

**State of Iowa
1921**

**COURSE IN AMERICAN CITIZENSHIP
IN THE GRADES**

**FOR THE INTERMEDIATE GRADES
Grades IV, V and VI**

**P. E. McCLENAHAN,
Superintendent of Public Instruction**

**Published by
The State of Iowa
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Course
in
American Citizenship
in
The Grades
For the Public Schools of Iowa

For the Intermediate Grades—Grades IV, V and VI

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In Compliance With An Act for the Teaching of American Citizenship in the Public and Private Schools Located in the State of Iowa and Providing for an Outline of Such Subjects

Thirty-eighth General Assembly, Chapter 406

Published by
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SUB-COMMITTEE APPOINTED BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION OF IOWA, TO ARRANGE A COURSE ON CITIZENSHIP FOR THE GRADES IN THE PUBLIC SCHOOLS OF THE STATE

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FOREWORD

The Thirty-Eighth General Assembly passed an act providing for the teaching of American Citizenship in the public and private schools located in the State of Iowa, and providing for an outline for such subjects.

In accordance with this act a brief outline was prepared soon after the law was enacted and mailed to all the schools as a guide for the work which was to be done. Then plans were made and a committee was appointed to hold conferences and later select a smaller committee to write the course of study. The outline given in these pages and in two companion pamphlets for other grades is the result of the work of that committee and has been officially approved by the Department of Public Instruction and is now the official outline for the course in American Citizenship for the public and private schools in the State of Iowa. It is expected that every County Superintendent in the State will devote some time in the next teachers' institutes to giving the teachers instruction upon this course and explaining the methods by which the best results may be secured.

I sincerely hope that this outline may be of much help to the pupils, teachers, parents, and boards of education and that it may result in making better qualified citizens in the State of Iowa.

P. E. McCLENAHAN,
Superintendent of Public Instruction.

PREFACE

The Thirty-Eighth General Assembly of the state of Iowa enacted a law requiring all public and private schools located within the state of Iowa to teach the subject of American citizenship. Section two of that act says "The superintendent of public instruction shall prepare and distribute to all elementary schools an outline of American citizenship for all grades from one to eight, inclusive."

In compliance with that law, the committee appointed by the superintendent of public instruction, submits this outline for the teaching of American citizenship in the grades. The aim is to present to the grade teacher such suggestions in method of presentation, and such material for use by the teacher in class instruction, as will constitute a well balanced course in the fundamentals of citizenship. The purpose of the course in citizenship is to give the child such instruction and training as will help to make him a good citizen. The aim of the course is both immediate and remote. The course recognizes the child as a young citizen, a member of various communities such as the home, the school, the neighborhood, the city, the state and the nation, and aims to develop habits and ideals which will make for right conduct and relationship as a young citizen. It also recognizes in the child the future adult citizen with wider duties and obligations, and aims in part to bring about such development as will make for efficient citizenship in the years to come.

The course for the grades is presented in three groups: Primary, including first, second and third grades; Intermediate, including fourth, fifth and sixth grades; Grammar, including seventh and eighth grades. In the primary grades the aim is three-fold—to cultivate good manners; to develop wholesome health habits; to teach elementary principles of good citizenship. The subject matter in the primary grades is arranged in lessons and definite suggestions are made as to the frequency of lessons and as to matter to be presented. The committee believes that definite suggestions as to matter and methods are of great value in the grades because of the rapid changing personnel of our elementary teachers. The same plan is followed, in part, in the intermediate grades. However, more latitude is given the teacher in the intermediate grades and the subject matter is presented less in detail but with the same

degree of thoroughness. The use of elementary texts may well begin with the intermediate pupils and illustrative materials may be placed in their hands. The outline for the seventh and eighth grades sets forth a well developed course in community civics and may well be supplemented with a good text book in the hands of the pupils. Excellent text books are now appearing, many of which include both community civics and the civics of the state and nation.

The outline includes a list of reference books and outlines as well as the best texts now published by the various book publishing companies. Directors and teachers in rural schools, and the boards of education and superintendents in town and city schools, are urged to provide for their school libraries all the books referred to in the outline. The best results in teaching citizenship can be had only when teachers and pupils are well supplied with supplementary material.

The committee submitting this outline on citizenship wishes to acknowledge valuable assistance rendered by Dr. Henry J. Peterson, Professor of Government in the Teachers College; to Mrs. Floe Correll Francis, former Supervising Critic in Teachers College; to George F. Robeson, of the West Des Moines High School, and to other teachers interested in the teaching of civics and citizenship in the schools of Iowa. Much of the material used in the outline was gathered and used in study center work in the Teachers College. Mrs. Francis arranged the outline and added the references for the work in the primary grades. Mr. Peterson did the same work for the intermediate grades, and Mr. Robeson arranged the outline for the grammar grades. Acknowledgments are also made to several primary, intermediate and grammar grade teachers for valuable suggestions.

SUGGESTIONS TO TEACHERS

If civic training is to be effective it ought to begin with the child's entrance in school and ought to be continuous and persistent. The chief consideration is to cultivate a habitual attitude of mind towards one's civic relation and responsibility and toward the community's organization and practice by which alone these responsibilities can be fulfilled. It is generally conceded that true American ideals must be created in the minds of our American youth while they are in the public schools. These ideals relate in a large measure to the immediate activities in which they grow up and in

which they expect to spend their lives as adults in the community. Many of our boys and girls will spend their lives in towns and cities and so they must be made acquainted with those activities in which town and city people live. The policeman, fireman, postman, street cleaners, garbage collectors, care and protection of property, corruption in politics, etc., ought to be emphasized by teachers in towns and cities. But even more of our boys and girls will live in rural communities and will be active in those things in which rural people are most concerned. As citizens they must think about roads, playgrounds, calf clubs, seed corn, game laws, taxes, courts, community morals, prevention of waste, pure air and water, and the prevention of diseases among people and among farm animals. It is necessary to keep in mind the community needs when teaching citizenship to boys and girls. The frequent moving from town and city to country and from country back to town and city necessitates that teachers of citizenship present the fundamentals of both rural and city life to both groups of pupils. Their skill in handling these and similar problems will be the measure of their civilization and progress in either the city or rural community.

Many courses in civics fail because they fix attention upon the machinery of government rather than upon the elements of community welfare for which government exists; that is, they familiarize the pupil with the manipulations of the social machinery without showing him the importance of the social ends for which the machinery should be used. Consequently, the pupil upon leaving school, uses his knowledge for ends which are most evident to him, his own selfish interests. If civic teaching is to improve citizenship and is to give a better understanding as a basis for a more active participation in the affairs of the community, the state and the nation, the subject of civics must be socialized. By socializing civics we mean the presentation of the fundamental principles of civics and citizenship in the class room in a manner as nearly as possible like these activities are carried on by the people in the communities, the state and the nation. The truth is now recognized that we learn to do by doing. Dramatization has come to be the most effective way of teaching many of the most fundamental principles of citizenship. The proper way to present the subject of "elections" is for the teacher to conduct a mock registration and election in the class room. With the teacher as instructor and guide, the pupils should carry out the entire proceeding, even to the making of registration books, the printing or writing of ballots,

construction of voting booths, choosing of judges of election, counting of ballots, etc. Presenting the subject in this manner will call to the attention of the pupil many different phases of the subject otherwise passed over. Do not only talk about community life, but encourage your pupils to investigate different conditions and activities in the community and report in class.

Each lesson while being definitely correlated with other lessons, should be complete in itself and have a keynote which is emphasized. One lesson, for example, may emphasize the pupil's dependency upon the community; another, the pupil's responsibility to the community. The subject matter found in this syllabus should be supplemented by informal class discussions and the continual use of questions and answers on local civic subjects. Plan to have special objective material which bears on the lesson at each class session. Such material may consist of pictures, sample ballots, charts, legislative bills, garden plans, park plans, products of hand work, country road improvements, reports of clean-up campaigns, of calf clubs and pig clubs, of current events, poems, patriotic speeches, and stories that can be given in two or three minutes by members of the class.

Patriotism is an essential and vital part of every citizen's training and equipment for life. Therefore, we must teach patriotism in a vital and material way, as well as give the pupil an enthusiastic appreciation of the leading men and women of America and of American institutions. The life and character of the leading men and women of America ought to be presented in such manner as will cause boys and girls to love and admire our national leaders and to give to such names as Washington, Adams, Jefferson, Hamilton, Lincoln and Roosevelt a high place among the names of the great men of the world.

Thrift and saving is one of the fundamental virtues of present day American life. The teacher ought to encourage the spirit of thrift in the pupil as early as possible in his school course. The teacher can well afford to organize a school bank in which the pupils may deposit their pennies and receive a "deposit slip" and learn to keep a "pass book." When a pupil has a deposit of one dollar or more, advise him to draw out his money and place it in a real savings bank. Children should be taught the saving habit.

In making this outline, the committee found as their greatest problem, the reconciling of different views as to what a course in citizenship ought to be. The material offered in this outline is not en-

tirely new. It has all been tried and found successful in one place or another. However, good or bad this outline may be, its success will depend largely on the teacher using it. In the hands of a wise, sensible teacher, one who realizes that the teacher is the mainspring in the class recitation, this outline will prove to be of both immediate and far-reaching value. In the hands of the supercritic, or the teacher who finds that her own way of doing things is not made prominent this outline will prove of little value. Give it a fair trial and enrich it from your own experience and success.

COURSE IN AMERICAN CITIZENSHIP

Grades 4, 5 and 6

SUGGESTIONS TO TEACHERS

The work in the primary grades has aimed to lay the foundation for good citizenship, first by developing in the child some of the fundamental civic virtues, and second, by arousing his interest in topics of civic importance as found in his immediate environment. This study is continued through the intermediate grades, but emphasis is laid on group activities within the child's experience and to develop in him a conception of the privilege of being an American citizen and of the duty he has as a citizen.

These lessons in grades four, five and six attempt to draw out from the pupil's experience what he knows about the community, the town, the city, the township and the county government with which he comes in contact, as to activities and officers, and to organize that knowledge into definite information.

