a class of ten or more shall have been organized, maintained, and instructed during the preceding semester in accordance with the provisions of this chapter and the regulations of the superintendent of public instruction.

Sec. 3901. *Private and Denominational Schools.* Private and denominational schools are eligible to the provisions of this chapter, except as to receiving state aid.

Sec. 3902. *State Aid.* Each high school approved under the provisions of this chapter shall receive state aid to the amount of seven hundred fifty dollars per annum, payable in two equal installments at the close of each semester as hereinafter provided.

Sec. 3903. *Report Required.* The superintendent of each approved training school shall at the close of each semester file such report with the superintendent of public instruction as said officer may require.

Sec. 3904. *Warrant.* Upon receipt of a satisfactory report, the superintendent of public instruction shall issue a requisition upon the auditor of state for the amount due the school corporation of said high school for said semester, whereupon the auditor of state shall draw a warrant on the state treasury payable to said school corporation for the amount of said requisition and forward the same to the secretary of said school corporation.

Sec. 3905. *Admission and Graduation.* The superintendent of public instruction shall prescribe the conditions of admission to the normal training classes, the course of instruction, the rules and regulations under which such instruction shall be given, and the requirements for graduation, subject to the provisions of this chapter.

Sec. 3906. *Examination for Graduation.* On the third Friday in January and on the Wednesday and Thursday immediately preceding and on the third Friday in May and the Wednesday and Thursday immediately preceding, each year, in each high school, and private or denominational school, approved under this chapter, an examination for graduation from the normal course shall be conducted under such rules as the state board of examiners shall prescribe, but the county superintendent of the county in which an approved high school, and private or denominational school may be located shall be designated as the conductor of said examination.

Sec. 3907. *Additional Examination.* Candidates for a certificate of graduation from the normal course, failing in the examination in one or more subjects, may be permitted to enter the above examinations or the regular July teachers' examination under such regulations as the superintendent of public instruction shall prescribe.

Sec. 3908. *Fees.* Each applicant for a certificate of graduation from the normal course in a county shall pay a fee of one dollar, which shall entitle him to one examination in each subject required; provided, however, that applicants rewriting the examination in one or more subjects at the July teachers' examination as herein provided shall pay an additional fee of one dollar.

Sec. 3909. *Distribution of Fees.* One-half of the fees from the normal training examinations shall be paid into the state treasury on or before the first day of the succeeding month, and the remaining one-half shall be paid into the county institute fund of the county wherein the examination is held.

Sec. 3910. *Certificate—License to Teach—Renewal.* A certificate of graduation from the normal training course provided for in this chapter shall be issued by the superintendent of public instruction, and shall be a valid license to teach in any public school in the state for a term of two years, subject to registration as provided for other teachers' certificates. At the expiration of said certificate the superintendent of public instruction is authorized to renew it for a period of three years under the same conditions that apply to the renewal of first grade uniform county certificates.

Sec. 3911. *Record of Students.* At the close of each school year, the principal or superintendent of each accredited school shall file with the board of examiners a sworn statement showing the name, age, postoffice address, studies, and attendance of each of the students in his school taking the prescribed teachers' course.

STANDARDS FOR NORMAL-TRAINING HIGH SCHOOLS

ORGANIZATION AND EQUIPMENT

Organization. A school designated as a Normal Training High School is required to meet all regulations of the Code of Iowa and all standards prescribed by the Department of Public Instruction for the approval of schools offering four years of high school work.

It is very essential that the school be well organized and administered. The importance of skillful supervision of the grade work is obvious. Not only is the instruction in the grades of great importance to the children being taught, but the use of the grades for observation purposes by the Normal Training Department places an additional responsibility upon supervision.

Superior quality should dominate both the content and the technique of instruction. The superintendent is expected to see that the system has the benefits of the findings of scientific research, and of the best modern practice in the administration, supervision and instruction of the school.

Buildings. The buildings should be adequate to house the entire enrollment; the lighting, heating, care and sanitation consistent with the rules of general and school hygiene. It is necessary that adequate and sanitary toilets be provided for all pupils, also that the lavatories be equipped with soap and towels. The water supply should be adequate and wholesome.

Equipment. The general and special equipment should meet the standards set forth in the requirements for approved schools. Items to be given special attention in the school designated as a Normal Training High School are:

1. **LABORATORIES.** Amply equipped for carrying on recognized high school work in all the sciences undertaken in the high school, and the grades. (See bulletin for Approved Schools.)
2. **LIBRARIES.**
 - a. Furnishing adequate supplementary material for all courses in all high school and grade school subjects. (See state list for graded and high schools.)
 - b. Furnishing professional reading for Normal Training students and the grade and high school teachers. (See tentative list of books for Normal Training libraries in back of this bulletin.)
3. **ROOM.** Suitable for the Normal Training work. This room should be comfortable, light, well equipped and decorated as a rural school by the Normal Training students.
4. **EQUIPMENT.** Primary supplies, globes, maps, charts, encyclopedias, etc. (See equipment in bulletin for approved and graded schools.)

5. EQUIPMENT. List of equipment found in the Normal Training room:

Professional library in book case

Teacher's desk

Work and reading table

Sand table

Cabinet for seat work of students

Tools for construction of seat and hand work

Paper cutter

Punch

Printing set

Maps—Iowa and a set of the maps of the world

Bulletin board

Set of all the text-books used in the rural schools of the county

Reading chart used in the county

Collection of pictures such as are adapted to the rural schools

If provision has not been made for a rural practice school, and the size of the room will permit, it is suggested that provision be made for putting chairs or desks into the room for practice teaching.

QUALIFICATIONS OF TEACHERS

A school designated as a Normal Training High School is required to have a standard teaching force of at least five full time teachers in the high school, and the qualifications of teachers to conform to the following standards:

I. *Superintendent.*

1. Training—A four-year college graduate
2. Certificate—Holder of a five-year Iowa State Certificate
3. Experience—Three years' successful experience.

II. *Normal Training Teachers.* In view of the far-reaching importance of the Normal Training Department in training teachers for rural schools, it is essential that a Normal Training teacher be employed for this department. The superintendent should not undertake to do this work, as he is too busy with administrative and supervisory duties to do justice to it.

Upon application of the superintendent certifying as to the merits of the case, an ex-county superintendent lacking a degree may be considered for the normal training work.

1. Training—A graduate of a standard college with special work in normal training and education.
2. Certificate—Holder of a five-year Iowa State Certificate.
3. Experience—Five years' teaching experience
 - (a) two years' in rural schools,
 - (b) one year in grade work recommended.

III. *High School Teacher.*

1. Training—A four-year college graduate with special training in subjects taught.

2. Certificate—Holder of a five-year Iowa State Certificate or a special certificate for subjects taught.

IV. *Home Economics Teacher.*

1. Training—A four-year college graduate with at least thirty semester hours' (forty-five term hours') work in Home Economics in an approved college.
2. Certificate—Holder of a five-year Iowa State Certificate or a special certificate in home economics.
3. Experience—Two years' successful teaching experience recommended.

V. *Manual Training Teacher.*

1. Training—Graduate of a two-year college course with at least six semester (nine term) hours' work in manual training. After September 1, 1928, a teacher of manual training will be required to have had twelve semester (eighteen term) hours in that subject in an approved college.
2. Certificate—Holder of a five-year Iowa State Certificate, or special certificate for manual training.
3. If he is to teach academic subjects he should meet the requirements for high school teachers.

VI. *Agriculture Teacher.*

1. Training—A four-year college graduate, with at least six semester (nine term) hours' work in agriculture in a college or university maintaining an approved agricultural department. After September 1, 1928, a teacher of agriculture will be required to have had twelve semester (eighteen term) hours in that subject in an approved college.
2. Certificate—Holder of a five-year Iowa State Certificate, or special certificate for subjects taught.
3. In addition to this six semester hours' work, the teacher of agriculture in a Normal Training High School should also have had not less than nine semester hours in science. These requirements apply where not more than one semester of work is undertaken. When more than this amount of work is undertaken, the teacher should have not less than fifteen semester hours in agriculture.

VII. *Music Teacher.*

1. Training—A graduate of a two-year college course in music or thirty semester hours in public school music.
2. Certificate—Holder of a five-year Iowa State Certificate, or special certificate for subjects taught.
3. Experience—Two years' teaching experience desirable.

VIII. *Commercial Teacher.*

1. Training—A two-year commercial course or one year commercial course above a two-year college course.
2. Certificate—Holder of a five-year State Certificate, or a special certificate for commercial subjects.

IX. *Physical Education Teacher.*

1. Training—Every special teacher of physical education should

have not less than two years of college work including training in physical education equivalent to one year or 30 semester hours of a special physical education course as offered by colleges now giving such physical education courses. At least twelve semester hours' credit in physiology and hygiene, play and games, and health supervision is recommended.

2. Certificate—Either a special physical education certificate, a first grade uniform county (if teaching is done in the grades), or a regular state certificate (if teaching is done in high schools) is required.

X. *Grade Teachers.*

1. Training—Completed two-year college or normal course.
2. Certificate—Any of the following:
 - (a) An Iowa State Certificate,
 - (b) An Iowa First Grade Uniform County Certificate,
 - (c) An Iowa High School Normal Training Certificate.
3. Experience—At least one year's teaching experience, or one year of practice teaching, embracing at least one-half of every day.

XI. *Primary Teachers—First, Second and Third Grades.*

1. Training—A graduate of a two-year primary training course.
2. Certificate—Any of the following:
 - (a) An Iowa State Certificate,
 - (b) An Iowa First Grade Uniform County Certificate,
 - (c) An Iowa High School Normal Training Certificate,
 - (d) An Iowa Special Primary Certificate.
3. Experience—At least one year's teaching experience.

NOTE.—The above standards should be followed in selecting new teachers. These rulings are not retroactive and should not be construed to prevent any superior teacher lacking in certain requirements from re-election, nor to force her from the profession after years of efficient service. If re-employed, however, it should be with the understanding that she will do all she can to improve her qualifications by residence, extension, or summer school work. This department has no disposition to be arbitrary in its regulations. But we are mutually interested with you in conserving the best interests of the school children.

If possible there should be a teacher for each grade and room enrollment should not exceed thirty or thirty-five.

High school class enrollment should not exceed thirty students and no teacher in the high school should be required to teach more than six classes a day.

DUTIES OF NORMAL-TRAINING TEACHER

Teach the classes in Psychology, School Management and Methods.

Teach not more than five classes a day, and aside from the professional subjects, insofar as possible, teach the review subjects.

Have a genuine interest in rural school work, and keep in touch, so far as possible, with the Normal Training graduates who are teaching.

Give one period a day to Normal Training conferences, and laboratory period in Methods.

Co-operate with:

- a. The county superintendent with regard to observation work, and practice teaching in the rural schools.
- b. The teacher of the rural practice school.
- c. The high school principal or superintendent, at all times, regarding the policies, plans and activities of the department.
- d. The other high school teachers and the grade teachers. The Normal Training teacher must work with these teachers and it is important that she have their co-operation and good will.

Explain the Normal Training course to the students so thoroughly that there will be no misunderstanding on the part of the students as to what they must take to complete the Normal Training course. Some schools have allowed their students to graduate without having taken all the necessary courses for the completion of the certificate record.

NORMAL TRAINING COURSE

Number of Students. At least ten students including juniors and seniors, must be enrolled in the normal training course regularly as outlined for the eleventh and twelfth grades. Not less than ten students should enter each regular normal training examination or file high school grades which may be credited to the normal training certificate records. It is desirable that a normal training class show quality rather than quantity.

Regular Time to Enter Course. Students enter the regular normal training course at the beginning of the eleventh grade. Students should not be admitted late unless they expect to finish the course by doing post-graduate work.

Admission of Students to the Normal Training Course. Great care should be used in admitting students to the normal training course. Since there are more than enough rural teachers to supply the demand, it should be the desire of the normal training high schools to have quality rather than quantity in the normal training department. If every normal training graduate is a credit to the school it will be the best recommendation for this department of your school that you can have.

A student entering the normal training course in the junior year should have an average grade of 80 per cent in all high school subjects. Only those desiring to teach and who have personalities adapted to teaching should be admitted to the course. Students who have physical disabilities which would render them unfit to appear before little children, should not be admitted to the course.

General Fitness Grade. Students who are unfit to teach because of lack of personality, lack of interest, poor scholarship, or physical disabilities should not be admitted to the course. The general fitness grade is for the purpose of eliminating students who after entering the course prove themselves to be unfit. The superintendent, normal training teacher, and county superintendent, should co-operate in giving these grades, and if it is their co-operative judgment that a student is not fit to teach, a

grade below 75 per cent should be given and the attention of the department of public instruction called to this grade.

Enrollment Cards Signed. Each student should fill out in ink and sign an enrollment card upon entering the course. Applicants must be approved by the normal training teacher and city superintendent and the enrollment cards signed by them.

If student changes high schools or has entered your high school from another normal training high school, it should be so noted on the enrollment card.

Dropping Course. Students wishing to drop the normal training course should request permission to do so from the department of public instruction through their city superintendent.

Course of Study. During the high school course a student must pursue the following subjects for the time set opposite each. Unless the particular year of the course in which a subject to be offered is specified it may be placed in any grade in the high school.

1. Psychology—First semester 11th grade.
2. School Management—Second semester 11th grade.
3. Methods—Both semesters 12th grade (double period).
4. Arithmetic—One semester 11th or 12th grade.
5. Geography (Political)—One semester.
6. Physiology—One semester.
7. Grammar—One semester 11th or 12th grade.
8. History (U. S.) (American History and Government)—Two semesters 11th or 12th grade.
9. Civics (Including Constitution and Government)—One semester 11th or 12th grade.
10. Economics—One semester 11th or 12th grade.
11. Physics—Two semesters 11th or 12th grade.
12. Algebra—Two semesters.
13. Agriculture—One semester, three periods of forty minutes and two periods of eighty minutes per week.
14. Home Economics—Girls—(Two semesters under a qualified teacher exempts a student from the examination in this subject. See qualification for teacher of Home Economics on page 11).
15. Manual Training—Boys—(Two semesters under a qualified teacher exempts a student from the examination in this subject. See qualifications for teacher of Manual Training on page 11).
16. Music—One Semester—two forty-minute periods a week.
17. Physical Education—One semester.