During these years of the pupil's school experience he is eager to reproduce and the teacher will do well to encourage dramatization wherever it fits in to good advantage. Give the pupil problems suitable for his age and advancement and encourage an inquiring nature in the pupil. Give the pupil a chance to observe and to tell what he has seen.

Although the committee recommends no particular text to be used in these grades, we do suggest that suitable books ought to be placed within reach of the pupils and should be encouraged to prepare much of each lesson from books as well as from experience. Good books for intermediate grades are now rapidly appearing, and the list of books prepared by the committee and found in the back of the outline, will be found among the best.

The suggestions for use in the first three grades have sought to bring the child to see that he is one of a large group, that to live harmoniously with that group he must accept gratefully and gracefully the help the group can give him, and that he, in turn, must give his help gladly and thoughtfully to others. That interdependence he has seen first in his home and later in his school. He has had developed in him a feeling for his country and its flag, and has learned, in a general way, that he depends on his country and his country depends on him. The personal virtues which make good citizens have also been developed.

These lessons for grades four, five and six attempt to draw out from the child's experience what he knows about the city, township, and county government with which he comes in contact, as to activities and officers, and to organize that knowledge into definite information, also, in view of that information, to develop in him a conception of the privilege of being an American citizen and of the duty he has as an American citizen.

It is suggested that the Introductory section and the section on Education be used in the fourth grade, the sections on Health, Recreation, and Beautifying the Community in the fifth grade, and the sections on Communication, Protection of Life and Property, Poor Relief, Public Money and Elections in

the sixth grade. Each sub-topic was not written as one lesson, as many will require several lesson periods for discussion.

This outline is only suggestive, not exhaustive. Much helpful material for elaboration will be found in the books mentioned for reference.

SOCIAL GROUPS

Introduction. The aim in this topic is to bring out the meaning of belonging to a group, with the duties and privileges attached, and to offer a general survey of the local township, county and town, with the idea of testing the pupils' acquaintance with them. The brief outlines of township, county, and city governments are included to give the pupil framework into which to fit the information of the later topics.

I. *Belonging to a Group.*

- a. The simplest relationship is the individual.

Recall the story of Robinson Crusoe, pointing out the difference between his life and ours due to the fact that he lived alone while we live with others.

- b. The first group to which the child belongs is the family. Who belongs to the family? Make a list of the different members of the family. Why do these persons constitute the family?
- c. The next group to which the child belongs is the neighborhood. The neighborhood constitutes several families living near each other. Who belongs to your neighborhood? People get acquainted with each other and have a friendly feeling.
- d. Another group to which we belong is the township. It is a geographical area for the purpose of government. It may contain several neighborhoods. Still another group is the county, which consists of several townships, and yet another is the State, and even the Nation.

1. *Belonging to the Family.*

The different members of the family. Place on the board an outline showing the family group. Who are uncles and aunts, and cousins, and grandparents? State the obligations of the parents toward the children, and of the duties of the children toward the parents. Love and affection of the parents for their children. How the children may return that love and affection. Children helping the parents in the house, in the store or shop and on the farm.

2. *The Neighborhood.*

- a. The number of families living in the neighborhood. The number of people. Their occupations and professions and business.
- b. The appearance of the neighborhood. How may it be improved? Houses, homes, garages, farm buildings, fences, cemeteries, schools, churches, school and church yards, streets, roads and roadsides, sidewalks, paths, stores.

Does this neighborhood compare favorably with others you have seen?

- c. Modern conveniences for use in the home. Stoves and ranges, furnaces, water systems, lighting lamps, gas, electricity, mod-

ern tools for work in the house, in the store, on the farm, in the factory, or in business.

- d. Connection with the outside world. Main roads of traffic. Kinds of roads, the telephones, telegraph, mail delivery.
- e. Activities of the people—house entertainments, clubs, school entertainments, lodges, churches, amusement places. Does this neighborhood offer social activities to people of all ages or do they go elsewhere to find them?

3. *The Beginning of the Township.*

- a. Many of the first settlers in Iowa came from the Southern States. In the south they were accustomed to the county and they had no townships. They naturally established the same kind of units of government in Iowa. Later people came from the east where they had townships and had been accustomed to township government. In the middle eastern states the people had three divisions of local government—town, the township and the county.
- b. Our first governor, Robert Lucas, came from Ohio and urged the legislature of the territory to provide for townships. One reason he gave was that it would be easier to provide for schools if the counties were divided into townships. He also said, "ordinary local business of the county could be carried on more conveniently for the people and at a saving of money if the townships were created." The legislature of the territory, therefore, in 1840, gave the board of supervisors the right to divide the county into townships, but it was only gradually that townships were introduced.
- c. Townships are usually six miles square and contain 36 sections of land. In early times, however, there were few bridges, and wherever rivers run through a county the townships are irregular in shape and size. The board of supervisors gave the townships their names. Sometimes they were named after early settlers and often after men of national prominence or characters of history. Pocahontas county has Fremont, Cass, Hamilton, Ellsworth, Scott, Lyon and Lincoln townships.

Officers in the Township.

- a. Three men known as a board of trustees are chosen by the voters to manage the affairs of the township. Some of the things they do are to act as election judges when the general elections are held, to act as a board of health for the township, to oversee road making in the township, and to decide if the assessor has taxed the people fairly.
- b. The voters choose one man, a township clerk, to keep a record of the business done by the board of trustees. An assessor is also elected to estimate the value of property for taxing and learns what property the person has and how much it is worth.

- c. Two constables are elected to keep order in the township and enforce the law. They make arrests of persons offending the law. Two Justices of the Peace are elected whose duty it is to act as judges and try persons who have broken the law, and fix the punishment.

Our Township.

- a. What is the name of our township and how did the name originate? Draw a map of the township, showing the size and shape and what townships bound this one. What villages, towns or cities are in this township, and what other neighborhoods are there. Do these neighborhoods have names? What are the different occupations of the people in this township, and what do most of the people work at? What public roads run through this township? Are there any state or national highways running through the township? Name the rivers, lakes and creeks found here. Are there any parks, or picnic grounds or beauty places near here?
- b. Who are the present township officers and when were they elected? (The County Auditor compiles a County Financial Report showing names of township officers, etc.)

First White Men in Our Neighborhoods and Townships.

- a. Julien Dubuque was the first white man to make Iowa his home. Having heard of the lead mines along the Mississippi river, he came here to mine lead about one hundred thirty years ago. He first heard of the lead through the Indians. The Indians owned the land but they gave him permission to open the mines, and for many years he made friends of the Indians and lived among them. As there was no place in so new neighborhood to market his lead ore, or buy supplies, Dubuque would place his lead ore on a boat or raft and float down the river to St. Louis where he got supplies in exchange. Before very long other men interested in mining came to live in this community. Fur traders also came in these early years, for wild animals were plentiful in Iowa.
- b. Farmers began to come to Iowa a little less than a hundred years ago from the Ohio valley and later from the eastern southern states. Some of them came by boat; more came by wagon across the plains, the wife driving the ox team, the children riding or running behind the wagon, and the man driving the cattle. Their first houses were of logs or of sod and were usually built along the banks of streams or at the edge of woods for shelter. Learn all you can about these early settlers and compare them with our people now. Also learn of early neighborhoods and how they differ from our present neighborhood. Find good books on Indian life and tell how the Indians lived when first found by the white settlers in Iowa.

4. *How Counties Were Made in Iowa.*

- a. In the very early years this part of the country did not have enough people to make it a territory or a state, so what is now Iowa was made a part of the Territory of Michigan. In 1834 the territorial legislature thought there were enough people to warrant dividing the Iowa country into two counties. They were named Dubuque and Des Moines counties. It would seem queer now if our state had but two counties. As more and more people came more divisions had to be made until now we have ninety-nine counties.
- b. In early times the county officers were appointed by the governor of the territory. Since he was appointed by the President of the United States, his home was often not in Iowa, so he did not know the people here. Therefore the people soon asked Congress to allow them to choose their own officers, which it did.
- c. The Iowa counties were named by the state legislature. Like our townships many of them are named for our presidents or other great men. However we find a number of Indian names, some named after men in Iowa, some named after presidents.

The Officers Who Manage County Affairs.

- a. When Iowa was made a state the county was governed by a board of three commissioners. Later the people thought it would be a good plan to have just one man to manage all the county business. However he was poorly paid and often tried to get more money by stealing from the county. People grew tired of this and finally the state legislature provided for a board of supervisors in each county.
- b. At present there are three, five or seven supervisors, as the people may desire. They decide what shall be done in the county, subject to the laws of the state legislature. If a person works for the county the supervisors must pass on the bill before it can be paid. They decide what poor people shall have aid and what kind it shall be. They decide whether township taxes are equitably levied and fairly distributed. They are responsible for the county buildings—as the county court house. They are also, in part, responsible for the building of the principal roads of the county. In fact this board has much work to do. The county newspapers publish a statement of what they do at each meeting. The statement gives valuable information to the residents of the county.
- c. There are several other county officers. The auditor acts as clerk to the board of supervisors. The treasurer receives the taxes and pays out the money spent by the county through the board of supervisors. The recorder keeps a record of all deeds and other important papers. There are several officers connected with the courts, a clerk, a sheriff, who makes ar-

rests for the county, a county attorney, who is in charge of cases against people accused of crime, a coroner, who investigates deaths that occur in a suspicious way, and the superintendent of schools, who has charge of rural schools.

Our County.

- a. Explain the manner of naming the county. After whom was it named? Tell about the first settlers and the first settlements made. Read stories of early days in Iowa and tell them in class. Tell about the Indian life in this county. What tribes were here? Describe the physical features of the county—lay of the land, rivers, timber, farm land, villages, towns, cities. Size of county. Which is the largest county in Iowa? The smallest?
- b. How many townships in this county? Name them. Draw a map of the county locating townships, towns and cities, rivers, lakes, school buildings in townships, etc. Tell about the different occupations of the people of the county. Occupations of those in the city, and how do they differ from those in rural districts? Tell about activities in agricultural, industrial, commercial and professional lines.

Describe the importance of any county seat. Describe our county seat. How large is the county seat? What business in the county seat is of interest to all people of the county?

Name the different officers in the county and give the names of the present officers.

5. *How Towns Grew.*

- a. When early settlers began to have grain and stock to sell they were in need of a market—a place where there were buyers of grain and other produce. They also needed a place to buy supplies, which they could not produce on their farms. So some men began to build stores and to sell groceries, dry goods, boots and shoes and other things required. These people naturally gathered in groups and so a village or a town was started.
- b. As more and more people moved into a town it was found that there had to be certain rules or laws made so that everybody might be comfortable, healthy and safe. It was also found that because they lived close together they could do many things together which farmers could not do because of the distance which separated them. For this reason these groups of people have a special kind of government which we call city or municipal government. For them this takes the place of the township government.
- c. The people of the town elect men to decide what shall be done in the town. These men make up the city council. The council makes rules about how to keep our streets clean, how we may have light and gas, how fast we may drive automobiles on the street, and many other matters pertaining to

the city or town. The highest officer in the town or city is the mayor, who sees that the rules made by the council of the town are carried out.

Our Town.

- a. Tell all about how our town or city began. Who were the first people to settle here, and why did they establish the town on this particular spot? There are generally good reasons for establishing towns and cities at certain places, find out the reason for this town. Does the name of this town have any particular meaning?
 - b. Does the town make a good appearance to a stranger entering it for the first time? Why ought the depots and grounds around railroad stations be well kept?
 - c. How many people live in this town? What do they do to earn a living? Are there many retired from work or business living here? What are some of the advantages in living in our town or city? What are some of the most important duties of citizens towards their town or city? Do all people recognize their duties towards the town as well as their rights in the town?
 - d. What are the principal organizations of the people in town? Tell about the schools, the churches, the commercial club, business men's clubs, Boy Scouts, Campfire Girls, Y. W. C. A., Y. M. C. A., lodges, civic organizations, play grounds, amusement parks.
 - e. How do you like this town compared with other towns you know about? In what ways would you have the town improved? Make a list of the things you think the town ought to do. How can men and women other than officers help to make the town better? How can boys and girls help make the towns better? What about clean-up campaigns?
6. *Belonging to the Nation Group.*
- a. Think back to the time when the first white people came to this country. They belonged to England, or to Holland or Spain or Sweden. Most of these early people came from England and were known as Englishmen. They finally became prosperous and wanted to be free to govern themselves. The Revolutionary war was fought to free the colonists from the government of England. Then people were independent to govern themselves and they called their country the United States and called themselves Americans.
 - b. There are now different ways in which other people coming from Europe may become Americans or citizens of the United States. A boy or girl born in this country is by birth a citizen of the United States. Suppose a family moves here from Denmark. The father may go to the judge of the District court at the county seat and declare that he wants to become an American citizen. The court clerk will give him "first papers."

After waiting five years, in which time the man must show that he is worthy of becoming an American citizen, he goes again to the judge. The judge asks him questions about our government and its history and of his intentions to support the government and be a loyal person. If his answers are satisfactory the man is given his "final papers" or "citizenship papers." When the man becomes a citizen his wife and children under age are also citizens, just because he is. Only white people and black people may become citizens in this way. A Chinaman cannot become naturalized, but one born in this country is a citizen by birth.

Give good definition of citizen, alien, naturalization. What are the privileges of citizens? Make a list of these privileges. How many of these privileges do non-citizens also have? Name privileges had by citizens that are not had by aliens who are living here. What are the chief duties of all citizens toward their government? State different rights of all citizens and then state corresponding duties. What do we mean by being loyal citizens of our country?

7. *Other Early Settlements.*

- a. Give accounts of the following men and tell where they settled: Basil Giard, Louis Honori, Dr. Muir, Antoin Le Claire, Colonel George Davenport, Lewis and Clark, Pierre Chouteau, Joseph M. Street.

References:

Sabin—The Making of Iowa.

Aurner—Iowa Stories.

Meyerholz—The Government of Iowa and the United States.

Horack—The Government of Iowa.

EDUCATION

Introduction. The aim of this chapter is to trace the development of schools in Iowa and to show how co-operation on the part of all makes possible our present school system.

1. *Early Schools in Iowa.*

- a. A public school is one of the first things settlers in a new country require. Their children must be educated. Even before Iowa had a government of its own the people provided schools for their children. They realized that if their children were to grow up to be useful and successful citizens they must have an education so that they could take an intelligent part in the government. These early schools were very simple; several families joined together to hire one teacher for all their children. These people did not have much money and could not pay a teacher much salary. They generally paid the teacher part cash and part in other things such as board and lodging at the homes of the children, in wood in vegetables, in laundry work. You will find interest in reading, "The Making of Iowa," by Henry Sabin, in the stories he tells about these early schools.

2. *The Public School.*

- a. After more people had moved in and families were closer together it became possible to open public schools. It was better for all families to work together than for each family or small group of families to provide for their own children. It was just going a step farther than the private school. Under this management all children, rich or poor, were provided with schools and all taxpayers helped pay the expenses by paying the school tax. Think of the advantages of our public schools of today over the early private schools and even over the early public schools—better teachers, better buildings, not so far to school, better books, saving of money, and equal privileges for all children. The names of Henry Sabin and Homer H. Seerley have been closely associated with the early schools of Iowa.

3. *Our Schools.*

- a. The people who compose the school—pupils, teachers, parents. Each of these groups is connected with the school. Explain how each is part of a successful school. Explain how each group may help to make better schools. What constitutes loyalty to the school from each of these groups?

- b. Our School Building. How was the land acquired on which our building stands? Inquire of your parents or other people who formerly owned the land and what it cost when the school authorities purchased it.

How was the money provided for the grounds and buildings? By taxes? When was the present building erected? Show how all the people co-operated in building this school building by paying taxes just as much as if each one had hauled brick and lumber or had worked by the day on the building.

- c. How may our school building and grounds be improved and beautified? Why ought the school rooms be kept perfectly clean and sanitary? What furnishings are necessary for the up-to-date school building? Tell about the flag over the building and what it signifies to the school and to the public. What kind of meetings other than school work are carried on in the school building? Is it a community center in this community? Do we have evening school, or continuation school here?

- d. The Pupil Group.

Discuss the various reasons why children and young people ought to attend school. How long have we had compulsory education here in Iowa and what are the ages during which pupils must attend school? Who is the truant officer for your school and why must he act as an official? Since many children are working together in one room, what rules are necessary that all may do the best work possible?

- e. The Teacher.

Who may teach school in the state of Iowa? What is the age required and what training must the teacher have? Must she have a certificate in order to teach school? Why do men and

women need to attend school longer to prepare to teach school than do those who work at some other trades or professions? Where does the teacher get her training for teaching?

f. The Parent Group.

We cannot have a school unless someone in the community is willing to look after the business connected with it. Someone must hire teachers, repair buildings, buy coal, provide a janitor, and do other necessary things. The parents who are interested in having a good school cannot all give their time in looking after the school, so they choose certain persons who do exercise that authority. What do we call those persons whom the parents choose to look after the schools? This office of director is a very important one, yet some people do not want to accept it because they think it is too much bother. This is another instance of republican government, where the people select certain persons to represent them. The directors are not paid for their work and often the people criticise them when school affairs do not go as they wish, rather than help them and appreciate their work when they do well. We should honor and respect these men and women who are willing to give their time to this work. Parents and patrons of the school ought to elect only those men and women who will best care for education and for the schools as directors or other school officers. Who are the members of our school board, and how long do they serve?

What is the standard of our school? What kind of school is it according to classification?

What is meant by "school spirit?" And what is meant by "fair play" in school work and study?

g. How Our School is Supported.

1. All persons living in school districts and owning property must pay school taxes. These taxes are taken together to support our schools. In 1920 Iowa spent over \$30,000,000 on its schools, or about fifteen dollars for every person in the state. How do we get this large sum of money? Is there any other way than by school taxes? In some school districts more than half of the taxes collected are used for schools. The county treasurer gives to each school board the amount it is to use during the school year.
2. Find out how much the total school tax is for your county. This may be found on the back of a tax receipt. Find how much money was spent for our school last year. How much was that per pupil? What was the tax rate last year for school purposes?
3. Since our schools cost so much we ought to make the best use of them. When we hire teachers and pay them several hundred dollars per year, pupils ought to strive to learn all they can. Our schools are trying to make good citizens out

of boys and girls, and good citizens do not waste their money but they work and get returns for the money they spend. Does a boy who plays truant show good business sense?

h. Other Schools.

1. What relationships do we have with other schools of our kind in other neighborhoods or parts of the town or city? Do we have friendly contests in scholarship and games with them? What kinds of contests do we carry on in our schools?
2. What is the difference between a graded school and a high school? Who may attend high school? On what condition may a boy or girl enter high school? How many of the eighth grade boys and girls of last year entered high school this year? What are the advantages of going to high school? Is there any relation between education and money earning capacity?
3. Colleges give four years of school work after the completion of the high school. What is the purpose of higher education such as is found in the college training? Name the different colleges in Iowa, and tell of those in your own county and city. How are colleges supported—are they all supported in the same way? What is the difference between public schools and parochial schools? Name different church demoninations that maintain schools. What is the difference between a business college and public school in aim and purpose?
4. Some children in our community may be blind or deaf. They could not get along well in our public schools where other children attend. What provision does the state make for the education of these children? Where are these schools located in Iowa, and about how many children are in these schools every year? Where do these schools get their support?

i. Other Places Where People May Learn.

1. School is not the only place where people may study or learn. Many people have had the privilege of attending school but a short time, yet they are very intelligent people. Make a list of other ways in which boys and girls may study and learn in addition to schools. Tell of the value of libraries, churches, Sunday schools, clubs, educational motion picture shows, art galleries, concerts, etc., as means of education for many people. How may educational work be done in the home? Give a number of methods of getting home work.
2. What is the purpose of the library in our school? Where does the money come from with which to buy books? How many volumes have we in our library? Why do people want libraries in their towns and cities? Who controls these libraries in their towns and where are the libraries located?