In some schools it is found to be advantageous to alternate Agriculture and Music. Agriculture may be offered one semester any year of the course for all normal training students and normal training music offered the next year for one semester for all normal training students.

Meaning of a semester's work—Five periods per week for a period of eighteen weeks, a lesson period being at least forty minutes.

Suggestive Course of Study. The following course of study is suggested for those taking normal training:

NINTH GRADE

FIRST SEMESTER	SECOND SEMESTER
English	English
Algebra	Algebra
Home Economics or Manual Training	Home Economics or Manual Training
Elective	Elective
Physical Education twice a week	Physical Education twice a week

TENTH GRADE

FIRST SEMESTER	SECOND SEMESTER
English	English
Geometry	Geometry
Modern History	Modern History
Music twice and Public Speaking three times a week	Agriculture
Physical Education	Physical Education

ELEVENTH GRADE

FIRST SEMESTER	SECOND SEMESTER
English	English
American History	American History
Economics	Civics
Psychology	Rural Education and School Management
Physical Education	Physical Education

TWELFTH GRADE

FIRST SEMESTER	SECOND SEMESTER
Methods (2 periods)	Methods (2 periods)
Physics	Physics
Grammar	Geography
Arithmetic	Physiology

Number of Subjects Carried by Normal Training Students. As a rule normal training students should not carry more than four subjects. However, if a student during the previous semester has made an average of 90 per cent or above in all subjects carried, and if the superintendent or principal, and normal training critic feel that such student will be able to carry five subjects creditably, permission for carrying five subjects is hereby granted. If said student has not a high standing in work previously done, only four subjects should be carried, in which case return to high school for another semester of work may be necessary. More than five subjects must not be pursued by normal training students.

Course of Study for Post-Graduate Students. The post-graduate student should be able to complete the normal training course in one year. The following is the course which should be pursued by post-graduate students:

FIRST SEMESTER	SECOND SEMESTER
Psychology	School Management
Methods	Methods
Grammar	Civics
Arithmetic	Geography
American History	American History

The normal training examinations are required in each of the above listed subjects and the average between the examination grade and the high school grade placed on the certificate. Post-graduate students are allowed their high school grades as certificate grades in all other certificate subjects whether pursued in a normal training high school or not. However, if a student does not have a high school grade in one or more certificate subjects the examination is required in such subject or subjects as there must be a grade for the certificate.

Students from Other High Schools. Students from other high schools entering the regular two-year normal training course will be required to pursue the following subjects in the Normal Training High School:

Psychology	1 semester
School Management	1 semester
Methods	2 semesters
Grammar	1 semester
Civics (including Government and Constitution)	1 semester
American History	2 semesters

Students who have pursued Algebra, Economics, Physics, Political Geography, Arithmetic, Physiology and Hygiene in approved high schools not maintaining normal training departments are not required to repeat these subjects in the normal training high schools. Grades in these subjects from non-normal training approved schools are accepted in lieu of grades made in these subjects in a normal training high school.

Home Economics, Manual Training, Physical Education, Agriculture, and Music must be pursued in a normal training high school under properly qualified teachers or the examinations taken in these subjects. (See qualifications of vocational teachers in this bulletin.)

Laboratory Period for Methods. A double period should be given to Methods two or three times a week for the purpose of having the students do the educative seat work, and hand work which is necessary for the rural teacher to master. It is suggested that three days a week this period be used as a laboratory period and the other two days as a conference period for the teacher and normal training students.

Observation and Practice Teaching. Several plans seem to be in use in the state for giving a chance to normal training students to observe teaching and to do practice teaching. The following plan seems to have been worked quite satisfactorily and we are encouraging it wherever possible: Through the co-operation of the county superintendent and the city school board a rural school close enough to the city to be accessible to the normal training students is chosen as a rural practice school. It is necessary that this school have an expert rural teacher. It is suggested that the rural district and the school board decide upon the

salary for the rural teacher. A little of the state aid money could be advantageously spent for this purpose.

Such a plan would fix responsibility with the rural teacher for taking charge at any time of the normal training students when they are sent to the school by the normal training teacher. This always gives the students a chance to observe good teaching and to teach under the supervision of a good rural teacher. We believe that much could be done to further the work of training rural teachers through the establishment of such a practice school.

If such arrangements as are above suggested cannot be made this year, we trust that you will be giving the plan consideration for the next school year and in the meantime that you will arrange with the county superintendent for having your students get some real help from their observation and practice teaching this year.

At least one week should be given each student in observation and practice teaching. Some schools find it advantageous to encourage their students to observe rural schools during the week of holiday vacation. Usually some rural schools are in session during the time that the high school is having vacation and many of the students are glad to take this opportunity of observing rural teaching. Some city schools have a week of vacation in the spring. This arrangement also may give some students a chance to get into the rural schools. All arrangements for such observation should be made with the county superintendent.

Co-operation with County Superintendent. It is necessary that there be close co-operation between the normal training department and the county superintendent. Especially should there be this co-operation if there is no practice school connected with the normal training department. The county superintendent knows which schools are the best schools for the normal training students to visit and can best make arrangements with the rural teachers for the observation and practice teaching work. It is well to plan this work early in the fall for the seniors. The juniors may very profitably do some observation during the second semester while they are taking School Management.

Some schools in co-operation with the county superintendent work out a plan whereby each normal training student spends one week in some rural school. The student boards in the district. On Monday she observes all work and gets the assignments for Tuesday; on Tuesday she teaches a few classes; on Wednesday she teaches half a day and observes the other half and on Thursday and Friday she teaches all day.

Co-operation Between the Normal Training Department and the Other High School Teachers. Co-operation between the normal training department and the teachers of the high school is very important. The normal training course in the senior year should be so arranged that students will be absent as little as possible from other classes while doing observation and practice teaching work. It is possible to arrange the schedule of the normal training students so that they will not miss tests and examinations in other courses, because of their normal training work.

Co-operation Between the Normal Training Department and the Grade Teachers. Close co-operation between the normal training department

and the grade teachers is necessary. It is essential that the interest and sympathy of the grade teachers with regard to the normal training work be enlisted and an effort made to be helpful to these teachers. In return the grade teachers ought to be willing to have the normal training students do some teaching for them and to give them all the help they can.

SUGGESTIVE OUTLINE FOR STUDENTS TO FOLLOW WHEN OBSERVING TEACHING

Name of School Observed.....Date.....

- I. Physical Surroundings:
 - Equipment for sanitation.
 - Equipment for play.
 - Toilets—kind and condition.
 - Heating.
 - Ventilation.
 - Lighting.
 - Desks—kind and condition.
 - Supplementary books and library.
- II. Supervision of Playground:
 - How?
 - Do pupils play in one group or more?
 - Does the teacher teach new games?
 - Do pupils suggest games?
 - List of games played.
- III. Supervision of Noon Lunch and Intermission:
 - Is it orderly?
 - Do pupils eat on own desks?
 - Hot dish served?
 - If so, how are provisions secured?
 - Describe routine used.
 - Comments.
- IV. Supervision of Seat Work:
 - What was assigned for primary grades?
 - Standards for good seat work.
 - How related to other subjects?
 - Estimate of value.
 - Ease of handling by teacher and pupil.
- V. Discipline:
 - Rules and regulations used to establish routine.
 - How were cases of discipline handled?
 - To what did good or poor discipline seem due?
 - Relation of routine and management details to discipline.
- VI. Opening Exercises:
 - Type?
 - Length?
 - Value?

VII. Program:

No. of classes daily.

No. grades.

Comments on program.

VIII. The Lesson:

Assignments:

Carefully made?

How made?

When made?

How were difficulties anticipated and cared for?

What explanations or suggestions for study were given?

Recitation:

Types of questions asked.

Two examples of good questions asked.

Two examples of weak questions asked.

Did the pupils participate?

Did the teacher talk too much?

IX. The Study Period:

What plans were used for teaching effective study habits?

Did students waste time?

X. Closing:

How was day closed?

How long does teacher usually remain after school?

What does she do during that time?

XI. Reading:

Primary Reading:

Oral:

Did pupils read by thought units?

How was wordy reading overcome?

Had the mechanics of reading been mastered?

Had oral reading skills been developed?

Silent:

How managed?

Did the silent reading have an aim?

Had silent reading skills been developed?

Upper Grade Reading:

Oral or silent?

How was it made interesting?

Did pupils keep note books?

Did pupils understand what they read?

Were phonics taught? Did the phonics function?

Was the reading in general good or poor?

What diagnostic and remedial work would you suggest? Give reasons for your answer.

Was there a definite program of work type reading?

Of recreational reading?

Did the pupils enjoy reading?

XII. Arithmetic:

Beginning:

- How conducted?
- Was material crucial?
- How motivated?

Upper grades:

- Nature of assistance given in solving problems?
- Was class time properly spent?
- How was new work assigned?
- How was study supervised?
- How were difficulties cleared up?
- Were classes combined for supervised work?
- Is diagnostic and remedial work needed?

XIII. Language:

- Primary language taught?
- Nature of the work?
- How were language errors dealt with?
- Kind of assignments in grammar?
- Were life situations considered?

XIV. Social Studies:

Geography:

- How motivated?
- Was rational or place geography taught?
- Nature of questions asked?
- Were problems raised?
- What problems might have been raised?
- Did pupils know how to study their geography lessons?

History:

- Did it seem real to the pupils?
- Did the pupils study effectively?
- Were problems raised?
- Were questions asked?
- Was the topical recitation plan used?
- Were current events correlated?

Citizenship:

- Were the pupils interested?
- Was it taught in all grades?
- Nature of the lessons?
- Did pupils seem to be putting what was taught into practice?
- Was the material taught practical?

XV. Spelling:

- Sources of material?
- Plan used?
- Were pupils taught best way to learn to spell a word?
- Were spelling notebooks kept for misspelled words?
- Were words adapted to age and grade of pupils?
- How were errors treated?
- Were tests given?

- XVI. Penmanship:
 Were results secured? If not, why not?
 If so, what are outstanding points?
- XVII. General Lessons:
 Taught?
 What grades?
 What subjects?
 Comments.
- XVIII. Any special comment you have or any point you wish to remember?
- XIX. If you could change one thing in the school in order to make an improvement, what would it be?

The following outline to be filled out by the teacher under whom practice teaching is done may be found quite helpful to the normal training teacher:

CONSTRUCTIVE SUGGESTIONS AND CRITICISMS FOR NORMAL TRAINING PRACTICE TEACHING

To Classroom Teacher:

Kindly fill out one of these sheets for each Normal Training student who teaches in your room.

.....
 Student's Name:.....Date:.....
 Subject Taught:.....Length of Period:.....

- I. Preparation: (Underscore appropriate word.)
1. Aim of lesson: Clear, Vague, Lacking.
 2. Plan of lesson: Excellent, Good, Fair, Poor.
 3. Mastery of subject matter: Good, Excellent, Fair, Poor.
 4. Originality shown: Strong, Medium, Weak.
- II. Recitation:
1. Skill in questioning: Excellent, Good, Fair, Poor.
 2. Skill in illustrating: Excellent, Good, Fair, Poor.
 3. Power to interest pupils: Excellent, Good, Fair, Poor.
 4. Execution of lesson as planned: Excellent, Good, Fair, Poor.
 5. Economy in time distribution: Excellent, Good, Fair, Poor.
 6. Attention and response of class: Excellent, Good, Fair, Poor.
 7. Real progress and results: Excellent, Good, Fair, Poor.
- III. Assignment: Excellent, Good, Fair, Poor.
- IV. Ability to Manage Class: Excellent, Good, Fair, Poor.
- V. Personal Fitness for Teaching:
- | | |
|-----------------------|----------------------|
| 1. Appearance | 2. Energy |
| 3. Self-control | 4. Neatness |
| 5. Voice | 6. Enunciation |
| 7. Language | 8. Poise |
| 9. Initiative | 10. Enthusiasm |

- VI. General Rating: Excellent, Good, Fair, Poor.
VII. Additional Criticisms or Suggestions:

.....
.....
.....
.....

Teacher's Signature,

.....

THE PROFESSIONAL SUBJECTS

Psychology. Psychology should be thought of as affording the means through which we arrive at a better understanding of our own lives and the lives of those about us, and should not be considered a subject to be committed to memory. Its purpose for teachers should be to intelligently direct themselves, and to guide others more successfully.

Psychology is not an abstract subject but a laboratory study—with the laboratory always within us, or around about us. Psychology deals with life, life as we live it in each day's work or play.

What the high school normal training students need is psychology without needless technicalities, disentwined from all irrelevant supposition and theorizing, and bound as closely as possible with school room situations. It should deal with the behavior of children of school age and equip the normal training students with such information concerning human beings as is indispensable for understanding something of the nature of child behavior.

The text-book in psychology should be a kind of laboratory guide in the great world of mind. It should be thoroughly mastered and its statements verified by reference to the student's own experience and observation of others. Psychology is not a static subject. New discoveries are constantly being made in this field.

The students may be taught, through a study of the laws of learning, more effective use of their own minds and more skillful teaching or directing of the minds of others. It is reasonable to believe that if normal training students learn that concentration, self-dependence, will-power, memory, originality in thinking, and reading are important elements in effective study, and if they also learn when and where to study, the use of a schedule, to plan their work, and something with regard to methods, and attitudes in study, they will be better students, and will also insist upon their pupils learning how to study.