3. The persons working in the libraries need special training for that work. They attend library schools, which are often found in colleges and universities. What are the duties of the librarian—what does she do? Who determines what books to purchase for a town or city library? Describe the process of a citizen drawing a book from the library and using it.
4. In the United States the government does not have anything to do with the conduct of church or Sunday schools, because we believe every person should worship God as he wishes.

References:

Sabin—The Making of Iowa. Chapter 22.

Aurner—Iowa Stories.

Dole—The Young citizen. Chapter 4.

Hill—Lessons for Junior Citizens. Chapter 5.

Willard—City Government for Young People. Chapters 20, 21.

Wade—Lessons in Americanism.

HEALTH

Introduction. The aim of this topic is to show that good citizens must have healthy bodies, that the health of the individual is guarded by guarding the health of the group, and that certain co-operative means must be used to guard the health of the group.

1. *Advantages of Good Health.*

- a. In a school in this state last year a pupil had to be absent every few days because of ill health. The result was she did not pass her grade and so must spend another year in school. She lost a whole year's work because she did not possess a strong body.
- b. As a child Roosevelt was delicate in health. He was anxious to become strong, so he went out west and became a cow-boy, living out of doors most of the time. We know the result was that Mr. Roosevelt became a very strong and vigorous man. What a difference it made to him in the success and enjoyment of life, and in the great work he was able to do. Washington and Lincoln, our greatest heroes, were strong, healthy men. You cannot imagine either one being sick often.
- c. If we want to succeed in our school work, if we want to enjoy life, if we want to be successful in our life work, we must do all we can to make our bodies strong and healthy. We can decide largely by the habits we form whether we shall have healthy bodies. Our hygiene lessons will teach us how to acquire and keep strong, healthy bodies.

2. *The Foundation of Personal Health.*

- a. Correlation with such facts of physiology as the pupils already know. Observe the value of deep breathing of pure air; of drinking freely of pure water; of eating moderately of wholesome food; of exercising daily in the fresh air; of keeping the

body and its surroundings clean; of avoiding exposure to contagious diseases. Review from your hygiene lessons the points necessary for good health.

3. *Disease.*

- a. Early peoples used to think that disease was an evil spirit which had to be overcome by charms or driven away by certain peculiar ceremonies. We have found by study and investigation that it is something very different, but we can find a cause and thus work against it to prevent its spread. Tell about the effect of disease on the human body and some of the things it may do if not driven out.
- b. Many different diseases are contagious, that is, they may be taken by one person from another directly or from things the sick person has used. How do the germs of disease get into the body of the second person? The two doorways into the body—the nose and the mouth—must be guarded very carefully. Why do we warn people against *handling things* that have been contaminated? Why is it dangerous to put money or pencils in the mouth?

4. *Keeping the Neighborhood Healthy.*

- a. The greatest factor in keeping a neighborhood healthy is cleanliness. Disease germs like dirty or carelessly kept places. Cleanliness in the home—the refrigerator, the dish cloth, the garbage pail, the baby's bottle. Cleanliness in public buildings. Cleanliness and care in public places where food is handled. Our state now has inspectors whose duty it is to go about and see that bakeries, meat markets, grocery stores and dairies be kept clean and sanitary. If we see any place in our town that is not clean we can ask a state inspector to come and examine the place.
- b. Ventilation in homes or public buildings. This is important because some disease germs are carried in the air and they like close, hot atmosphere. Warm, close rooms cause the people in them to be more ready to receive germs. If there is plenty of fresh air the blood will flow naturally and fight off disease.
- c. Water and milk supplies. In 1920 a small town had forty cases of typhoid fever at one time. It was found that the town's drinking water contained typhoid germs. Such terrible conditions can now be avoided at much less expense than the money cost of one such epidemic. A town must first have a source of pure water. What are sources of such pure water supplies? Then care must be taken in handling the water through the water system. No other water must be allowed to seep in. Most towns ought and do have the water examined often by the state bacteriologist at Iowa City to see if there are disease germs in it. Private wells must be placed suitably and examined that no surface water enters them.

- d. Milk is a good carrier of disease. A few years ago in Denver about thirty children developed scarlet fever at one time. It was discovered that all thirty of them were drinking milk taken from a certain dairy. Investigation was made and it was found that the man employed to handle the milk at the dairy had been sick with the fever. His carelessness in working while he was ill, or before he was entirely recovered, cost the lives of several children. Some cities have inspection of dairies in addition to state inspection. Only healthy people must handle milk and all utensils must be clean and sterilized. What do we mean by sterilize? How may you sterilize a bottle or pail at home?
5. *Preventing the Spread of Disease.*
- a. If disease germs often pass from one person to another what is the only safe thing to do in case some one is sick? Health officers have recognized this and so require people to stay away from such diseases that are easily spread. We shall speak of quarantine later. There are some diseases for which they post warning signs on the houses. How does a warning sign appear? For what diseases are warnings posted? We all have the chance to show that we are truly good citizens by never breaking over a warning sign, by never breaking the rule that is best for all, even if it should cause us some little inconvenience.
- b. As yet colds are not quarantined or warned against, but we know they are infectious or catching, and we realize more now how serious they may become. People with bad colds should stay away from school and from public places until they are recovered.
- c. Another method of preventing the spread of disease is by making well people immune to disease. What is the meaning of immune? This is done by vaccination or by inoculation. For what diseases can you be vaccinated or inoculated? Many cities require that children be vaccinated for smallpox before they may enter school. Why is this? Do you think we ought to have compulsory medical and dental inspection of all school children at least once each year?
6. *Quarantine.*
- a. What diseases are quarantined? Who determines what cases must be quarantined? Who places the sign on the house? What is said on the sign? What must be done after the recovery of the patient? Who is responsible for seeing that it is done?
- b. It is the duty of the township health officer to attend to the wants of the family in quarantine. Who is the health officer of your community? Has he had any work of this kind to do since he has been in office? How is the health officer in a city chosen? What is his work in the community?

7. *School Nurses.*

- a. People have lately realized that the best place to help individuals cultivate good health and in which to prevent the spread of disease is in school. Children are more susceptible to disease than are people older, and the school causes children to be brought close together and to remain indoors much of the time. Therefore they ought to be closely guarded.
- b. The State has enacted a law providing that a school board may employ a school nurse to be paid at public expense. Many of our larger towns and cities now have school nurses. Several rural communities now have school nurses.
- c. Intelligent people have come to know that it costs less to protect children against the contracting of disease than to care for them after they contract disease.

8. *Hospitals.*

- a. Until recently a person who became sick had to be cared for in his own home no matter how ill he might be, and neighbors had to help the family in nursing him. He could not even have physicians see him often as they were few and often lived miles away. As the country becomes more thickly settled more doctors are to be had, and now in addition to physicians we have trained nurses. As towns grew larger people wanted a special place where patients could be cared for by trained nurses, so hospitals were opened. As yet most hospitals are owned by churches or by private individuals, but they are coming to be more provided by towns and cities at public expense.
- b. The county may have a hospital for people who are unable to pay their expenses. The board of trustees are authorized by the state legislature to erect and equip a special tuberculosis hospital. Here the poor receive free care and treatment but those able must pay their expenses of treatment. Where is our county hospital? Where is the state hospital for tuberculosis patients?

9. *Health Conditions in Our Neighborhood.*

- a. Do we have good sanitary conditions in our homes and about our schools? Do we ventilate our homes and public buildings as they should be? Do we enforce the law concerning spitting on walks and platforms? Are our roads and streets kept clean? Are we careful about coughing and sneezing when near people? Have we quickly stopped recent epidemics? Are we careful and cheerful in observing warning and quarantine signs? How can we work together to lower the number of absences for sickness in our schools?

Reference.

Our State Board of Health publishes bulletins on this subject which are very helpful. They may be had for the asking.

Hill—Lessons for Junior Citizens. Chapter 2.

Smith—Our Neighborhood. Chapters 3, 4, 5.

Bailey—What to do for Uncle Sam. Chapter 5.

Modern Health Crusade. Put out by Iowa Tuberculosis Association at Des Moines.

RECREATION

Introduction. The aim of this topic is to point out the relation between recreation and the well being of both the individual and the community. Attention is called to the benefits of co-operation or group recreation, and to the necessity of having public recreation, such as parks, playgrounds, etc. Show the difference between recreation and health.

1. *The Division of Our Time.*

- a. There are twenty-four hours in the day. People use them in different ways. How do you think is the best way to divide them for use? There are seven days in the week. Is it best to spend all of them in the same way? With the same kind of work each day? Why do we need a change in work, or even in play?
- b. Define the term "recreation" and explain how it means to re-create. For any act to be genuine recreation it must furnish rest and renewing for both body and mind. What are the kinds of recreation that do this? What part of the working day ought to be spent in this kind of recreation?
- c. Group recreation is a valuable kind of recreation because it furnishes the necessary change for large numbers at once, and because the same value cannot be gained without the stimulus of group associations.

2. *What Our School Believes About Recreation.*

- a. Recreation is not only a means of renewing energy but it is, if well planned, a useful means of discipline. The child who is given opportunity to exercise will spend the pent-up energy that way and will feel more like settling down to study.
- b. The effect of long periods of continuous effort is to fatigue both mind and body, and it results in nervous irritation that is destructive of power to give attention.
- c. What recreation does our school provide? What effect would it have on our work to have work from nine until twelve, and from one until four without recess? What kind of games ought to be taught to children in the grades? What kind of games do they like best?
- d. What materials or apparatus does the school provide for recreation? Does the school have a well-equipped playground? What constitutes good equipment?

3. *Different Kinds of Recreation for Country and City Children.*

- a. Recreation ought always to be of such kind as is most needed by the child. If the children of the town differ in habits of life from those of the country, then recreation ought to meet such differences.
- b. Country children often need recreation as much or more than city children because there may be less in their community to entertain and less of a variety to develop the necessary elements

in real recreation. Physical exertion is not necessarily recreation.

- c. Make a list of the games played by children in the city. Then make a list of games played by children in the rural districts. In how far are the games the same? Which seem to have the more different games? Do most children know many games?
 - d. The congested conditions in cities necessitate special playgrounds for children. Describe the playground near your home. Describe any beautiful park you have seen in your city or in the country.
 - e. What do you mean by supervised play? What are its advantages? Do we need to learn how to play?
4. *Organized Recreation.*
- a. What public parks, playgrounds, or bathing beaches are there in your township? What picnic grounds? What of these means of recreation does your city provide? Does this city provide for a playground director? For how long in the summer are the playgrounds open under director's control?
 - b. Who arranges for and has control of parks? In the city? In the country?
 - c. How are public parks supported? In the city? In the country? Do you think money is wisely spent when used for parks and playgrounds?
 - d. Show how by co-operation in this matter we can all enjoy better facilities for recreation than if each family tried to provide such alone.
 - e. Our state is just now beginning to plan for state parks where people may have camping spots and enjoy scenery, fishing, etc.

5. *Neighborhood Recreations.*

- a. What recreations do the families of our neighborhood enjoy? Do we provide for older people as well as for the children? What additional recreation could we have? How could we go about it to arrange for them? What do you think about Saturday afternoon holidays for the whole family?

Are winter recreations thought of as well as summer ones? Where does your family spend the yearly vacation? Prepare a ten-minute talk on Vacation Possibilities in Iowa. Prepare another ten-minute talk on the playgrounds of America. National Parks—State Parks—Great Battlefields.

References:

- Smith—Our Neighborhood. Chapters 8, 9.
 Bailey—What To Do for Uncle Sam. Chapter 18.
 Hill—Lessons for Junior Citizens. Chapter 7.
 Willard—City Government for Young People. Chapter 22.
 Iowa Parks—Report of the State Board of Conservation. Bulletins may be had free of charge from the National Department of Interior.

Iowa's Children and Communities at Play. The Department of
Public Instruction, Des Moines.
Wade—Lessons in Americanism.

BEAUTIFYING THE COMMUNITY

Introduction. The aim in this topic is to cultivate an appreciation of beautiful surroundings as an aid to good citizenship and to show how all can work together to make and keep our community beautiful.

1. *Our Homes.*

- a. Describe the appearance of an ideal farm home. What type of building would you think looks best for a home on the broad space of a farm? Do you like to see a farm barn painted red with the house of a different color, or do you like to see the barn painted the same color of the house and harmonize with it?
- b. Farm homes are as necessary for good citizenship as are city homes, why not have them just as beautiful? A good farm home ought to be large and spacious. It ought to have comfortable porches with hammocks and easy chairs. It ought to be supplied with sleeping porches and with screens on the porches and doors and windows. It ought to have good music and beautiful pictures. It ought to be a place where young people are happy and like to live.
- c. Every farm home ought to have a well-kept yard where trees furnish shade and where flower beds are well kept and the lawn well sodded.

What kind of trees are best suited for shade?

What shrubs are best adapted for this climate?

- d. Different types of city homes. Fire proof buildings. Why? How can apartment houses be made beautiful?
When we build a house in the city we must consider other people and build a house suited to the community and one that looks well among neighbor houses.

The possibility of a city lot back yard. Shrubbery and vines, for borders and shades on porches. Kinds of shade trees best suited for city property.

Flower gardens, vegetable gardens, paths, birds, bird bath, sun dial, garden seat.

2. *Our School Grounds and Other Public Places.*

- a. Our pride in public grounds ought to be the same as in our own, as they belong to all of us. Here again we co-operate by having some one take care of the grounds for us.
School buildings ought always to look neat and attractive. Paint does much to keep buildings looking well.
- b. No one ought ever to mark or mar a public building with pencil marks or cut with jack-knives. Do we do that way with our property at home?
- c. Architects are persons who have studied building and construction work, and know about how to plan and shape buildings and

grounds so as to make buildings look beautiful as well as useful.

Landscape gardeners are persons trained in beautifying yards and lawns. They draw plans for beautifying parks and playgrounds as well as beautiful yards and homes.

What can different community clubs and societies do to beautify the public grounds and buildings of a town or city?

The State law requires 12 trees to be on each school ground.

3. *A City Beautiful.*

- a. What is meant by a city beautiful? Have you ever seen cities that were particularly noted for their beauty? Have you ever seen Washington, D. C.? What makes it a beautiful city?
- b. The elements of a beautiful city are often broad, well shaded streets, decorative lighting systems, large parks, well laid out and ornamented with statuary and trees and flowers, bridges of architectural beauty, buildings that harmonize in height and architectural design.

Describe the fundamental elements of a beautiful city.

- c. If a river runs through a city it ought to be parked on both banks and made a place of landscape beauty. Many cities have made their river fronts municipal community centers, and have located their public buildings around about.

4. *Ugly Spots in Our Neighborhood.*

- a. Rickety fences and tumbledown buildings cause a farm to lose much of its real money value. If farm land is allowed to grow in weeds the owner will have a hard time to rent it or sell it.
- b. Swamp lands ought to be drained and cultivated or grassed down. Public roads ought to be mowed and cleaned at least once each year lest they become unsightly with weeds and undergrowth. Meandering creeks ought to be straightened.
- c. In cities it is almost painful to see numbers of old shacks of buildings, ash piles, billboards obstructing the view, and dump heaps. Whose business in the city is it to see that such conditions are removed? Prepare a ten minute talk on the duties of the Street commissioner.
- d. Means of making ugly spots beautiful. How may many places in our town or city be made more sightly and attractive?

How are travelers impressed with the city if the railway station and its surroundings are attractive and beautiful?

5. *Natural Beauty in Our County.*

- a. Many parts of Iowa are noted for their natural beauty. The bluffs along the west bank of the Mississippi river in northeastern Iowa rival the scenery of the mountains and of historic places of national interest. The rivers of Iowa are noted for their beauty and will later in our development be parked in many places.

- b. What natural scenery is there in our county? Are there any parks or places of unusual natural interest? Are the lakes of our county noted as summer resorts and do people spend a part of their vacations in these places?
- c. Make a collection of wild flowers gathered during the season. List the different varieties and learn how many there are growing in our county. Discuss the possibility of each county making a wild flower garden in which to preserve the wild flowers that are now so rapidly vanishing.
- d. How many varieties of water lilies grow in Iowa? Do we have any in this county? They are rapidly disappearing because of the harm done to them by stock wading in the ponds and destroying the roots. What of our native trees and shrubs? What tends to destroy them? Early settlers used to tell us that the plains of Iowa were fairly covered with beautiful flowers and large trees. What has caused the large trees to disappear? What are the advantages of keeping the timber lands? Does our county ever plan on replanting forest regions? Do you know of any state in which forests are now being planted?
- e. Some of Iowa's leading naturalists have advised a park in every county. Does this county have any place fine enough to make a park of interest and beauty?
- f. Do beautiful surroundings make it easier for people to be good citizens? Why is that true?

References:

- Willard—City Government for Young People. Chapter 30.
 Hill—Lessons for Junior Citizens. Chapter 12.
 Smith—Our Neighbors. Chapter 13.
 Baily—What to do for Uncle Sam. Chapters 6, 16, 17, 18.
 Report of the State Board of Conservation.
 Wade—Lessons in Americanism.

COMMUNICATION AND TRANSPORTATION

Introduction. The aim of this topic is to discuss the means of communication and transportation and to call attention to the relation between ease in communication and well being of communities.

1. *Importance of Good Roads.*

- a. A few years ago there appeared in a newspaper a cartoon which showed a farmer and his family driving along the road. They were suddenly stopped by a giant which was labeled "Bad Roads." Beyond the giant was a school house, a church, an elevator and a neighbor's home. In other words, bad roads kept the farmer from his market, the children from school, the family from church and from visiting their neighbor. Van Dyke says a country with a fine system of roads is like a man with a good circulation of of the blood; the labor of life becomes easier, effort is reduced and pleasure is increased. A good, well kept, well graded road, also adds a good deal to the appearance of a community.

- b. How much would a farmer lose if he had a thousand bushels of corn and the price went down ten cents per bushel while he was waiting for the roads to dry before marketing? Would it not pay the farmer to contribute a little more tax for good roads and be able to use the roads at all times of the year?
2. *Early Roads in Iowa.*
 - a. The Indians were the first people in Iowa and therefore made the first roads. These roads were called trails because they were made by one pony following another. That was the natural way to make a path through the timber and tall prairie grass where even a narrow path required much effort to make. These led from one hunting or fishing ground to another, to springs, to a general meeting place, or to a trading post. As the Indians wanted to take the shortest way and avoid swamps these trails were often winding or diagonal and usually followed high ground. The white settlers made use of these trails for their early roads.
 - b. As land was marked out for farms in square sections new roads were established on the checkerboard plan. As that went on some of the early roads were straightened and others were abandoned. What is the advantage of diagonal roads? Do you know any of these early roads? Do you know why they were originally made, where they were, or where they led?
 3. *The Location of Roads.*
 - a. The legislature of Iowa has given the County Board of Supervisors the authority of locating roads in this state. If the people of a certain community decide they want a new road, they petition the supervisors to locate such road.
 - b. What is the width of the ordinary road? How wide are the roads of your community? Are they wide enough? What are the objections to a road that is too wide?
 - c. Draw a map of your community showing all the roads.
 4. *The Classification of Roads.*
 - a. County Roads. According to the law of 1915, these roads are the main traveled roads selected for improvement by the board of supervisors with the approval of the State Highway Commission.
 - b. Township Roads. They include all roads not included in the county road system.
 - c. Primary Roads. According to the law of 1919, the primary road system includes the main market roads connecting all county seats, also connecting cities and towns of 1,000 people or more.
 - d. Secondary Roads. These roads include all county and township roads not included in the primary system.
 5. *Road Materials.*
 - a. Kinds of material. Gravel, black dirt, cement, crushed stone, brick paving, asphalt paving, and wood blocks.
 - b. The first thing necessary to good roads is a dry road bed. This can only be secured when the road is carefully graded and drained.