The necessity of applying the laws of learning should be a strategic outcome of the psychology course. Students who become teachers should learn to apply the laws of readiness, effect, and exercise in order to do effective teaching.

One of the most important facts which should be taught to normal training high school students through psychology is that there are individual differences in children, and that it is these differences which constitute the teachers' problem. Students must be so trained that they will recognize their problem cases in the schoolroom, that they will be

able to diagnose each case, and finally that they will know what remedial measures to apply.

Psychology should be one of the most fascinating and helpful of studies; it should make better students and teachers, give better self mastery, result in a larger sympathy and charity for others, and give prospective teachers a better understanding of child life and behavior.

School Management. In rural school management the initial step is to understand the problems peculiar to rural life and to have an appreciation of the worth of the people of the farm communities. For this reason it is felt that the first six weeks of the study of school management might profitably be a background study of rural life and education.

Some normal training students have never attended a rural school and have no background of actual experience against which to project the discussions upon problems of management. In such cases one of the largest problems in teaching school management is the matter of securing an adequate understanding of rural life, rural problems, the rural type of school organization, and the place of the country school in farm life.

In order to cover adequately the field of School Management it is well to map out a definite program of study. The normal training teacher will decide upon the amount of time to devote to each of the divisions of the subject. Some such division as the following might be used:

1. Management of the Room.
2. Management of the Class.
3. Management of the Playground.
4. The Teacher—Her qualifications and her relation to the pupils and community.

For the purpose of acquainting the students with as much concrete data as possible concerning the schools in the county where they will teach, it is suggested that the normal training teacher and students gather some concrete data concerning the schools of the county.

The following outline is suggestive of data which may be collected and used in connection with the study of Rural Education and School Management:

- I. Map of the county, showing location of schools. This study will enable the students to appreciate the isolation of rural pupils and the distances which they must travel in getting to school.
- II. Information concerning one rural school in the county for which each student in the class is responsible:
 - A. Number and name of district.
 - B. Kind of district (independent or subdistrict).
 - C. Enrollment:
 1. Boys:
 - a. Number.
 - b. Range of ages.
 - c. Classification by grades.
 2. Girls:
 - a. Number.
 - b. Range of ages.
 - c. Classification by grades.

3. Grades which are combined and other methods for reducing classes.
- D. Daily program.
- E. Playground, size, condition:
 1. Playground equipment.
- F. School house:
 1. Kind and size.
 2. Interior arrangement and equipment:
 - a. Cloak rooms.
 - b. Heating apparatus, kind and arrangement.
 - c. Lighting—number of windows, condition of shades.
 - d. Seats, kind and arrangement.
 - e. Floors, kind and condition.
 - f. Blackboard, amount and kind.
 - g. Library, size and condition.
- G. Toilets, kind, location and condition.
- H. Clerical material:
 1. School register, condition.
 2. Report cards—sample.
 3. Reports to be made out to county superintendent and school secretary—sample.
 4. Plan book—kind.
- I. Course of study used in the county.

If the material and data collected are then carefully studied, students will become acquainted to some extent with actual school conditions and the principles of management can be discussed in the light of their application to the solution of the problems that the students see will exist in these real schools.

Methods. The course in Methods, which is a year course, is designed to give during the senior year the technique for teaching each of the branches which the rural teacher will be called upon to teach.

It is the duty of the normal training teacher to make the problems of teaching real to the students, motivate the study of the problems so that the students enter upon their solution purposefully and whole-heartedly, and to lead them to see and understand the problems of teaching in their practical rather than in their theoretical relations.

It is not possible to give each student the methods which we know will be successful for teaching each of the common branches. The students must be brought to understand that they are being given the methods which have brought the best results to the greatest number of teachers, and that it will be necessary for them to adapt the use of these methods to their particular schools. It should be impressed upon their minds, however, that it is important that they have definite plans made for the teaching of each of the common branches, and that they follow these plans until they find better methods which are adapted to their particular pupils. The efficient teacher is constantly seeking to learn and to make use of the methods which present day research and investigation are revealing as accomplishing results.

Since methods is a year course it is suggested that the time allotted

to the study of the technique of teaching the common branches might be apportioned in the following manner:

Reading and Phonics.....6 weeks	Spelling2 weeks
Language and Grammar...4 weeks	Writing1 week
Arithmetic and Numbers..3 weeks	Citizenship and Civics.....3 weeks
History3 weeks	Nature Study and Agri-
Geography3 weeks	culture3 weeks
Physiology and Hygiene...2 weeks	Domestic Science and
Music2 weeks	Manual Training4 weeks

Each normal training library should be supplied with a set of the books in all subjects used in the rural schools of the county. If there is a printed course of study for the rural schools of the county it should be in the hands of *each* of the normal training students as part of her equipment in methods.

Each normal training room should be supplied with the reading chart and flash cards, used in the county. It has been discovered that most normal training students know nothing about phonics when they enter the course. This makes it necessary that they be taught phonics and that they come to understand thoroughly the system used in the rural schools of the county. They must be brought to see the value of phonics to the children or this phase of teaching will be neglected.

Each normal training student should be encouraged to collect material during her course in methods which will be of help to her in teaching each of the common branches. Much free material in all subjects is available.

It has been found helpful to at times have a student assign, prepare, and teach a lesson in some particular grade. The rest of the students act as her class of pupils and after the lesson as the critics of the lesson taught.

The laboratory period in methods is for the purpose of giving the senior normal training students a chance to do the educative seat work and hand work which is so necessary for all rural teachers to master. This work should be carefully supervised by the normal training teacher but the students should be encouraged to use their initiative in working out projects. Training should also be given the students in displaying their work on the walls of the normal training room after completing it. Some rural school rooms look poorly decorated because the teacher does not know how to display properly the work done by the pupils.

EXAMINATIONS

Subjects Grouped for Certification. The normal training subjects grouped for purposes of certification are as follows:

GROUP I. Penmanship, Spelling, and Government and Constitution.

Every student must write the examination in Penmanship, Spelling, and Government and Constitution and stand on the examination grade alone in these subjects. Penmanship and Spelling need not be pursued in high school. Government and Constitution is studied as a part of the

course in Civics, but a separate examination in it is given in order to meet legal requirements.

High school grades in these subjects are not accepted.

Spelling examination—Until further notice is given the spelling examination will be composed of 100 words chosen from Circular No. 1, Spelling Bulletin for normal training students.

Penmanship examination manuscripts—The manuscripts in Penmanship are graded for speed and quality of writing, according to standardized scales in handwriting (students should be familiar with such as Ayer's and Thorndike's scales for handwriting).

GROUP II. Examinations are required in each of the following subjects, and the grades averaged with the high school grades in these subjects:

Psychology.

School Management (including Rural Education).

Methods (at end of 36 weeks).

Civics.

Grammar.

GROUP III. Examination in only two subjects will be required. The department of public instruction will designate the two subjects in which the examination may be written immediately preceding each regular normal training examination.

Students must have a high school grade in each of the subjects in this group, and must have pursued the subjects designated for an examination, in high school, and have received high school credit in them before writing the examinations. As soon as the examinations in two designated subjects from this group have been passed, the rest of the high school grades of the group are placed on the certificate as certificate grades.

The subjects included in this group are:

Arithmetic

Geography

Physiology

United States History

Economics

Physics

Algebra

At the close of the junior and senior years all normal training high school grades earned by students should be entered on the transcript whether the students take the examinations or not.

Administration of records makes it necessary to have all grades indicated in figures. No high school grade below 75 per cent can be accepted by the department of public instruction.

GROUP IV. The vocational subjects:

Agriculture

Domestic Science

Manual Training

In this same group are placed Physical Training and Music.

In view of the fact that for several years teachers of these subjects have been required to meet certain qualifications it is expected that by this time all normal training schools should be able to secure properly qualified teachers for these subjects. Such will exempt the students from

writing the examination in these subjects, and their high school grades in the same will be placed on their certificates.

However, if reports show that teachers not qualified are handling these subjects, the normal training students will be required to write the examinations and to stand on their examination grades alone. Schools not meeting the requirements will be notified to the effect that their students are not exempt from these examinations while those who are exempt will receive no notice.

Regular Normal Training Examination—Dates—Place—Conductor. "On the third Friday in January and on the Wednesday and Thursday immediately preceding and on the third Friday in May and the Wednesday and Thursday immediately preceding, each year, in each high school, and private and denominational school, approved under this chapter, an examination for graduation from the normal course shall be conducted under such rules as the state board of examiners shall prescribe, but the county superintendent of the county in which an approved high school, and private or denominational school may be located shall be designated as the conductor of said examination."

When more than one normal training high school is located in a county, the county superintendent shall secure such assistance as is necessary; but no one connected with the high school shall conduct the examination in that high school. The conductor shall be instructed to make no explanation of or comment upon the questions or their meaning.

Eligibility to Write—First Trial—

1. A student must be enrolled according to the instructions.
2. The work must have been pursued in the specified grade and for the required length of time. The particular dates of the January or May examination will not bar students who are taking the work in the current semester.
3. The city superintendent certifies eligibility to the county superintendent.
4. First trials are allowable in January and May only. Students may enter the examination at any time to write the subjects in Group III pursued in other than a normal training high school.

Eligibility to Write—Second Trial—

1. In cases of failure, applicant is eligible to rewrite such subjects in January or May.
2. If records will otherwise be complete, applicant may enter second trials in July.

Eligibility to Write July Examinations—

1. Candidates for a certificate of graduation who have failed in one or more subjects are eligible to enter the July examination to complete certificate record.
2. Students who have another year in high school are not eligible to enter the July examination.
3. In case of a senior being prevented from writing the examinations in May because of illness or for some other good reason permission for completing the certificate record in July may be obtained by writing to the department.

4. The holder of a normal training certificate may write in July to raise grades.

Eligibility to Enter Normal Examinations Ceases. Eligibility to enter the normal training high school examination to complete certificate record ceases after one year from date of last examination entered.

July Examinations—Time—Place—Questions. The July high school normal training examination must be conducted at the same time and place as the regular uniform county teachers' examination. They are distinct and separate examinations and pupils are not allowed to write in both, even though separate papers and the extra fee are submitted.

July Examinations—Where to Write. Normal training students may write in any county in the state, but they should, where possible, write in the county where their high school is located. If the applicant is writing in another county, notation should be made on the grade sheet to this effect, in order that all grades may be properly recorded.

Examination Fees—

1. Upon entering the normal training examination for the first time each applicant is required to pay a fee of one dollar. This fee entitles the applicant to take the examination *once in each subject*. This applies to applicants who have paid a fee and transferred to another county.

2. A fee of one dollar is charged for each examination (January, May) in which retrial subjects are written.

(NOTE: A candidate may enter an examination to rewrite one or more than one subject for the same fee of one dollar.)

3. All applicants entering the July normal training examination must pay a fee of one dollar.

A fee should not be collected unless the student enters the examination. If a fee is sent to the office of the state superintendent of public instruction it cannot be refunded. The county superintendent will be responsible for such fees collected.

Eligibility Report. The city superintendent should file with the county superintendent an eligibility for each student entering the normal training examination. This report is the county superintendent's only means of knowing what students are properly enrolled in the normal training course, and what subjects each student is eligible to write.

Preliminary. The preliminary blank (Form C) is to be filled out by the student on entering the examination. The county superintendent should give whatever assistance is necessary, in filling out the preliminary in order that it may be fully and accurately made out. The county superintendent should examine each preliminary carefully before sending it to the department of public instruction in order to know that the blank is correctly made out, especially as to the examination number and the date the examination fee was paid.

The county superintendent should also be sure to sign all preliminary blanks.

Assigning Numbers for January and May Examinations. The numbers used in the normal training examination have no connection whatever

with the number used in the regular teachers' examination, and the series should be entirely separate.

A student on entering the normal training examination for the first time will be assigned a number by the county superintendent and the student will hold this same number at all subsequent regular examinations (January and May), unless he should change to another high school, when a new number shall be assigned.

When more than one examination is held in a county at the same time, the numbers used in each place shall be distinguished as follows:

First place—1, 2, 3, etc.

Second place—1a, 2a, 3a, etc.

Third place—1b, 2b, 3b, etc.,

according to the number of examinations held in the county at the same time; but the same system should be used at each subsequent examination.

In the first examination in a high school the numbering should begin with 1, 1-a, 1-b, 1-c, etc., according to the system used in that high school; but in a high school where a letter is added to the number, care should be taken to see that the same letter is added at all subsequent examinations for that high school.

Assigning Numbers for the July Examination. To avoid the possibility of two candidates in the July examination having the same number, the candidates in the July high school normal training examination shall be numbered just as they would be were they entering the July uniform county teachers' examination without regard to any number that may have been assigned in some previous January or May high school normal training examination.

To facilitate handling records all July preliminaries and question lists for normal training applicants will be on colored paper.

Daily Program for Examinations. The law specifies that the examination shall be held on three days. The examination in any subject may not be written at any other time than the half day in which it appears on the program. The time in any half day may be divided to suit the convenience of the applicants.

With the consent of the county superintendent applicants may apportion the time among the subjects scheduled for that half-day session, but applicants who write but a part of the subjects scheduled for a half day must present themselves at the hour such subjects are to be given.

Schedule of Examination—

Wednesday, 1:00 P. M.:

Preliminary.

Psychology.

School Management.

Grammar.

Thursday, 9:00 A. M.:

Civics.

Methods.

Orthography.

Music.

Penmanship.

TRAVELING LIBRARY
STATE OF IOWA

Thursday, 1:00 P. M.:

- (a) Subjects to be designated.
- (b) Any subject in Group III in which student has failed in previous examinations.
- (c) Any individual who holds a normal training high school certificate may write in Group III to raise grades.
- (d) Government and Constitution.

Friday, 9:00 A. M.:

Agriculture.
Manual Training (boys).
Home Economics (girls).
Physical Education.

Student's Report of Examinations. During the examination each student shall keep a record of the examinations actually written and of the normal training high school grades to which he is entitled. This report shall be made out on the Student's Report of the Examination (Form G) to be supplied by the county superintendent.

At the close of the examination the county superintendent shall file the Student's Report of Examination blanks with the city superintendent, who, from these reports, will know what subjects each student actually wrote, the examination number used by each student, and other information that is necessary for the city superintendent to have, if he is to fill out the transcript of high school record correctly.

Conduct in Examination. Proper care should be taken on the part of the conductor of the examination to see that help is neither given nor received by those taking the examination. Students should be so distributed about the room, and observed by the conductor as to remove any possibility of giving or receiving aid.

An applicant who seeks either to receive or to give aid by any form of communication, shall be dismissed by the conductor and his papers shall be removed. The county superintendent shall, in his returns to the state superintendent, report all such cases and the action taken by him in each case.

Examination Papers. All examination papers are to be written in ink. Each sheet must bear the name of the county, the name of the high school (town), the subject, the date and the student's examination number, but not the student's name.

All written examination manuscripts, except Management, shall be sent to the superintendent of public instruction, and shall be graded under the direction of the board of examiners. The School Management papers are graded by the county superintendent immediately after examination and the grades entered on the grade sheet. All grades are based upon the scale of one hundred per cent.

REPORTS

Reports from County Superintendent. (a) Three copies of the grade sheet (Form D) are to be filled out by the county superintendent at the close of each high school normal training examination, and mailed to the

department of public instruction within five days after the close of the examination. Directions for filling out the grade sheet are found on the back of the blank. These directions should be carefully read before the blank is filled out.

Too much stress cannot be placed upon the importance of making a complete grade sheet, as this will hasten returns and prevent *many errors*.

The law specifically provides that the county superintendent should have sufficient assistance at the time of the examination to enable him to conduct the examination properly and prepare all papers to be sent to the state department of public instruction promptly.

After the grade sheets have been filled out as directed on the back of the sheet, the county superintendent should forward them by mail to the superintendent of public instruction promptly at the close of the examination.

(b) The preliminary blanks, eligibility reports, and the answer papers in each subject, except Management, should be arranged in consecutive order according to examination number and sealed separately in heavy envelopes for each school in the county, then wrapped in one package and expressed prepaid to the department of public instruction immediately after the close of each examination.

The outside of each envelope should show the following:

Name of county and high school.

The subject.

The number of answer papers.

The number of preliminaries.

The number of eligibility sheets.

REPORTS FROM THE HIGH SCHOOLS

Enrollment Cards. Should be filed with the department of public instruction not later than October 1st. Each card should be signed by the superintendent of the school and the normal training teacher.

Care should be taken to have students give the correct year of birth on these cards, as incorrect dates cause trouble over the issuance of certificates.

Classification Reports. Classification reports correctly checked should be filed with the department of public instruction not later than October 1st for the first semester, and second semester classification reports at the beginning of the second semester.

Teacher's Report Cards. Teacher's report cards with all necessary blanks filled should be filed by October 1st.

Final Semester Reports. Final semester reports should be filed promptly at the close of each semester. Failure on the part of one school to file this report causes the delay in sending of state aid to all schools in the state. Duplicate copies of this report are sent to each school, and only one copy properly signed should be returned; the other being for the school records.

High School Transcript. The city superintendent shall fill out and file with the department of public instruction one copy of the transcript of

high school records (Form E) at the close of each semester. The January transcripts should be filed not later than five days after the close of the first semester, and the May transcript not later than three days after the close of the school year. Full directions for filling out the transcript are found on the back of the blank.

The high school grades should be given in only such subjects as are actually completed by the student at the time the transcript is filled. The high school grade and the year and number of weeks the subject was pursued must be given. Eighteen-week subjects should be entered at the close of the eighteen weeks, and thirty-six-week subjects at the close of thirty-six weeks. Grades which are omitted should be entered on the following semester's transcript instead of by letter and notation made when the grades were earned. Grades cannot be credited until the year and number of weeks are given.

High school grades cannot be accepted unless certified by the city superintendents. Grades so certified cannot be changed. The first grade in any subject reported to us is the one which will be given credit.

Take time to check grades carefully. Errors can be detected by going over transcript data with students before sending it in to the state department.

Keep grade sheet and transcript of grades on file to refer to before students enter examination. Instruct students in regard to subjects in which to write.

No erasures or corrections should be made on duplicate grade sheets sent to the county and city superintendent unless authorized by the state department of public instruction. All reports should be signed before being sent to the department of public instruction.

Returns of Examination. A duplicate copy of grade sheets for all normal training high schools in the county will be sent to the county superintendent after each examination.

The duplicate copy of grade sheets for the city superintendent and the individual student reports will be sent direct to the city superintendent after the January examination.

The duplicate copies of the grade sheets for the city superintendent and the individual student reports will be sent to the county superintendent after the May and July examinations. He should forward the grade sheet to the city superintendent and the individual reports to the students.

The original grade sheet and transcript of high school record will be filed in the office of the department of public instruction.

All normal training certificates are sent to the county superintendent.

CERTIFICATION OF STUDENTS

Graduation from High School Required. A high school normal training certificate will not be issued to a student before graduation from high school.

Age Requirement. A certificate will be issued after graduation from high school and upon student's eighteenth birthday if this comes after

graduation. A certificate cannot be issued to any applicant before she reaches her eighteenth birthday. No exceptions can be made. Please explain this to the students and do not ask for exceptions.

Average Required. The general average required for a regular high school normal training certificate is eighty per cent, with no subject below seventy-five per cent.

A certificate cannot be issued if the general fitness grade is below seventy-five per cent.

Nature of Certificate Issued. A high school normal training certificate will first be issued for a term of two years. Renewals for a period of three years will be granted under the same regulations that apply to first grade uniform county certificates.

Writing to Raise Grades.

1. No person should write in any subject to raise a passing grade until such a person has obtained a normal training high school certificate.

2. An applicant may enter any January or May normal training high school examination or the July examination to raise grades, if necessary to raise the general average to eighty per cent. A fee of one dollar is charged.

3. The holder of a regular normal training high school certificate may enter any January or May normal training high school examination to raise grades. The examination grade alone will be credited at such an examination. A fee of one dollar is charged.

Grades Not Transferable. Grades earned in a high school normal training examination cannot be transferred or credited to a regular uniform county teachers' examination. Nor can grades in a regular uniform county teachers' examination be credited to a normal training certificate record.

Summer School Credits. Summer school credits cannot be transferred to the normal training records. The department of public instruction can accept only high school grades as records for certificate credits.

NORMAL TRAINING CLUB SUGGESTIONS

A *Normal Training Club* is quite helpful as it gives the normal training students a chance to get some things which might otherwise be neglected.

Meeting. Held once a month or twice a month.

Officers. The usual officers of any club. If chosen each semester more students are given a chance for training. To have heads of committees appointed by the president or selected by the group also gives more chance for activity on part of all members. These committees may be, hostess, program, social and others. If each meeting is divided into three parts (business, program and social) more students are given a chance to participate at each meeting.

Suggestions for Programs.

1. Talks by school officials:

- a.* County superintendent.
 - b.* County school nurse.
 - c.* City school nurse.
 - d.* City school superintendent.
2. Talks by other school people:
 - a.* High school teachers on the teaching of Art, Home Economics, Music, Manual Training, Physical Training, etc., in the rural schools.
 - b.* Grade teachers of the system on methods for teaching the different subjects.
 - c.* Normal training graduates who are now teaching.
3. Talks by others interested in school:
 - a.* Y. W. C. A. secretary and Y. M. C. A. secretary.
 - b.* County agent.
 - c.* City librarian.
 - d.* Prominent banker on thrift and investments.
 - e.* Fire marshal on fire prevention and waste caused by fires.
 - f.* City marshal or other official on "Safety First."
 - g.* Some city official on citizenship duties, e. g., protection of public buildings and other properties.
4. Special programs:
 - a.* Rural school programs prepared and given by members of the club.
 - b.* Short plays put on occasionally by the club will give good training to the students.
 - c.* Special programs for special days, e. g., a valentine program and box with valentines made by the students.
 - d.* Program prepared especially for the mothers and all the mothers of the normal training students invited. This gives a chance for the normal training teacher to become acquainted with the mothers and establishes a closer bond of sympathy between the community and the normal training work.
5. School activities program:
 - a.* Construction of educative seat work by the students.
 - b.* A review of certain articles from educational magazines (normal instructor and primary plans, primary education and others), by members of the club, followed by a discussion of the review.
6. The social part of the program might be made up of plays and games for rural pupils:
 - a.* Indoor games for rainy days.
 - b.* Playground games.

LIST OF PROFESSIONAL BOOKS FOR NORMAL TRAINING LIBRARIES

The following tentative list of professional books has been compiled for convenience in selecting library books each year for the normal training department.

Grateful acknowledgment is hereby made of the service rendered by Miss Ida Huglin, Extension Professor at the Iowa State Teachers' College and the following committee in compiling the list:

Miss Alta Wilmarth, Rural Department, Iowa State Teachers' College.

Miss Leila Wassam, Normal Training Teacher, LeMars.

Miss Maude Wakefield, Normal Training Teacher, Chariton.

Mrs. Myrtle Morton, Normal Training Teacher, Oskaloosa.

We also wish to express our appreciation to the school book publishers for their courtesies in placing the copies of the professional books at our disposal.

A list of publishers with their addresses is found on page 54 of this bulletin.

PSYCHOLOGY

- Adams, H. F.—The Ways of the Mind. Chas. Scribners Sons. \$1.44.
Angell, J. R.—Psychology. 1908, Henry Holt & Co. \$1.80.
Armentrout, G. W. and Frazier, G. W.—An Introduction to Education (includes Laws of Learning). 1927, Scott, Foresman and Co. \$1.35.
Averill, L. A.—Elements of Educational Psychology. 1924, Houghton, Mifflin Co. \$1.72.
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- Pillsbury, W. B.—Education As the Psychologist Sees It. Macmillan Co. \$1.60.
- Pressey & Pressey—Introduction to the Use of Standard Tests. 1922, World Book Co. \$1.35.
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Ayres, May—Healthful Schools. 1918, Houghton, Mifflin Co. \$1.80.
Barnes, Ina G.—Rural School Management. Macmillan Co. \$1.28.
Barr and Burton—Supervision of Instruction. 1926, D. Appleton & Co. \$1.80.
Bagley, W. C.—Classroom Management. Macmillan Co. \$1.28.
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Bobbitt, J. F.—How to Make a Curriculum. 1924, Houghton, Mifflin Co. \$1.44.
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Brubacher, A. R.—Teaching: Profession and Practice. 1927, The Century Co. \$1.60.
Buckingham, B. R.—Research for Teachers. 1926, Silver, Burdett & Co. \$1.76.
Burton, W. H.—Supervision and Improvement of Teaching. 1922, D. Appleton & Co. \$1.80.
Chapman & Counts—Principles of Education. 1924, Houghton, Mifflin Co. \$2.20.
Charters, W. W.—Curriculum Construction. Macmillan Co. \$1.60.
Clapp, F. L. and Risk, Thos. M.—Better Teaching. 1926, Silver, Burdett & Co. \$0.55.
Colgrove, C. P.—The Teacher and the School. Chas. Scribners Sons. \$1.44.
Collings, Ellsworth—School Supervision in Theory and Practice. 1927, Thomas Y. Crowell Co. \$2.75.
Corson, O. T.—Our Public Schools, Their Teachers, Pupils and Patrons. 1920, American Book Co. \$0.96.
Cubberly—The Principal and His School. 1923, Houghton, Mifflin Co. \$1.92.
Davis, S. E.—The Work of the Teacher. Macmillan Co. \$1.28.
Dewey, Evelyn—New Schools for Old. Dutton & Co.
Eells, Moeller & Swain—Rural School Management. Chas. Scribners Sons. \$1.44.
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Grant, James R.—Acquiring Skill in Teaching. 1922, Silver, Burdett & Co. \$1.28.
Griggs, E. H.—Moral Education. 1926, B. W. Buebsch. \$1.50.
Hines—Finding the Right Teaching Position. Chas. Scribners Sons. \$1.28.
Holmes, H. W. and Fowler, B. P.—The Path of Learning. 1926, Little Brown & Co. \$1.20.
Johnson, F. W.—Administration and Supervision of the School. 1925, Ginn & Co. \$1.50.
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- Lewis—Personal Problems of the Teaching Staff. 1925, The Century Co. \$1.80.
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- Lowth, F. J.—Everyday Problems of the Country Teacher. Macmillan Co. \$1.60.
- Martin, E. D.—The Meaning of a Liberal Education. 1926, W. W. Norton & Co.
- Miller, H. L., and Hargreaves—The Self Directed School. Chas. Scribners Sons. \$1.44.
- Morehouse, F. M.—The Discipline of the School. D. C. Heath & Co. \$1.80.
- Morrison, H. C.—The Practice of Teaching in the Secondary School. 1927, University of Chicago Press. \$4.00.
- Paterson, Donald G.—Preparation and Use of New-Type Examinations. 1925, World Book Co. \$0.45.
- Pittinger—Introduction to Public School Finance. 1925, Houghton, Mifflin Co. \$1.60.
- Phillips, C. A.—Modern Methods and the Elementary Curriculum. 1923, The Century Co. \$1.60.
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- Sears, J. B.—Classroom Organization and Control. 1918, Houghton, Mifflin Co. \$1.60.
- Smith, W. R.—Constructive School Discipline. 1924, American Book Co. \$1.05.
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- Stark—Every Teacher's Problems. 1922, American Book Co. \$1.11.
- Strayer and Englehart—Problems in Educational Administration. 1925, Teachers College, Columbia "U." \$6.00.
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- Waits, H. E.—Practical Problems of the School. 1920, Benj. Sanborn Co. \$1.32.
- Wilkinson, W. A.—Rural School Management. 1917, Silver, Burdett Co. \$1.44.
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- Bailey, L. H.—The Country Life Movement in the United States. 1920, Macmillan Co. \$1.50.
- Betts, G. H.—New Ideals in Rural Schools. 1913, Houghton, Mifflin Co. \$0.96.
- Boraas and Salke—Rural School Administration and Supervision. D. C. Heath & Co. \$2.00.
- Boyer—History of Education. Chas. Scribners Sons. \$1.28.
- Branson, E. C.—Farm Life Abroad. 1924, University of North Carolina Press. \$1.80.
- Brewer, I. W.—Rural Hygiene. 1913, Lippincott Co. \$1.50.
- Brim, O. G.—Rural Education. 1924, Macmillan Co. \$1.12.
- Burr, Walter—Rural Organization. Macmillan Co. \$1.69.
- Burton, E. D.—Education in a Democratic World. 1927, University of Chicago Press. \$2.00.
- Butterworth—Principles of Rural Education. Macmillan Co. \$1.28.
- Campbell, Macy—Rural Life at the Crossroads. Ginn & Co. \$1.47.
- Carney, Mabel—Country Life and the Country School. Rowe, Peterson & Co. \$1.20.
- Carver, T. N.—Organization of a Rural Community. Department of Interior, Washington, D. C. \$0.05.