- c. Compare the different materials for road making and tell which is considered best. What kind of road material is most used in this community? What is the relative lasting merits of the various kinds? What are the comparative costs of materials and laying of them
- Are the natural conditions in this community good for making good roads?
6. *The Cost of Roads.*
- It is estimated that Iowa will spend over \$10,000,000 on public roads this year of 1920. That means almost four dollars for each person living in the state.
 - The greater part of this money for road making comes from the taxes paid directly by those who have property and indirectly by those who do not have property. All able bodied men between twenty-one and forty-five years of age pay a poll-tax. How much is this tax as required in Iowa?
 - The road tax on property must be paid in cash; the poll tax may be paid in cash or in labor. Why is this provision in the law? The tax on automobiles is paid in cash and is used on the roads. It is divided among the counties according to the number of their civil townships.
 - The Government at Washington also helps the counties when they do permanent work on their roads. Under the law of 1919 if a county wishes to pave its roads the farmer who has farms lying along the roadside or within a mile of the paved road must pay a fourth of its cost. Do you think this is a fair apportionment of the cost? Of what benefit is a paved road to a farm?
7. *Our Township Roads.*
- Who has charge of our township roads?
Who may drag roads? How much is he paid?
What help does the County Engineer give?
What road machinery does our township own?
What work was done on our roads last year, such as dragging, grading, draining, surfacing, paving, bridge building?
 - What did our road work cost last year? How was the money procured? Who had charge of the expenditure of the money?
 - How do the roads of our community look to a stranger driving over them? Do you think all signs other than official directions to traffic ought to be excluded from the highways?
 - How can all of us help to have good roads in this community?
 - What are the rules of the roads to be observed by all who travel on them? Why do we have rules and regulations governing use of the roads? What are the speed limits for driving on the roads of Iowa—in the towns and cities, in the country?
8. *Our County Roads.*
- Make a map of the county showing all the principal county roads. Locate places of interest—as towns, cities, and schools, etc.
 - How much money did our county expend last year for road making? Where does this money come from? Enumerate sources.

- c. What different roads are marked through this county? Name them and tell their direction. From what large cities do they come and where do they go? Example—St. Louis to St. Paul.
 - d. What kind of markers are used for roads? Who places the markers? Do these markers assist materially in travel? Do you like to see great sign boards by the roadside? Why?
 - e. Who are in charge of county roads—what officers? How are they chosen? For how long do they serve?
9. *Primary Roads.*
- a. Draw a map of the county and adjoining boundary counties, and trace all primary roads in this county. Indicate places of interest along each road.
 - b. How is the question of primary roads decided? Who does the selecting? What different authorities are concerned?
 - c. Who has authority to decide upon the kind of paving used, the price paid and amount to be paved? What kind of material is most used in this community?
 - d. The paving done on primary roads is paid for by the money received from the National government, the county's share of the automobile tax and a special assessment on the land adjoining or near the road to be paved.
10. *Our City Streets.*
- a. Name the principal streets of our city and tell after whom they were named. What is the difference between a boulevard, an avenue, a drive, a path, and an alley?
In which direction do streets run? Boulevards and avenues?
Why do cities both name and number streets?
Draw a map of our city and mark the various streets, avenues, etc.
 - b. Why do we have streets—for what are they used? Enumerate the various uses made of streets. Why are some streets wide and others narrow?
 - c. Name noted streets in large cities, such as Wall Street, Fifth Avenue, Drexel Avenue, Michigan Boulevard, Massachusetts Avenue, Boylston Street, Piccadilly, Bois de Bologne, Unter den Linden, etc. Why are these streets world famous?
 - d. How are streets laid out? Should all streets run at right angles to each other, or should some run diagonally? Why have both? Do you know how the streets of Washington, D. C. are laid out?
 - e. Describe the different methods of indicating streets. Do strangers in a city appreciate having the streets and avenues marked? Ought all stores and business houses be numbered? What is the advantage?
 - f. Which streets are paved in our city and what different kinds of material? Which material seems to be most satisfactory? Does the paving aid in keeping streets clean?
 - g. It is very necessary that streets and alleys be kept clean and free from obstructions. Dirt and filth bring on disease and obstructions cause accidents. Are our streets kept clean? Who

- has charge of the street cleaning? How is he chosen? What different methods of street cleaning are used here? What machinery has the city for cleaning streets? Are paved streets easy to clean? Why sprinkle streets?
- h. Do you like to see beautiful parking between the curb and the sidewalk? Why do we have this park space? How ought it be kept? Who owns this land? Where does the property owners' land begin?
 - i. Give a ten minute talk on the value of good sidewalks in a town or city. How wide are the walks? Of what material are they made? Who pays for walks? Who does the work? Why allow storekeepers to place goods on sidewalks for show purposes? Who cleans sidewalks of snow and ice in winter? What is the law about cleaning walks in this city?
 - j. How can you and I help to have good streets and sidewalks, and how may we help to keep them clean?
11. *Railroads.*
- a. Give names of the railway systems running through Iowa. Tell about the invention and early use of locomotives. When was the first railroad built in the United States? When was the first railroad line built in Iowa, and where?
Name the railroad lines through this county. To what large cities do they extend?
 - b. Give a ten minute talk on the various uses made of railroads. Of what particular use are railroads to the people of Iowa? Which towns and cities in this county have railroads? Is the freight carried by railways more paying than the passengers?
 - c. To what extent have motor trucks taken over the work of railroads? Make a list of things carried by railroads in Iowa.
 - d. How are railroads controlled? Who gives them their charters? Can Iowa charter a railroad to run through the state? May the legislature require all engineers to blow the whistle at crossings?
 - e. Does the county or township have any direct control over railroads? How may the city control railroads running through it? What is the fare from your town to the next station? How much is that per mile? What are passenger rates at present?
12. *The Telegraph and the Telephone.*
- a. Give a ten minute talk on the discovery and invention of the telephone. Give a similar talk on the telegraph.
 - b. Who owns and controls telegraph systems? What different telegraph systems are found in this city, or in your nearest town? Who owns and controls the telephone systems? Do we have local phones owned by local companies?
 - c. Which phone companies operate in this community? Do you have a phone at home? Where did you get it?
 - d. Of what benefits are telegraphs and telephones? Make a long list of uses of the telephone.

13. *The Postal System.*

- a. Describe the methods used in the time of Washington for carrying letters and papers. What was the old stage coach? When did railroads first begin to carry mail? What is a "star route"?
- b. Describe the methods used in handling mail at the present time. How many different persons handle a letter mailed by you and sent to a friend in New York?
- c. Who owns and controls the postal system? How are the costs of mail carrying paid? How may a person become a postmaster? How may a young man become a mail clerk?
- d. When was rural free delivery of mail first had in Iowa? Who delivers your mail? Who collects your letters? When was parcel post first introduced? How large a parcel may we send through the mail? What influence has rural mail delivery had on road improvement?
- e. What is a postal savings bank? Who organizes them? What is the purpose of such banks?

14. *Great Inventors and Builders.*

- a. Give a good talk on each of the following inventors:

Benjamin Franklin.

Robert Fulton.

Samuel F. B. Morse.

Thomas A. Edison.

Alexander Graham Bell.

Wilbur Wright.

Jay Gould.

Edward H. Harriman.

Follow the following outline in preparing your talk:

Give the date of birth, and when he died.

Tell where he was born and about his early schooling.

When did he first invent or discover something worth while?

What were his greatest inventions, and for what is each used?

In what way has this person influenced the life and development of the people of the United States and of Iowa?

Who is greatest of value to the people—a great statesman or a great inventor?

References:

These bulletins are for free distribution and may be had for asking.

Iowa State Highway Service Bulletin. Iowa State Highway Commission, Des Moines, Iowa.

Financial Statement of County Auditor.

Road Map of the County. County Auditor or County Engineer.

Bulletin on Road Making. Department of Agriculture, Washington.

Bailey—What to do for Uncle Sam. Chapter 10.

Smith—Our Neighborhood. Chapters 12, 13.

Hill—Lessons for Junior Citizens. Chapter 4.

Willard—City Government for Young People. Chapters 23 and 27.

Aurner—Iowa Stories. Stories on Early Roads and Railroads.

Eastman—Indian Scout Talks. Little Brown & Co., Boston.

- Grinnell—The Story of the Indians. D. Appleton & Co., New York.
 Sabin—The Making of Iowa.
 Wade—Lessons in Americanism.

PROTECTION OF LIFE AND PROPERTY

Introduction. The aim of this topic is to show the need of orderly government, to point out what we can do to promote a desire for order on the part of other people if we obey the laws ourselves, and if we do not respect law ourselves we cannot expect other people to respect law.

1. *Early Protection in Iowa.*

When the first settlers came to Iowa there was no government. A story is told of a man who killed another man. As there were no courts in this country he could not be tried as we try people who commit crimes now days. But the people wanted order kept and wrong doing punished, otherwise the community would not be a safe place to live. Therefore the people of the community met and decided the case. His guilt was established, and they took a vote on how to punish the man. Many stories are told about how settlers in this early time organized and even made laws on how to punish people who interfered with their land claims. Gradually the national government introduced government and law for their protection.

2. *Protection Today in the Township.*

- a. Many of our early people came from England. Several hundred years ago the people of England lived in small groups. If any member of the group harmed some one who belonged to another group, the whole group was blamed and held responsible. Now however, we hold each person responsible for what he does. That is true except for young boys and girls, for whose conduct we hold their parents responsible. If John Jones steals five dollars from Bill Smith, Smith may have the constable of the township arrest Jones and the justice of the peace decides how he shall punish him.
- b. Why should John Jones be punished for stealing? What are other wrongs for which people are punished? If all people were honest and truthful and always behaved themselves, would we need laws and punishment? What is the relation of education to right doing?
- c. Who are the constables in this township? How are they chosen and for how long do they serve? How are they paid?
 Who are the justices of the peace? How chosen, term and salary?