- Carver, T. N.—The Elements of Rural Economics. Ginn & Co. \$1.11.
Cubberly, E. P.—Rural Life and Education. 1922, Houghton, Mifflin Co. \$1.52.
Dewey, Evelyn—New Schools and Old. 1919, E. P. Dutton Co. \$1.50.
Dodd, Helen C.—The Healthful Farmhouse. M. Barrows & Co., Publishers. \$0.60.
Dressler, F. B.—Rural Schoolhouses and Grounds. U. S. Bureau of Education, Supt. of Documents.
Ferriss, E. M.—Secondary Education in Country and Village. 1927, D. Appleton & Co. \$1.60.
Fiske, G. W.—The Challenge of the Country. Y. M. C. A. Association Press, New York.
Foght, H. W.—The Rural Teacher and His Work. Macmillan Co. \$1.44.
Galpin, C. J.—Rural Life. 1918, Century Co. \$2.40.
Gillette, J. M.—Constructive Rural Sociology. Macmillan Co. \$1.92.
Hanifan, L. J.—The Community Center. 1920, Silver, Burdett & Co. \$1.28.
Hart, J. K.—Educational Resources of Rural and Village Communities. Macmillan Co. \$1.28.
Herrick—Rural Credits. 1915, D. Appleton & Co. \$2.20.
Kendel—Twenty-five Years of American Education. Macmillan Co. \$1.80.
Kennedy, Joseph—Rural Life and the Rural School. 1915, American Book Co. \$0.96.
Kirkpatrick, M. G.—The Rural School from Within. 1917, Lippincott Co. \$1.26.
McClenahan, Bessie A.—Organizing the Community. 1922, Century Co. \$1.40.
McFee, Mrs. Inez M.—The Teacher, the School, and the Community. 1918, American Book Co. \$0.96.
Monroe, Paul—Textbook in the History of Education. Macmillan Co. \$2.80.
Mueller, A. D.—Progressive Trends in Rural Education. 1926, Century Co. \$1.60.
Proceedings of National Country Life Association Conferences. University of Chicago Press. 8 volumes, each, \$2.00.
Russell, Bertrand—Education and the Good Life. Boni and Liveright. \$1.95.
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Seeley—History of Education. 1914, American Book Co. \$1.05.
Stern, R. B.—Neighborhood Entertainments. Macmillan Co. \$1.69.
Wilson, W. H.—Evolution of a Country Community. Pilgrim Press.
Ivins & Winship—Fifty Famous Farmers. Macmillan Co. \$1.50.

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1. *General Methods.*

- Betts, Geo. H.—Classroom Methods and Management. 1917, Bobbs Merrill Co. \$1.13.
Bonser, F. G.—The Elementary School Curriculum. Macmillan Co. \$1.44.
Bode—Fundamentals of Education. Macmillan Co. \$1.12.
Book—Learning How to Study and Work Effectively. 1926, Ginn & Co. \$1.47.
Boraas, Julius—Teaching to Think. Macmillan Co. \$1.28.
Bryant—How to Tell Stories to Children. 1905, Houghton, Mifflin Co. \$1.20.
Charters—Methods of Teaching. Rowe, Peterson & Co. \$1.20.
Charters—Teaching the Common Branches. 1924, Houghton, Mifflin Co. \$1.72.
Cooper—How to Teach the Primary Grades. 1920, A. Flanagan Co. \$1.20.
Cross, Allen and Statler—Story Telling for Upper Grade Children. Rowe, Peterson & Co. \$1.13.
Culter—Elementary School Methods. 1927, J. B. Lippincott Co. \$1.80.

- Davis—Technique of Teaching. Macmillan Co., \$1.12.
- Dearborn—Introduction to Teaching. D. Appleton & Co. \$1.44.
- Dinsmore—Teaching a District School. 1910, American Book Co. \$0.96.
- Earhart—Teaching Children to Study. 1913, Houghton, Mifflin Co. \$0.96.
- Earhart—Types of Teaching. 1914, Houghton, Mifflin Co. \$1.52.
- Fitzpatrick—Present Day Standards for Teaching. 1926, F. A. Owen Publishing Co. \$1.10.
- Flaherty, M. C.—How to Use the Dictionary. 1923, The Ronald Press Co. \$1.15.
- Freeland—Modern Elementary School Practice. 1926, The Macmillan Co. \$1.28.
- Freeman, F. N.—Visual Education. 1924, Houghton, Mifflin Co. \$3.00.
- Gesell—The Normal Child and Primary Education. 1912, Ginn & Co. \$1.20.
- Hahn—Projects in Observation and Practice Teaching. 1921, University Publishing Co. \$0.60.
- Hall-Quest—Supervised Study in Elementary Schools. Macmillan Co. \$1.60.
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- Hill—A Conduct Curriculum for the Kindergarten and First Grade. Chas. Scribners Sons. \$1.00.
- Horne, H. H.—Story-Telling, Questioning-Studying. Macmillan Co. \$1.28.
- Hosic and Chase—Brief Guide to the Project Method. 1924, World Book Co. \$1.35.
- Hotchkiss—The Project Method in Classroom Work. Ginn & Co. \$1.11.
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- Kendal & Merrick—How to Teach the Special Subjects. 1918, Houghton, Mifflin Co. \$1.60.
- Kilpatrick—Foundations of Method. Macmillan Co. \$1.60.
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- McMurry, C. A.—Practical Teaching. 1925, Johnson Publishing Co. \$1.50.
- McMurry, C. A.—Teaching by Projects. Macmillan Co. \$1.28.
- Miller, H. L.—Directing Study. Chas. Scribners Sons. \$1.44.
- Monroe, Walter S.—Directing Learning in the High School. Doubleday, Page & Co. \$2.25.
- Moore—The Primary School. 1925, Houghton, Mifflin Co. \$1.60.
- Myers, G. C.—The Learner and His Attitude. 1925, Benj. Sanborn Co. \$1.32.
- Owen, Mary E. and Owen, H. M.—Pedagogical Pep. 1922, F. A. Owen Publishing Co. \$1.50.
- Parker, S. C.—General Methods of Teaching in Elementary Schools. Ginn & Co. \$1.20.
- Parker & Temple—Unified Kindergarten and First Grade Teaching. Ginn & Co. \$1.65.
- Pickett and Boren—Early Childhood Education. 1923, World Book Co. \$1.50.
- Rapeer, L. W.—Teaching the Elementary School Subjects. Chas. Scribners Sons. \$2.20.
- Reed, H. B.—The Psychology of Elementary School Subjects. 1927, Ginn & Co. \$1.50.
- Rice, O. S.—Lessons on the Use of Books and Libraries. 1923, Rand McNally Co. \$1.00.
- Rice, Anna L.—Outlines in Dictionary Study. Gregg Publishing Co.
- Ritter and Wilmarth—Rural School Methods. Chas. Scribners Sons. \$1.44.

- Robbins—The School as a Social Institution. Allyn and Bacon. \$1.50.
Robbins, C. L.—The Socialized Recitation. 1920, Allyn and Bacon. \$0.75.
Sandwick, R. L.—How to Study and What to Study. D. C. Heath & Co. \$0.88.
Sloman, Laura G.—Some Primary Methods. 1927, Macmillan Co. \$1.44.
Waples, Douglas—Problems in Classroom Method. 1927, Macmillan Co. \$1.60.
Wilson, H. B.; Kyte, Geo. C.; Lull, Herbert G.—Modern Methods in Teaching. 1924, Silver, Burdett & Co. \$1.32.
Wilson, H. B.—Training Pupils to Study. 1917, Warwick and York. \$0.53.
2. *Methods for Teaching the Common Branches.*

A. ART:

- Bailey—Art Education. 1914, Houghton, Mifflin Co. \$0.96.
Boas, Belle—Art in the School. Doubleday, Page & Co. \$2.70.
Cady, M. R., and Dewey, J. M.—Picture Stories from the Great Artists. Macmillan Co. \$0.75.
Carpenter, Flora L.—Stories Pictures Tell (Eight Books). Rand McNally Co., 1924.
Casey, W. C.—Masterpieces in Art. 1915, A. Flanagan Co. \$1.75.
Copley—Copley Prints. The Copley Prints Co.
Graded Set of Pictures. Brown, Robertson Co.
Horn & Scobey—Stories of Great Artists. 1903, American Book Co. \$0.42.
Hurl, Estelle M.—How to Show Pictures to Children. 1914, Houghton, Mifflin Co. \$1.60.
Keel & Smith—Black Board Story Telling. 1925, Rand McNally Co. \$1.75.
Mathias—The Beginnings of Art in the Public Schools. Chas. Scribners Sons. \$1.00.
Medici Prints. The Medici Prints Co.
Neuhaus, Eugene—The Appreciation of Art. 1924, Ginn & Co. \$2.25.
Perry Pictures. Perry Picture Co.
Sanford, F. G.—Art Crafts for Beginners. 1904, The Century Company. \$1.75.
Sargent, Walter and Miller, Mrs. L. E.—How Children Learn to Draw. Ginn & Co. \$1.11.
Sargent, Walter—Modeling in Public Schools. 1926, J. L. Hammett Co. \$0.60.
Seeman Prints. Rudolph Lesch, 225-5 Ave., N. Y.
Lemos, John and Herdle, Gertrude—Instructor Picture Studies Outfit (Iowa Edition). 1927, F. A. Owen Publishing Co. \$4.65.
The Parker Pictures. Parker Publishing Co.
Williams, Lida M.—Picture Study from Great Artists. 1917, Hall and McCreary. \$1.00.

B. AGRICULTURE AND NATURE STUDY:

- Berry, J. B.—Teaching Agriculture. 1924, World Book Co. \$1.50.
Bricker, G. A.—Agricultural Education for Teachers. 1914, American Book Co. \$0.96.
Mrs. Anna Comstock—Handbook of Nature Study. 1922, Comstock Publishing Co. \$3.00.
Dadisman, Samuel—Exercises in Agriculture. 1916, Lyons & Carnahan. \$0.66.
Dadisman, Samuel—Methods of Teaching Vocational Agriculture. 1921, Richard Badger. \$1.20.
Downing, Elliot R.—A Field and Laboratory Guide in Biological Nature Study. 1918, University of Chicago Press. \$1.50.
Downing, E. R.—A Field and Laboratory Guide in Physical Nature Study. 1920, University of Chicago Press. \$1.50.
Downing, E. R.—A Naturalist in the Great Lakes Region. 1925, University of Chicago Press. \$2.50.
Downing, Elliot R.—Our Living World: A Source Book of Biological Nature Study. 1926, University of Chicago Press. \$2.50.

- Downing, E. R.—Our Physical World: A Source Book of Physical Nature Study. 1925, University of Chicago Press. \$2.50.
- Downing, E. R.—Teaching Science in the Schools. 1926, University of Chicago Press. \$2.00.
- Eikenberry, W. L.—The Teaching of General Science. 1925, University of Chicago Press. \$2.00.
- Gehers—Principles of Agriculture. 1924, Macmillan Co. \$1.26.
- Hodge—Nature Study and Life. 1902, Ginn & Co. \$1.41.
- Lutz, F. E.—Field Book of Insects. 1918, G. P. Putnam's Sons, \$3.15.
- Moseley, Edwin L.—Trees, Stars and Birds. World Book Co. \$1.35.
- Mosier—Soils and Crops. 1923, Rand McNally Co. \$1.75.
- Nolan, A. W.—Teaching of Agriculture. 1918, Houghton, Mifflin Co. \$1.44.
- Patch, Edith M.—First Lessons in Agriculture. 1927, Macmillan Co. \$0.84.
- Reed, C. A.—Bird Guide. Doubleday, Page & Co. \$1.13.
- Reed, C. A.—Flower Guide. Doubleday, Page & Co. \$1.13.
- Royston, H. W.—The Unity of Life (Plants and Animals). World Book Co. \$1.50.
- Schmidt, G. A.—Project Method in Agricultural Education. 1926, Century Co. \$2.00.
- Sears, A. W.—The Earth and Its Life. World Book Co. \$0.90.