3. *Protection in the County.*

- a. Only those offenders who commit the serious wrongs and violate the less important laws are arrested by the constables and tried by the justice of the peace. If a man steals a hundred dollars he is arrested by the sheriff of the county and the judge of the district court for the county decides how he shall be punished.

We only have one sheriff in each county but he usually has a deputy to assist him. If the sheriff cannot keep order in an emergency, he may call on any one near by to help him. What name do we call those he may enlist to help him?

- b. Who is the sheriff of this county? How is he chosen? How long does he serve? What are his duties in general?
4. *Keeping Order in Town and City.*
 - a. As people collect in groups and live closer together the tendency is to commit wrong oftener than when living farther apart. Cities and towns generally have a more difficult task to keep order than do townships and counties. Each town and city has a police organization for the purpose of keeping order. How many police do we have in this city? Who is at the head of the police department? How are policemen chosen?
 - b. Keeping order does not mean merely restoring order after law has been violated, but it means keeping the affairs of the people of the city running smoothly so disorder will not occur. What are some of the duties of a city policeman?
 - c. The policeman gives direction to people who have lost their way, he points out places of interest to strangers, he helps children or old people across crowded streets, he helps those who get hurt, he directs traffic so that the streets do not become congested, and he arrests people who commit wrong. In short, the policeman makes it possible to live in our towns and cities in an orderly way. In a big city recently, the policemen quit their jobs and at once lawless people broke into stores, destroyed property, and made life unsafe.
 5. *Jury Service.*
 - a. In the beginning of this topic we told of a group of people who in early Iowa came together and tried a person accused of crime. Since government is organized we have a method of selecting a small number of men to do this work for us. These men who compose the jury, together with a judge, make up the court. When a man commits a crime he is taken before this court for trial. The jury decides whether the man is guilty, and the judge declares how he shall be punished, if guilty.
 - b. Did your father ever serve on a jury in this county? Learn all about how men are chosen to form a jury, what a jury does, what cases they decide, how many men on a jury, and where the jury meets.
 - c. Men may for good reasons be excused from jury duty. What would happen if all men asked to be excused from serving on juries? It is the duty of every patriotic man to do jury service when called upon.
 6. *Institutions for Offenders.*
 - a. When people commit wrongs against others, we detain them in jails or prisons for a time as a punishment. Why should such people be punished? Does the punishment of the offender aid the community? How?

- b. Most people believe first offenders and young people who are less experienced in life ought to be treated less severely for wrongs committed than when older persons or those who are recognized as wrong doers commit crimes. For that reason we have separate places of detention for different classes.
 - c. Places of detention and punishment.
 - The city jail.
 - The county jail.
 - The Industrial Training School for boys at Eldora.
 - The Industrial Training School for girls at Mitchellville.
 - The Reformatory for men at Anamosa.
 - The Reformatory for women at Rockwell City.
 - The penitentiary at Fort Madison.
 - d. Learn the facts about these places—how they are controlled and how the expense of maintenance is met. ..
7. *Lessons in Development of Respect for Law.*
- a. We must all realize that laws are made by all of us in order that all of us may live comfortably together. Really it would be a peculiar person who would destroy a government he himself made or would break one of his own laws. Our attitude should always be that in a republic the people make the laws and the people must obey their own laws. Anything short of this would be little less than anarchy.
 - b. Occasionally young people think it is a clever act to break a rule or violate a law or take a thing that does not belong to them. Is it ever smart or clever to exceed the speed limit? Does it require an especially smart boy to steal apples from a farm or from a fruit store? Should we simply smile at such things? What ought to be our attitude on such matters?
 - c. We could not have much of a community if we did not recognize the right of a person to have something of his own over which he has all control. How can we prove that we understand this fact in our homes, in school, in the neighborhood? The person who picks the flowers in a public park refuses to respect the right that the flowers belong to all of us. The school desks belong to all of us. Does the boy who carved his name on one respect our right of ownership?
 - d. A man who commits crime is generally one who has never learned to work with people. We learn to respect the common rules of all, as children, by playing and working together. How can we do this at home and in school?
 - e. The true, good citizen shows his respect for law by never sneaking. The criminal never faces the consequences of his deeds but always tries to sneak. How should boys act when in their play at ball they accidentally break a window?
8. *Fire Protection.*
- a. What protection is there from fire on the farm? Have the farm fires you have known destroyed whole buildings, or have they

been extinguished? How should farm buildings be placed as to avoid fire waste? How may we prevent fires starting? What kind of extinguishers can be used on the farm? Do you know how to use one? Have you a fire extinguisher at home? Why is a gasoline can or tank painted red? What ought to be the care taken in handling gasoline?

- b. Every farmer ought to erect his buildings far enough apart that one does not catch from the other when burning. Every farmer ought to keep an extension ladder near his house and barn ready for immediate use because the fire authorities in this state tell us that most fires catch in the roofs. Every farmer ought to have a good force-pump and fifty feet of hose near at hand to be used in an emergency. Every farmer ought to carry insurance on every building he owns all the time.
- c. Why does a city need special fire protection? Describe a fire department and its machinery. Who has charge of the fire department? How do the firemen know when and where to go to fires? How would you notify the fire department if your home were on fire? Have we had any bad fires in our city recently? If so, how did they start?
- d. Are there any restrictions in this town on the kinds of materials to be used in building? Why? Are there any "fire limits" in the business districts? How do the police act in connection with the fire department? Do our firemen give all their time to their work?
- e. Ought our schools to give fire drills in which pupils are taught to rapidly and orderly leave the building in case of fire?
- f. Relate stories of great fires such as the Chicago fire, the Iroquois disaster, early prairie fires, northern timber fires.
- g. The use of fire ought to be carefully regulated by law. Many fires in towns and cities are caused by mere carelessness in the use of fire. Every city ought to have fire limits or districts in which no building can be erected unless it is fire proof. Laws concerning the placing of fire escapes ought to be strictly enforced both in towns and in cities. Every town and city ought to have a well-equipped fire department and well drilled firemen who are always available to fight fire. Children ought never to carry matches unless for a special purpose that is permissible and when extra matches are left, destroy them at once. Every person owning buildings ought to keep them insured all the time.

References:

- Sabin—The Making of Iowa. Chapter 23.
 Bailey—What To Do for Uncle Sam. Chapter 19.
 Dole—The Young Citizen. Chapters 10 and 11.
 Hill—Lessons for Junior Citizens. Chapters 1 and 3.
 Willard—City Government for Young People. Chapters 15 and 16.
 Wade—Lessons in Americanism.

POOR RELIEF

Introduction. The aim of this topic is to discuss why we have poor people, to show how the government helps those who are unfortunate, and to suggest how the number of dependents may be lessened.

1. *Why Some People Are Poor.*

- a. One man was earning one hundred dollars per month, while another was earning seventy. The former was in debt while the other had money in the bank. How can you account for this difference?
- b. What do we mean when we say a person is a good manager? Does living in poor surroundings have any effect on people's ambitions?
- c. There are many causes for poverty that are unavoidable. Some people become ill and cannot work but must continue to provide for themselves. Some people are unfortunate and suffer accident. Some people are injured and cannot work or earn a living. A very few people inherit deformities or handicaps such as to deprive them of health or strength to earn a living.
- d. Some people are lazy and will not work and try to earn a living. Some people are mere spendthrifts and waste their money as they do their time. Some people are ignorant of the fundamental laws of thrift and economy and their chief need is education. Some people are so shiftless and unambitious that they do not care to ever do more than merely make a living. One of our great men has said that spending a little more than you earn means unhappiness or failure, while earning a little more than you spend means happiness and success.

2. *Why We Help the Needy.*

- a. If you were in need on what township officer could you call for help? On what city officer? On what county officer? Where is your county home in this county? How is it supported and who is in charge?

Destitute soldiers may not be sent to the county home. Where may they be cared for?

What private organizations may help poor people?

Is it always wise to help people by giving money?

- b. The amount of money allowed to persons at home is fixed by law at two dollars per week, aside from medical care. The widowed Mothers' Pension Law of Iowa allows a fixed amount per week per child. This is an excellent law for it permits the mother to maintain her home and care for her children instead of breaking up the home and sending the children to the orphans' home.

Iowa has a children's orphans' home at Davenport that cares for needy orphan children.

One man gave a poor person a bit of money and thought he did his moral duty. Another man gave a poor person a chance to work and earn a small amount of money. A third man gave a poor person work to earn a living and then in addition cheered him into new ambition and zeal to try for greater success, and the poor person succeeded and now is well to do. Which man rendered the greatest service?

3. *Habits of Thrift.*

- a. Preventing waste on the farm. Saving of straw and grain, making repairs when first needed, care of farm tools, saving of fruit and vegetables, care of fruit trees, care in use of fertilizers, care of forest trees, painting buildings when needed.
- b. Preventing waste in the city. Turning off gas and electricity when not needed, saving of water, avoiding kitchen waste, providing one's own garden, mending clothes that are still good to wear.
- c. There is a great difference between being stingy and being economical. The one is unwise, the other is wise. What is the difference? What is the value of keeping account of your expenditures?
- d. Elements of thrift—honest labor to earn money, careful investment of money earned. Ask the advice of a good banker or other business man. Put your money in a bank where it will earn interest. Organize school banks for the children to deposit their money. When the child has deposited as much as one dollar take it to the bank and have the child start a savings account. What is the purpose of a bank? Of a savings bank? Of a postal savings bank?

Enumerate the different kinds of banks and tell how each differs from the others.

References:

- Willard—City Government for Young People. Chapter 18.
 Hill—Lessons for Junior Citizens. Chapter 6.
 Bailey—What To Do for Uncle Sam. Chapter 9.
 Wade—Lessons in Americanism.

PUBLIC MONEY

Introduction. The aim of this topic is to point out that we work together through our government, that taxes for the government are our contributions for carrying on such work, and to develop the right attitude towards taxes.

1. *The Meaning of Public Money.*

- a. Government must be carried on by men who give all their time to that work. They must be paid salaries for their services. The government's business requires buildings and offices and equipment in order that the work of the government can be properly carried on. Money is required to pay for all this work and for salaries for all the officials. The government,

either local, state, or national, must build roads and bridges, postoffices and schools. All this requires money.

- b. Make a list of the various purposes for which money is needed, in the community, in the state, in the nation.

Could we do many of these things ourselves and not give them to the government?

What do we mean by public? What is a tax? Different kinds of taxes? Do all people pay taxes? What determines in general the amount each individual pays?

2. *How Taxes Are Levied.*

- a. The assessor visits every owner of property and determines the value of the property.

The township trustees go over the work of the assessor and see that his assessment of all is just and fair.

The county supervisors compare the assessments of all townships to see if each township has been assessed fairly.

The state executive council compares the assessments of all counties to see that each county is assessed only its fair share.

- b. The county board of supervisors receive back from the executive council the total amount of the county assessment and decides the amount of tax to be paid on each dollar's worth of property. The county auditor figures the amount of tax to be paid by each person.

3. *How Taxes Are Collected.*

- a. The taxes are assessed and levied one year in advance of collection. The taxes paid this year were assessed and levied last year. As the expenses of government become more so do taxes increase in amount. The rise in value of property also makes taxes higher as more dollars are taxed.

- b. Where are taxes paid, and to whom and when?

What is the penalty if taxes are not paid at the proper time?

What do we mean by delinquent taxes?

What is done if a person who owns property does not pay his taxes at all?

Get a tax receipt and study the table of levies on the back of it. Some states refuse a person the right to vote if his taxes are not paid before election time.

4. *Attitude Towards Paying Taxes.*

- a. Too often people think their government is wasteful or dishonest because they do not stop to think about what the government does for them.

Enumerate all the government activities you can in which the government helps us directly or indirectly.

Have we a right to expect our officers to expend our money wisely? Why should we think of taxes as a good thing and be glad to pay them?

What do you think of a man who gives in a wrong valuation to the assessor, or one who tries to escape paying his taxes?

5. *How Our Government Borrows Money.*

- a. When our government undertakes a piece of work for which it does not have sufficient money in the treasury at that time, it has to borrow money. During the war our government had to borrow a great deal of money. We called these loans liberty loans. Why did we call them Liberty Loans? What did we call the loan after the war was over?
- b. In the same way our counties and cities often borrow money. Sometimes a court house or a big bridge has to be built, and the county does not have enough money from taxes to build it. The county must then borrow money. The county may sell bonds much the same as the nation did during the war.
A city may want to erect a municipal light plant. The city will generally have to sell bonds to raise the money. The people feel that they cannot afford to pay the whole expense of a great undertaking during any one year. They also feel that the undertaking is for the benefit of future generations as well as for the present people. If the city borrows money in this way it can pay off the debt gradually and allow it to extend over a long period of time.
- c. What do we call these promises to pay that the government gave us during the war? The same name is applied to the promise of the city or the county to pay back money loaned to it. These bonds are a good investment—why?

References:

- Willard—City Government for Young People. Chapters 9 to 11.
 Cole—The Young Citizen. Chapters 17, 18.
 Wade—Lessons in Americanism.
 The Financial Statement of the County Auditor.

ELECTIONS

Introduction. The aim of this topic is to explain how candidates are chosen by parties and officers elected by the people, and to show the importance of every voter taking part in choosing officers.

1. *Meaning of Elections.*

- a. We say we live under a Republican government. What do we mean by the term democratic?

Can you name other countries that have Republican governments? Pure democracy is impossible because all the people cannot assemble in any one place to cast ballots or to make laws. Therefore we in a democracy must choose men to represent us in these things. An election is the act of choosing officers to carry on government in the name of the people. When are elections held in our community? Name different officers that were elected at the last election.

2. *Suffrage.*

- a. Who may vote in Iowa?
Are you a voter?

What is the difference between a voter and a citizen?

In a few states persons may vote if they have taken out their first papers. They are not citizens until they receive the second papers.

Do you think any state ought to allow people to vote for president or vice-president before they have become full-fledged citizens?

- b. The 19th amendment to the Federal Constitution gives women the right to vote, all over the United States. Why did we not give women the ballot earlier?
3. *How We Choose Candidates.*
 - a. We do not all agree on all questions which our government must settle. For example, in the country we do not all favor paved roads. In the city we do not all favor paving streets or building new school buildings. The voters who agree on certain national questions get together in groups which we call parties. What are some questions on which we do not agree at the present time?
 - b. Each party wants to put its men into office because these men promise to carry out their party's wishes. When and how do parties choose their candidates? What does the word "primary" mean? Name some of the candidates chosen at the primary.
 - c. Get a primary ballot and study it in class. Ballots are printed in the local newspapers, and may also be had at the place of voting. The county auditor generally has a few sample ballots for distribution.
 4. *How We Elect Officers.*
 - a. Some time after the parties have chosen their candidates an election is held where one man is chosen for each office from among the candidates. The state and national elections are held the first Tuesday after the first Monday in November.
 - b. How many votes must a candidate in Iowa have to be elected? We believe that the largest group should govern. How many elections have there been in your community in the last four years? What was the purpose of such elections?
 - c. Get an election ballot. They may be secured from the county auditor. We used to have a ballot for each party. How is our present ballot made up? Why?
How do voters mark their ballots?
(Teachers ought to bring sample ballots to school and have pupils make ballots on blank paper).
 5. *Election Officers.*
 - a. Who has charge of elections in our town or in our township precinct? What do these men have to do? Where are elections generally held? Why do voters vote in secret? When do the election judges begin to count the ballots? May they count each vote as it is cast? Why? What do they do with the report after the votes are counted?

6. *The Good Citizen's Attitude Toward Elections.*
- a. The large number of voters who fail to take a part in our elections is surprising. These men are often the ones who complain about the government being badly managed. Are they justified? It is those who take part who control matters. Do those who are too indifferent to vote count in our kind of government? Some people think if a person fails to vote for a certain length of time, he should be deprived of the right to vote. What is the danger in our government of people failing to vote? Are there enough good people to control elections if they all voted?
 - b. Discuss the privilege of voting.
 - c. Discuss the duty of voting.
 - d. Should our good citizens object to holding office? Why do many men object? We should feel that any office is both an honor and an obligation upon the person elected, by the whole community, and that it gives the holder an opportunity to serve the whole community.

REFERENCE BOOKS AND TEXT BOOKS IN AMERICAN CITIZENSHIP IN THE GRADES

For the Intermediate Grades.

1. *The Making of Iowa*, Henry Sabin. A. Flanagan Co., Chicago, Ill.
2. *Iowa Stories*, Books I and II. Clarence R. Aurner, Iowa City, Iowa.
3. *Our Neighborhood*, John F. Smith. The John C. Winston Co., Chicago.
4. *Our Community*, Ziegler and Jaquette. John C. Winston Co., Chicago.
5. *Citizenship in School and Out*, Dunn & Harris. D. C. Heath & Co., Chicago.
6. *My Country*, Grace A. Turkington. Ginn & Co., Chicago, Ill.
7. *Plain Facts for Future Citizens*, Mary F. Sharp. American Book Co., Chicago, Ill.
8. *Good Citizenship*, Richman and Wallach. American Book Co., Chicago, Ill.
9. *Elementary Civics for Fifth and Sixth Grades*, Arthur T. Gorton. Charles H. Merrill Co., Chicago, Ill.
10. *I Am an American*, Sara Cone Bryant. Houghton, Mifflin Co., Chicago.
11. *Stories of Patriotism*, Deming & Bemis. Houghton, Mifflin Co., Chicago, Ill.
12. *Lessons for Junior Citizens*, Hill. Ginn & Co., Chicago, Ill.
13. *The Young Citizen*, Charles F. Dole. D. C. Heath & Co., Chicago.
14. *What To Do for Uncle Sam*, Caroline Bailey. A. Flanagan Co., Chicago.
15. *City Government for Young People*, Willard. Macmillan Co., Chicago.
16. *Lessons in Americanism*, Martin J. Wade, 1920. J. B. Lippincott Co., Philadelphia, Penn.
17. *Makers of The Nation*, F. E. Coe. American Book Co., Chicago, Ill.
18. *The Young American*, A. E. Judson. Chas. E. Merrill Co., Chicago.
19. *Founders of Our County*, F. E. Coe. American Book Co., Chicago.
20. *Stories of Americans in the World War*. Chas. E. Merrill Co., Chicago.
21. *Iowa Parks*. Report of Iowa Board of Conservation, 1919.

22. Iowa's Children and Communities at Play. Department of Public Instruction, Des Moines.
23. Iowa State Highway Commission Bulletins. Address Highways Commission, Ames, Iowa.
24. Current Events, A Weekly Newspaper of Current Events. Address Current Events, Springfield, Mass.
25. Iowa Official Register. Free Distribution from the Office of the Secretary of State, Des Moines, Iowa.
26. A Good Map of Iowa. Address, Iowa Railroad Commission, Des Moines.
27. A Map of Your County. Call on the county auditor at the court house.

REFERENCE BOOKS IN AMERICAN CITIZENSHIP
INDIAN LIFE

For Intermediate Grades:

1. The Red Indian Fairy Book, Frances J. Olcott. Houghton, Mifflin Co., Chicago, Ill.
2. Indian Legends, Mary E. Hardy. Rand McNally & Co., Chicago, Ill.
3. Old Indian Legends, Litkala-Sa. Ginn and Co., Chicago, Ill.
4. Legends of Red Children, Mary L. Pratt. Werner School Book Co., Chicago.
5. Historical Reader on Indians, Alma H. Burton. The Morse Co., New York.
6. Indian Fairy Book, Florence Choate. Frederick A. Stokes Co., New York.
7. Ten Little Indians, Mary H. Wade. W. A. Wilds Co., Chicago, Ill.

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