C. ARITHMETIC:

- Alexander & Sarratt—Arithmetic for Primary Grades. 1924, Johnson Publishing Co. \$0.60.
- Brown, J. C. and Coffman, L. D.—The Teaching of Arithmetic. Rowe, Peterson & Co. \$1.20.
- Buckingham & Osburn—Searchlight Introductory Arithmetic. Teachers' Book for Grades I and II. Ginn & Co. \$0.75.
- Guiler, W. S.—Objectives and Activities in Arithmetic. 1926, Rand, McNally Co. \$1.25.
- Harris & Waldo—First Journeys in Numberland. 1911, Scott, Foresman & Co. \$0.39.
- Hilleyas—Teaching Arithmetic. Lippincott Co.
- Klapper, Paul—The Teaching of Arithmetic. 1921, D. Appleton & Co. \$1.52.
- Knight, F. B.; Luse, E. M., and Ruch, G. M.—The Teaching of Arithmetic. 1927, Iowa Supply Co. \$1.25.
- Lennes—The Teaching of Arithmetic. Macmillan Co. \$1.60.
- Losh-Weeks—Primary Number Projects. 1923, Houghton, Mifflin Co. \$0.96.
- McLaughlin, Katherine L., and Troxell, Eleanor—Number Projects for Beginners. 1923, Lippincott & Co. \$1.08.
- McMurry—Special Method in Arithmetic. Macmillan Co. \$0.96.
- Morton, R. L.—Teaching Arithmetic in the Intermediate Grades. Silver, Burdett Co. \$1.73.
- Morton, R. L.—Teaching Arithmetic in the Primary Grades. Silver, Burdett Co. \$1.44.
- Newcomb, R. S.—Modern Methods of Teaching Arithmetic. 1926, Houghton, Mifflin Co. \$1.60.
- Osburn—Corrective Exercises in the Fundamentals of Arithmetic for Second, Third and Fourth Grades. 1925, Houghton, Mifflin Co. \$0.21, \$0.30, and \$0.30, respectively.
- Roantree and Taylor—Arithmetic for Teachers. Macmillan Co. \$2.00.
- Stamper—Textbook on the Teaching of Arithmetic. 1913, American Book Co. \$0.96.
- Stone, J. C.—How to Teach Primary Number. 1922, Benj. H. Sanborn Co. \$1.05.
- Stone, J. C.—The Teaching of Arithmetic. 1918, Benj. Sanborn Co. \$1.32.
- Thorndike—New Methods in Arithmetic. 1926, Rand, McNally Co. \$1.50.

D. CIVICS AND CITIZENSHIP:

- Almack—Education for Citizenship. 1924, Houghton, Mifflin Co. \$1.60.
An Introduction to Safety Education. National Safety Council, Chicago, Ill.
Beard, Harriet E.—Safety First for School and Home. Macmillan Co. \$1.00.
Bennion, Milton—Citizenship. World Book Co. \$1.05.
Broome and Adams—Conduct and Citizenship. Macmillan Co. \$0.90.
Cabot, Ella-Andrews, Fannie-Coe, Fanny-Hill, Mabel and McSkimmon, Mary—A Course in Citizenship and Patriotism. 1918, Houghton, Mifflin Co. \$1.52.
Forbes, Mildred—Good Citizenship Through Story Telling. 1923, Macmillan Co. \$1.28.
Gotke and Ringstrom—Some Information on the Republican Form of Government of the United States and of the State of Iowa (A Review Book). 1927, N. H. Ringstrom, High School, Davenport, Iowa. \$0.35.
Hartman—Home and Community Life. 1926, Dutton Co. \$1.50.
Hatch—Training in Citizenship. Chas. Scribners Sons. \$1.28.
Higgins, Alvin M.—“We the People” (Paper). World Book Co. \$0.21.
Hill, H. C.—Community Life and Civic Problems. Ginn & Co. \$1.05.
Hill, Mabel—The Teaching of Civics. 1914, Houghton, Mifflin Co. \$0.90.
James, Stephen—Six Safety Lessons. Highway Educ. Board.
Peterson—The Teaching of Citizenship. 1922, Houghton, Mifflin Co. \$0.21.
Reed, Thos. H.—Loyal Citizenship. World Book Co. \$0.75.
Ross-McCaull—Readings in Civic Sociology. World Book Co. \$1.35.
Twenty-fifth Year Book, Part I. Report on Safety Education. Public School Publishing Co., 1926. \$1.60.
Woellner—Education for Citizenship in a Democracy. Chas. Scribners Sons. \$1.28.

E. ETHICS AND MORAL TRAINING:

- Brownlee—Character Building in School. 1912, Houghton, Mifflin Co. \$1.44.
Cabot—Ethics for Children. 1910, Houghton, Mifflin Co. \$1.60.
Dewey—Moral Principles in Education. 1913, Houghton, Mifflin Co. \$0.64.
Engleman, J. O.—Moral Education in School and Home. 1918, Benj. Sanborn Co. \$1.17.
Hyde—The Teacher's Philosophy In and Out of School. 1913, Houghton, Mifflin Co. \$0.64.
Palmer—Ethical and Moral Instruction in Schools. 1914, Houghton, Mifflin Co. \$0.64.
Palmer—The Ideal Teacher. Houghton, Mifflin Co., 1913. \$0.64.
Palmer—Trades and Professions. 1914, Houghton, Mifflin Co. \$0.64.
Puffer—The Boy and His Gang. 1912, Houghton, Mifflin Co. \$1.27.

F. GEOGRAPHY:

- Packard and Sinnott—Nations as Neighbors. Macmillan Co. \$1.50.
Branom, M. E.—Measurement of Achievement in Geography. 1927, Macmillan Co. \$1.00.
Branom, F. K. (Complete)—Practice Tests in Geography. 1926, Macmillan Co. \$0.51.
Branom, F. K.—The Teaching of Geography. Ginn & Co. \$1.11.
Clark, Rose B.—Unit Studies in Geography. 1924, World Book Co. \$1.35.
Colby, C. C.—Source Book of the Economic Geography of North America. 1927, University of Chicago Press. \$3.00.
Dodge & Kirchwey—Teaching of Geography. 1926, Rand McNally Co. \$1.50.
King, C. F.—Methods and Aids in Geography. 1907, Lothrop, Lee and Shepherd Co. \$1.50.
McMurry—Special Method in Geography. Macmillan Co. \$0.96.
Ridgley, D. C., and Others—Studies in Geography: World, 1927, \$0.45; Home, 1927, \$0.45; North America, 1927, \$0.38; South America, Europe

and Asia, 1927, \$0.38; Africa, Australia and Advanced World Geography, 1927, \$0.45; Europe, 1925, \$0.24; and Asia, 1925, \$0.18. McKnight and McKnight.

Rugg and Hockett—Objective Studies. Bureau Publications, Teachers' College, Columbia "U," 1925. \$0.55.

Smith, E. Ehrlich—Teaching Geography by Problems. Doubleday, Page & Co. \$1.35.

Sutherland, W. J.—Teaching of Geography. 1909, Scott, Foresman & Co. \$1.20.

Von Engelin, Urquhart—The Story Key to Geographic Names. 1927, D. Appleton & Co. \$1.13.

G. HISTORY:

Citizenship Course in United States History. (A Course of study with type studies for grades IV-VIII.) Chas. Scribners Sons. \$4.32.

Hartwell—The Teaching of History. 1913, Houghton, Mifflin Co. \$0.64.

Johnson—Teaching of History. Macmillan Co. \$1.44.

Kendall-Stryker—History in the Elementary School. 1918, Houghton, Mifflin Co. \$0.96.

Klapper, Paul—The Teaching of History. 1926, D. Appleton & Co. \$1.40.

Knowlton—History and Other Social Studies in the Junior High School. Chas. Scribners Sons. \$1.28.

Knowlton—Making History Graphic. Chas. Scribners Sons. \$1.28.

Mace, W. H.—Method in History. Rand McNally Co. \$1.50.

Making a History Play in a Rural School. Journal of Rural Education, December, 1922, January, 1923.

McMurry, C. A.—Special Methods in Teaching History. Macmillan Co. \$0.96.

Ringstrom, N. H.—History Review Book. N. H. Ringstrom, High School, Davenport, Iowa, 1926. \$0.68.

Rugg, Harold—Social Studies Pamphlet. 1926, Teachers' College, Columbia "U." \$1.00.

Stormzand—American History Teaching and Testing. Macmillan Co. \$0.64.

Tryon, R. M.—The Teaching of History in Junior and Senior High Schools. Ginn & Co. \$1.11.

Tuell—The Study of Nations. Houghton, Mifflin Co.

Wayland, J. W.—How to Teach American History. Macmillan Co. \$1.28.

H. LANGUAGE AND ENGLISH:

Baker, Josephine Turck—Correct English—How to Use It. 1907, H. M. Rowe Co. \$0.75.

Barnes, Walter—The New Democracy in Teaching English. 1923, Rand McNally Co. \$0.90.

Blanton, Smiley and Margaret—Speech Training of Children. 1919, The Century Co. \$1.20.

Bolenius, Emma—Advanced Lessons in Everyday English. 1921, American Book Co. \$0.75.

Bolenius—Elementary Lessons in Everyday English. 1920, American Book Co. \$0.60.

Bolenius, E. M.—The Teaching of Oral English, 1920, Lippincott Co. \$1.26.

Bryce, Catherine T.—Language Training. 1924, Newson & Co. \$0.75.

Carpenter, G. R., Baker, F. L., and Scott, F. N.—The Teaching of English in Elementary and Secondary Schools. Longmans-Green Co.

Cather, Katherine Dunlop—Educating by Story-Telling. 1918, World Book Co. \$1.65.

Chubb—The Teaching of English, Elementary School Course. 1926, Macmillan Co. \$0.58.

Cooley, Alice W.—Language Teaching in the Grades. 1913, Houghton, Mifflin Co. \$0.64.

Cross, E. A.—Fundamentals in English. Macmillan Co. \$1.69.

Cross, Allen & Statler—Story-Telling for Upper Grade Teachers. Rowe, Peterson & Co. \$1.13.

Cross, Dr. E. A.—The Little Grammar. 1922, Little, Brown & Co. \$0.64.

- Deming, Alhambra G.—Language Games. 1927, Beckley-Cardy Co. \$0.96.
Deming, Alhambra—Games and Rhymes for Language Teaching in the First Four Grades. Beckley-Cardy Co. \$0.85.
Deming, Alhambra—Methods and Material for Composition in Intermediate and Grammar Grades. Beckley-Cardy Co. \$1.20.
Deming, Alhambra—Nonsense Rhymes and Animal Stories. Beckley-Cardy Co. \$0.65.
Driggs, H. R.—Our Living Language. 1920. University Publishing Co. \$1.20.
Goldwasser, I. E.—Method and Methods in the Teaching of English. D. C. Heath & Co. \$1.60.
Greever, G., and Jones, E. S.—The Century Handbook of Writing. 1922, The Century Co. \$0.80.
Hinsdale, B. A.—Teaching the Language Arts. 1896, D. Appleton & Co. \$1.60.
Hosic, James F.—The Elementary Course in English. 1924, University of Chicago Press. \$1.00.
Hudelson, Earl—English Composition Scale (Paper). World Book Co. \$0.25.
Johansen, Fannie—Projects in Action English. 1920, Richard A. Badger. \$1.40.
King, Myra—Language Games. Educational Publishing Co.
Klapper—The Teaching of English. 1925, D. Appleton & Co. \$1.52.
Leiper, U. A.—A New English Grammar. Macmillan Co. \$0.90.
Leiper, U. A.—Language Work in the Elementary School. Ginn & Co. \$1.11.
Leonard, Mary—Grammar and Its Reasons. 1907, Laidlaw Bros. \$1.35.
Mahoney, J. J.—Standards in English. 1919, World Book Co. \$0.90.
McMurry—Special Method in Language. Macmillan Co. \$0.96.
Oldham, S. R.—Laboratory Manual of English Composition. World Book Co. \$0.90.
O'Rourke, L. J.—Self Aid in Essentials of Grammatical Usage. 1927, Educational and Personnel Publishing Co., Washington, D. C.
Sandison & Lowery—Guide Book in English. Macmillan Co. \$0.90.
Sheridan, B. M.—Speaking and Writing of English. 1917, Benj. Sanborn Co. \$0.90.
Stratton, Clarence—Teaching of English in the High School. 1926, Harcourt, Brace & Co. \$1.62.
Troxell—Language and Literature in the Kindergarten and Primary Grades. Chas. Scribners Sons. \$1.00.
Watkins, Emma—Games to Teach Correct English to Little Ones. 1927, Emma Watkins, 205 S. Linn St., Iowa City, Iowa. \$0.40.
Webster-Smith—Teaching English in Junior High Schools. World Book Co. \$1.50.
Wohlfarth, Julia H.—Self-help Methods of Teaching English. 1925, World Book Co. \$1.41.
Young and Memmott—Methods in Elementary English. 1923, D. Appleton & Co. \$0.96.

I. Music:

- Bentley, Alys E.—The Song Primer. 1907, Laidlaw Bros. \$0.90.
Brenner, Henry Rev.—Messages of Music. 1923, The Stratford Co. \$4.50.
Buck, P. C.—The Scope of Music. 1927, Oxford University Press Co. \$1.79.
Dorrett, Olive B.—Language of Music. World Book Co. \$1.62.
Dykema, P. W.—Community Music. Journal of Proceedings and Addresses. N. E. A., 1914.
Fullerton, C. A.—A One Book Course in Elementary Music and Selected Songs for Schools. Fullerton & Gray, Cedar Falls, Iowa.
Fullerton, C. A.—Music Bulletin No. 3, State Department, Des Moines.
Gaynor, Mrs. Jessie Lane—Songs of the Child World. 1915, John Church Co. \$1.00.

- Isaacson, C. D.—Face to Face with Great Musicians. 2 vol., 1921, D. Appleton & Co. \$3.20.
Nohavec, Hazel Beckwith—Normal Music Methods. University Publishing Co. \$1.20.
Spaeth, Sigmund—The Common Sense of Music (School Edition). Boni and Liveright. \$0.97.

J. PENMANSHIP:

- Block—Primary Methods (Penmanship in Lower Grades). School Methods Co.
Freeman, F. N., and Dougherty, Mary—How to Teach Handwriting. 1923, Houghton, Mifflin Co. \$1.44.
Freeman, F. N.—Teaching of Handwriting. Macmillan Co.
Sandek, R.—Psychology of Handwriting. 1926, G. H. Doran Co. \$4.79.
Taylor, J. S.—Supervision and Teaching of Handwriting. 1926, Johnson Publishing Co. \$1.50.

K. PHYSICAL EDUCATION AND HYGIENE:

- Andress, J. M., and Evans, W. A.—Health and Good Citizenship. Ginn & Co. \$0.72.
Andress—Health Education in Rural Schools. 1918, Houghton, Mifflin Co. \$1.52.
Andress—The Teaching of Hygiene in the Grades. 1917, Houghton, Mifflin Co. \$0.96.
Averill, L. A.—Educational Hygiene. 1926, Houghton, Mifflin Co. \$2.08.
Bancroft—Games for the Playground, Home, School and Gymnasium. Macmillan Co. \$1.92.
Blount, R. E.—Health. 1922, Allyn & Bacon. \$0.90.
Curtis—Education Through Play. 1926, Macmillan Co. \$1.44.
Dressler—School Hygiene. 1926, Macmillan Co. \$1.44.
Health Education, a Program for Public Schools and Teacher Training Institutions. National Education Association, Washington, D. C.
Hetherington, Clark W.—School Program in Physical Education. World Book Co. \$0.90.
Johnson—Education by Plays and Games. Ginn & Co. \$1.08.
Keene, Chas. H.—Manual of Physical Training, Games and Mass Competitions. (Cloth.) World Book Co. \$0.66.
Kerr, James—The Fundamentals of School Health. Macmillan Co. \$8.00.
Lamkin, Nina B.—Play, Its Value, and Fifty Games. Educational Publishing Co.
Lippitt, Louisa C.—A Manual of Corrective Gymnastics. Macmillan Co. \$1.28.
Lippitt, Louisa C.—Personal Hygiene Nursing. World Book Co. \$1.05.
Patterson, Alice Jean—Nature Study and Health Education. (1927, 4th year, \$0.54; 1926, 5th year, \$0.54; 1927, 6th year, \$0.57.) McKnight & McKnight.
Payne & Schroeder—Health and Safety in the New Curriculum. 1925, American Viewpoint Society. \$1.50.
Physical Education for Elementary Schools. Iowa State Teachers' College Bulletin.
Terman, L. M.—Hygiene of the School Child. 1914, Houghton, Mifflin Co. \$1.72.
Terman—The Teacher's Health. 1913, Houghton, Mifflin Co. \$0.96.
Tyler—Growth and Education. 1919, Houghton, Mifflin Co. \$1.72.
Williams—Healthful Living. 1927, Macmillan Co. \$1.05.
Williams, J. F.—Organization and Administration of Physical Education. 1926, Macmillan Co. \$1.60.
Winslow & Williamson—Laws of Health and How to Teach Them. 1926, Chas. E. Merrill Co. \$1.20.
Wood, Thos. D., and Cassidy, Rosalind—The New Physical Education. Macmillan Co. \$1.92.
Wood, Thos. D., and Rowell, Hugh G.—Health Through Prevention and Control of Disease. World Book Co. \$0.75.

L. READING:

- Anderson, C. J., and Davidson, Isobel—Reading Objectives. 1925, Laurel Book Co. \$1.50.
- Barrows, Sarah T., and Cordts, Anna—Teacher's Book of Phonetics. Ginn & Co. \$1.05.
- Bryant—Stories to Tell the Littlest Ones. 1917, Houghton, Mifflin Co. \$1.20.
- Clark, S. H.—Interpretation of the Printed Page. Rowe, Peterson & Co. \$1.13.
- Coe—The First Book of Stories for the Story-Teller. 1910, \$1.12. The Second Book of Stories for the Story-Teller. 1913, \$1.12. The Third Book of Stories for the Story-Teller, 1918, \$1.12. Houghton, Mifflin Co.
- Cram, F. D.—Silent Reading Bulletin. Iowa State Teachers' College.
- Curry & Clippinger—Children's Literature. 1924, Rand McNally Co. \$3.50.
- Dougherty, Mary—Literature in the Schools. 1925, Little, Brown & Co. \$0.80.
- Gates, A. I.—The Improvement of Reading. 1927, Macmillan Co. \$1.60.
- Gist and King—The Teaching and Supervision of Reading. Scribners Sons. \$1.44.
- Gray—Deficiencies in Reading Ability. 1922, D. C. Heath & Co. \$1.80.
- Hilperth, Ruth E.—Teaching in the St. Cloud Public Schools. Board of Education, St. Cloud, Minn.
- Haliberton, Margaret W., and Smith, Agnes—Teaching Poetry in the Grades. 1913, Houghton, Mifflin Co. \$0.96.
- Horn, Ernest, McBroom, Maude—A Survey of the Course of Study in Reading. State University of Iowa.
- Klapper, Paul—Teaching Children to Read. 1926, D. Appleton & Co. \$1.28.
- Kready—A Study of Fairy Tales. 1916, Houghton, Mifflin Co. \$1.60.
- Leonard, S. A.—Essential Principles of Teaching Reading. 1922, J. B. Lippincott Co. \$1.80.
- O'Brien, J. A.—Reading, Its Psychology and Pedagogy. 1926, The Century Co. \$1.60.
- Pennell & Cusack—How to Teach Reading. 1924, Houghton, Mifflin Co. \$1.44.
- Sherman and Reed—Essentials in Teaching Reading. 1917, University Publishing Co. \$1.20.
- Smith, Nila B.—One Hundred Ways of Teaching Silent Reading. 1925, World Book Co. \$1.05.
- Smith, W. A.—Reading Process. 1923, Macmillan Co. \$1.12.
- Stone, C. R.—Silent and Oral Reading. 1922, Houghton, Mifflin Co. \$1.60.
- Smith, E. Ehrlich—The Heart of the Curriculum. Doubleday, Page & Co. \$1.35.
- Temple, Alice—Unified Kindergarten and First Grade Reading. Ginn & Co. \$1.65.
- Terman & Lima—Children's Reading. 1925, 1926, D. Appleton & Co. \$1.28.
- Twentieth Yearbook, Part II. Public School Publishing Co., 1921. \$1.10.
- Horn & McBroom—Survey of the Course of Study in Reading. Extension Division, State University of Iowa, Bul. 99.
- Harris, Donovan, Alexander—Supervision and Teaching of Reading. 1927, Johnson Publishing Co. \$1.50.
- Twenty-fourth Yearbook, Part I. 1925, Public School Publishing Co. \$1.40.
- Uhl, Willis L.—The Materials of Reading. 1924, Silver, Burdett & Co. \$1.44.
- Watkins, Emma—How to Teach Silent Reading to Beginners. 1924, Lippincott Co. \$1.44.
- Wiley, J. A.—Silent Reading and Study Objectives and Principles. 1927, care J. A. Wiley, Iowa State Teachers' College.
- Wiley, J. A.—Practice Exercises in Supervised Study and Assimilative Reading. 1924, J. A. Wiley, Iowa State Teachers' College. \$1.25.

M. SPELLING:

- Ashbaugh—Ashbaugh Iowa Spelling Scale. Public School Publishing Co. \$0.10.
Courtis, S. A.—Teaching Spelling by Plays and Games. Courtis, S. A., Detroit, Mich. \$0.45.
Horn, Ernest—Basic Writing Vocabulary. State University of Iowa, Monograph.
Pryor & Pittman—Guide to the Teaching of Spelling. Macmillan Co. \$0.88.
Suzzalo—The Teaching of Spelling. 1913, Houghton, Mifflin Co. \$0.96.
Tidyman, W. F.—The Teaching of Spelling. World Book Co. (Kraft). \$0.90.

N. VOCATIONAL SUBJECTS:

- Alderman—School Credit for Home Work. 1915, Houghton, Mifflin Co. \$1.44.
Bloomfield—The Vocational Guidance of Youth. 1913, Houghton, Mifflin Co. \$0.96.
Bloomfield—Youth School and Vocation. 1915, Houghton, Mifflin Co. \$1.60.
Bonser, F. G., and Mossman, L. E.—Industrial Arts for Elementary Schools. Macmillan Co. \$1.92.
Bowman, Leona F.—Problems in Home Economics Teaching. 1926, University of Chicago Press. \$1.50.
Brewster—Vocational Guidance for the Professions. 1920, Rand, McNally Co. \$1.35.
Cole—Industrial Education in the Elementary School. 1914, Houghton, Mifflin Co. \$0.64.
Cooley, Anna M., and Others—Teaching Home Economics. Macmillan Co. \$1.44.
Cooley & Spohr—Household Arts for Home and School. 2 vol. 1926, Macmillan Co. Each \$0.99.
Dooley—Principles and Methods of Industrial Education. 1919, Houghton, Mifflin Co. \$1.80.
Farnsworth, Nellie W.—The Rural School Lunch. Webb Publishing Co.
Greer, Carlotta C.—School and Home Cooking. 1925, Allyn and Bacon. \$1.20.
Haynes, M. W.—Teaching Shop Work. Ginn & Co. \$1.05.
Holton & Rollins—Industrial Work for Public Schools. 1904, Rand, McNally Co. \$1.25.
Laselle & Wiley—Vocations for Girls. 1912, Houghton, Mifflin Co. \$1.28.
LaVoy, K. R.—Problems and Projects in the Industrial Arts. Manual Arts Press, Peoria, Ill.
McGowan & Waite—Textiles and Clothing. 1927, Macmillan Co. \$0.99.
Morrison, Brues—How to Make the Garden Pay. 1917, Houghton, Mifflin Co. \$0.88.
Patty, Hats and How to Make Them. 1925, Rand, McNally Co. \$2.25.
Perry, W. S.; Fitch, Florence H.; Sargent, Walter, and Bonser, F. G.—The Industrial and Applied Arts Books. 1926, Mentzer, Buzh & Co. \$0.24.
Proctor—Educational and Vocational Guidance. 1925, Houghton, Mifflin Co. \$1.60.
Puffer—Vocational Guidance. 1914, Rand, McNally Co. \$1.50.
Roberts, Lydia J.—Nutrition Work with Children. University of Chicago Press.
Todd—Hand-Loom Weaving. 1914, Rand McNally Co. \$1.25.

MISCELLANEOUS

1. *Bibliographies.*

- Bibliography of Tests for Use in Schools. 1926, World Book Co. \$0.10.
Bulletin on Test Material. State University, Iowa City, Iowa.
Catalogue of Books in the Children's Department. Carnegie Library, Pittsburgh, Pa.

- Catalogue of Standard Tests. World Book Co. Free.
Children's Catalogue (4,100 books). H. W. Wilson Co., New York, N. Y.
Graded List of Books for Children. American Library Association, Chicago, Ill.
Research Bulletin of the N. E. A. (Secured with a five-dollar subscription for the Journal of National Education.) N. E. A.
Teachers' Educational Journal and Abstract. Colorado State Teachers' College, Greeley, Colorado.
Tests for Elementary Schools. Public School Publishing Co., Bloomfield, Ill.
Washburne, Carleton, Winnetka Graded Book List and Vogel, Mabel. American Library Association, Chicago, Ill.

2. *Collateral Reading.*

- Alcott, Louisa M.—Little Women (school), \$0.64; Little Men (school), \$0.68; Old Fashioned Girl, \$1.20. Little, Brown & Co.
Aldrich, Thos. B.—Story of a Bad Boy. Houghton, Mifflin Co. \$0.60.
Eastman, Charlotte Whitney—The Evolution of Dodd's Sister. Rand, McNally Co. \$1.25.
Eliot, George—The Mill on the Floss. Little, Brown & Co. \$1.40.
Gilcrest, B. B.—Life of Mary Lyon. Houghton, Mifflin Co. \$2.00.
Hough, Emerson—Covered Wagon.
Hughes, Thomas—Tom Browne's School Days. Ginn & Co. \$0.81.
Ingelow, Jean—Don John. Little Brown & Co.
Keller, Helen—The Story of My Life. Doubleday, Page & Co. \$1.80.
Kipling, Rudyard—Wee Willie Winkie. Rand, McNally Co.
Martin, George—Emy Lou. Doubleday, Page & Co. \$1.80.
Palmer, G. H.—Life of Alice Freeman Palmer. Houghton, Mifflin Co. \$0.81.
Patri, A.—A Schoolmaster of the Great City. Macmillan Co. \$1.28.
Pestolozzi, J. H.—Leonard and Gertrude. D. C. Heath & Co. \$0.60.
Quick, Herbert—The Brown Mouse. 1915, Bobbs Merrill Co. \$1.32.
Quick, Herbert—The Fairview Idea. 1919, Bobbs Merrill Co. \$1.32.
Tarkington, Booth—Penrod. Doubleday, Page & Co. \$1.80.
Twain, Mark—Adventures of Huckleberry Finn (school edition). Harper & Brothers. \$0.80.
Twain, Mark—Adventures of Tom Sawyer (school edition). Harper & Brothers. \$0.80.
Warner, Chas. D.—Being a Boy. Houghton, Mifflin Co. \$0.42.
Wells, H. G.—The Story of a Great Schoolmaster. Macmillan Co. \$1.13.
Whitney, A. D.—We Girls. Houghton, Mifflin Co. \$1.40.
Wiggins, Kate Douglas—Rebecca of Sunnybrook Farm. Houghton, Mifflin Co. \$0.60.
Winship—Great American Educators. 1900, American Book Co. \$0.48.
Wray, Angelina W.—Jean Mitchell's School. Public School Publishing Co. \$1.00.

3. *Courses of Study.*

- Course of Study in Arithmetic. Public Schools, Baltimore, Md.
Course of Study in Composition. Elementary School, State University of Iowa, Iowa City, Iowa.
Course of Study in Geography. Board of Education, Cleveland, Ohio.
Course of Study in Language and Grammar. Board of Education, Kansas City, Kan.
Course of Study in Reading. Board of Education, St. Cloud, Minn.
Manual Arts. Fine and Industrial Arts. Board of Education, St. Cloud, Minn.
Baltimore Course of Study. Public Schools, Baltimore, Md.
Betts, G. H.—The Curriculum of Religious Education. 1925, The Abingdon Press. \$3.00.
Bower, W. C.—The Curriculum of Religious Education. Chas. Scribners Sons. \$1.69.
Montana State Course of Study. Board of Education, Helena, Montana.

Course of Study by subjects. Denver Board of Education, Denver, Colo.
Course of Study in the Social Sciences. Public Schools, Denver, Colo.
Curriculum for Elementary Schools. 417 Hennepin Ave., Syndicate Printing Co., Minneapolis, Minn., 1923. \$0.85.
Los Angeles Course of Study. Course of Study Department, Public School, Los Angeles, Cal.
Moore, E. C.—Minimum Course of Study. Macmillan Co. \$1.44.
State Courses of Study. State Departments of Education.

4. *Educational Magazines.*

American Child, The. \$2.00 per year, quarterly. National Child Labor Committee, New York, N. Y.
Better Homes and Gardens. E. T. Meredith, Des Moines, Iowa.
Century. Century Co.
Child Education. \$4.00 per year, monthly. Evans Brothers, Russell Square, London.
Child Welfare Magazine. \$1.00 per year, monthly. Child Welfare Co., Chestnut Hill, Philadelphia, Pa.
Congressional Digest. Congressional Digest, Inc.
Country Gentleman, The. \$1.00 per year, weekly. Curtis Publishing Co., Philadelphia, Pa.
Country Life. \$5.00 per year, monthly. Doubleday, Page & Co., Garden City, N. Y.
Current History. New York Times Co.
Daily Drivers Journal. Stock Yards Station, Chicago, Ill.
Elementary School Journal. \$2.50, monthly except July and August. University of Chicago, Chicago, Ill.
Extension Division. The Eastern News Letter. Eastern State Normal School, Madison, S. D.
Home, and School, and Community. Georgia Education Association and Georgia Branch of P. T. A., 249 Ivy St., Atlanta, Ga.
The Independent. \$5.00 per year, weekly. The Independent Publications, Inc., Concord, N. H.
Industrial Educational Magazine. \$2.00, monthly. Manual Arts Press, Peoria, Ill.
Industrial Arts Magazine. Bruce Publishing Co.
Journal of the National Educational Association. \$2.00, monthly except July and August. National Education Association, 1201 16th St., Washington, D. C.
Kindergarten and First Grade Magazine. \$2.00 per year, monthly. Milton Bradley Co., Springfield, Mass.
Kindergarten, Primary Magazine. The J. H. Shultz Co., Manistee, Mich.
Literary Digest. \$4.00 per year, weekly. Funk, Wagnalls Co., N. Y.
Educational Review. McAndrew, William (Editor). Doubleday, Page & Co.
Mentor, The. \$4.00 per year, monthly. The Crowell Publishing Co., Springfield, Ohio.
Mind and Body. \$2.00 per year, monthly. Mind and Body Publishing Co., Omaha, Neb.
Normal Instructor and Primary Plans. \$2.00 per year, monthly. F. A. Owen Publishing Co., Dansville, N. Y.
National Geographic. National Geographic Society, Washington, D. C.
The Outlook. \$5.00 per year, weekly. The Outlook Co., N. Y.
The Playground. \$2.00 a year, monthly. Playground and Recreation Association of America, N. Y.
Primary Education. \$2.00 per year, monthly, September to June, inclusive. Educational Publishing Co., Boston, Mass.
Radio Broadcast. Doubleday, Page & Co.
School Arts Magazine, The. \$3.00 per year, monthly. The Davis Press, Inc., Worcester, Mass.
St. Nicholas. Century Co.
World's Work. Doubleday, Page & Co.

5. *Magazines for Elementary Schools.*

- American Boy, The. \$2.00 per year, monthly. The Sprague Pub. Co., Detroit, Mich.
- American Girl. \$1.50 (monthly). Girl Scouts (Inc.), N. Y.
- America Today, quarterly. American Bond and Mortgage Co., Chicago, Ill.
- Bird-Lore. \$1.50 (bi-monthly). D. Appleton & Co.
- Boy's Life. \$2.00 per year, monthly. Boy Scouts of America, 200 5th Ave., N. Y.
- Child Life. \$3.00 per year, monthly. Rand, McNally Co.
- Compton's Pictured Newspaper. \$1.00 (monthly). F. E. Compton & Co., Chicago, Ill.
- Current Events. 50c per year, weekly during school year. American Educational Press, Chicago, Ill.
- Current-History. \$3.00 (monthly). New York Times Co., N. Y.
- Everygirls' Magazine. \$1.00 (monthly). Camp Fire Girls, Inc., N. Y.
- Geographic News Bulletin. 25c (weekly for school year). National Geographic Society, Washington, D. C.
- John Martin's Book, Child Magazine. \$4.00 per year, monthly. John Martin's Book House. 33 W. 49th St., N. Y.
- Junior Home Magazine. 25c copy, monthly. Publishers of Junior Home Magazine. 910 S. Michigan Ave., Chicago, Ill.
- National Geographic Magazine. \$3.50 per year, monthly. National Geographic Society. Washington, D. C.
- Nature Magazine. \$3.00 per year, monthly. American Nature Association, Washington, D. C.
- People, Places and Current Topics. 60c (weekly). Inst. for Public Service, N. Y.
- Open Road. \$2.50 (monthly). Torbell Co., Boston.
- Popular Mechanics. \$2.50 per year. Popular Mechanics Co., Chicago, Ill.
- Popular Science Monthly. \$2.50 per year, monthly. Popular Science Publishing Co., Inc., N. Y.
- Radio News. \$2.50 per year, monthly. Experimenter Pub. Co., Inc., N. Y.
- Scientific American. \$4.00 (monthly). Scientific American Pub. Co., N. Y.
- St. Nicholas. \$4.00 per year, monthly. The Century Co., N. Y.
- The Youth's Companion. \$2.50 per year, monthly. Perry Mason Co., Boston, Mass.

6. *Seat Work and Other Activity Helps.*

- Bassett, Laura, and Smith, Alice—Helpful Hints for Primary and Rural Teachers. Smith & Bassett, Valley City, N. D. \$1.50.
- Daily Opening Exercises. Educational Publishing Co.
- Dobbs—Primary Handwork. 1926, The Macmillan Co. \$0.96.
- DeGroat, Harry DeW., and Firman, Sidney G., and Smith, Wm. A.—Iroquois Graded-Difficulty Number Cards. 1927, Iroquois Publishing Co., Syracuse, N. Y. \$6.00.
- Dunn, Fanny W.—Educative Equipment for Rural Schools. (Includes a list of books.) 1921, Teachers' College, Columbia "U." \$0.25.
- Educative Seat Work. State Normal School for Women, Farnville, Wis.
- Eells, H. L.—Seat Work Suggestions and Helps for Busy Teachers. Iowa State Teachers College, Cedar Falls, Iowa.
- Erb, Mrs. Alta—Poster Suggestions and Morning Exercise Suggestions. Heston, Kan. Revised 1927. \$10.00.
- Garrison, Charlotte G.—Permanent Play Materials for Children. Chas. Scribners Sons. \$1.00.
- Goldstein, Mabel—Riddles to Read and Draw. 1925, Garden City Education Co., Chicago. \$0.30.
- Harter Seat Work Materials. Harter School Supply Co.
- Johnson & Myers—The Toy Store. 1925, Garden City Education Co., Chicago. \$0.40.
- King, Myra—Geography Games. Educational Publishing Co.
- McKee, Jane W.—Purposeful Handwork. Macmillan Co. \$0.80.

- Merton, Elda L.—Study Period Projects. Grade I, \$0.33; Grade II, \$0.33; Grade III, \$0.33; Teachers' Handbook, \$0.27. 1925, Laidlaw Co., Chicago.
- Mount, Christian M.—Seat Work and Sense Training. Educational Publishing Co.
- Myers, G. C.—The Grocery Store. 1925, Garden City Education Co., Chicago. \$0.40.
- Pamphlet on Seat Work. State Normal School, Riverfalls, Wis.
- Perfo Seat Work (Silent Reading). The Plymouth Press, Chicago.
- Plymouth Press Material, Chicago, Ill.
- Rosbach, Lillian—Decorations for the Schoolroom. Educational Publishing Co.
- Sample, Anna E.—My Cut-A-Picture Book. 1926, Silver Burdett Co. \$0.61.
- Silent Reading Crayon Games and Stories to Color. 1924, Binney & Smith Co., N. Y. Games, \$0.25. Stories to color, \$0.50.
- Stern—Clubs: Making and Management. 1925, Rand McNally Co. \$1.50.
- Westcott, Avis—Seat Work. 1917, Avis Westcott, Minneapolis, Minn.
- Worst, Edward F.—Construction Work in the Primary Grades. 1920, \$0.50.
- Bruce Publishing Co., Milwaukee, Wis. \$2.25.
- Worst & Keith—Educative Seat Work. 1924. Thomas Charles Co. \$0.60.

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Abingdon Press Co., 150 5th Ave., New York, N. Y.
 Allyn & Bacon, 1006 S. Michigan Ave., Chicago.
 American Book Co., 330 E. 22d St., Chicago.
 American Viewpoint Co., Inc., 13th Astor Place, New York, N. Y.
 Appleton, D. & Co., Chicago, Ill.
 Badger, Richard, Publishers, Boston, Mass.
 Barrows, M. & Co., Huntington Chambers, Boston, Mass.
 Beckley-Cardy Co., 17 E. 23d St., Chicago.
 Binney & Smith Co., 41 E. 42d St., New York.
 Bobbs, Merrill Co., Indianapolis, Ind.
 Boni, Albert & Charles, 66 5th Ave., New York.
 Boni & Liveright, 61 W. 48th St., New York.
 Brown, Robertson Picture Co., New York.
 Bruce Publishing Co., 354-364 Milwaukee St., Milwaukee, Wis.
 Century Co., The, 353 4th Ave., New York.
 Church, John & Co., Cincinnati, O.
 Columbia University, Teachers' College, New York.
 Commonwealth Fund Program, etc., 50 E. 42d St., New York.
 Comstock Publishing Co., Cornell Heights, Ithaca, N. Y.
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 Courtis Standard Tests, 1807 E. Grand Blvd., Detroit, Mich.
 Crowell, Thomas Y. Co., 393 4th Ave., New York.
 Dodd, Mead & Co., 443-449 4th Ave., New York.
 Doran, George H. & Co., 244 Madison Ave., New York.
 Doubleday, Page & Co., Garden City, New York.
 Dutton, E. P. & Co., 681 5th Ave., New York.
 Educational Publishing Co., Chicago, Ill.
 Erb, Mrs. Alta, Heston, Kan.
 Flanagan, A. & Co., 920 N. Franklin St., Chicago.
 Forbes & Co., 443 S. Dearborn St., Chicago.
 Garden City Educational Co., 515 S. Wells St., Chicago, Ill.
 Ginn & Co., 2301 Prairie Ave., Chicago.
 Gregg Publishing Co., Chicago.
 Hall & McCreary, 430-432 S. Wabash Ave., Chicago.
 Hammett, J. L. Co., Kendall Square, Cambridge, Mass.
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 Joint Committee on the Methods of Preventing Delinquency, 50 E. 42d St., New York.
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 McKnight & McKnight, Normal, Ill.
 Medici Prints, Boston, Mass.

Mentzer, Bush & Co., 2210 S. Park Ave., Chicago.
Merrill, Chas. E. Co., 323 E. 23d St., Chicago.
Myers, Lewis E., Valparaiso, Ind.
Newson & Co., 623 S. Wabash Ave., Chicago.
Norton, W. W. & Co., 70th 5th Ave., New York.
Orchard Hill Press, Croton-On-Hudson, New York.
Owen, F. A. Publishing Co., McCune Bldg., Des Moines.
Oxford University Press Co., 35 W. 32d St., New York.
Parker Picture Co., Taylorville, Ill.
Perry Picture Co., Malden, Mass.
Pilgrim Press Co., New York.
Public School Publishing Co., Bloomington, Ill.
Putnam's, G. P. Sons, 2 W. 45th St., New York.
Plymouth Press Co., Chicago, Ill.
Rand McNally Co., 536 S. Clark St., Chicago.
Ronald Press Co., 15 E. 26th St., New York.
Rowe, H. M. Co., Harlem Square, Baltimore, Md.
Rowe, Peterson & Co., 623 S. Wabash Ave., Chicago.
Russell Sage Foundation, New York.
Sanborn, Benj. H. & Co., 221 E. 20th St., Chicago.
School Methods Co., Chicago.
Scott, Foresman & Co., 623 S. Wabash Ave., Chicago.
Scribners, Charles Sons, 320 E. 21st St., Chicago.
Silver, Burdett & Co., 221 E. 20th St., Chicago.
Smith & Bassett, Valley City, N. D.
Stratford Co., 234-240 Boylston St., Boston 9.
Syndicate Printing Co., 417 Hennepin Ave., Minneapolis, Minn.
Thomas, Charles Co., 2249-53 Calumet Ave., Chicago.
University Publishing Co., Lincoln, Neb.
University of Chicago Press, 5750 Ellis Ave., Chicago.
University of North Carolina Press, Raleigh, N. C.
Warwick & York, Baltimore, Md.
Watkins, Emma, 205 S. Linn St., Iowa City, Iowa.
Webb Publishing Co., St. Paul, Minn.
Wiley, J. A., I. S. T. Co., Cedar Falls, Iowa.
Williams' Iowa Supply Co., 8 S. Clinton St., Iowa City, Iowa.
World Book Co., 2126 Prairie Ave., Chicago.
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