

**VILLISCA COMMUNITY**

**SCHOOL DISTRICT NO. 2**

**TEACHERS' HANDBOOK**

**VILLISCA - IOWA**

**1959-60**

**AUGUST - 1959**

**AUGUST - 1959**

TEACHERS' HANDBOOK  
VILLISCA COMMUNITY SCHOOLS  
VILLISCA, IOWA  
1959 - 60

August, 1959

PREFACE

This is the first year of operation of the Villisca Community School District #2. We will be successful this year only if we keep constantly in mind that we are members of a profession. As such we have certain obligations toward the community, the school and one another.

As the school year proceeds, these obligations will become increasingly difficult to meet. There may be situations in which these obligations will seem less important than other considerations. At times like these we we all need a guide for the words we may utter and for the actions we may take. To properly discharge our obligations toward the community, the school and one another, the guide we follow must be the "Teachers' Code of Ethics

Aron Laipple  
Superintendent of Schools

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VILLISCA COMMUNITY SCHOOL DISTRICT #2

Aug	M	T	W	Th	F	S
	24	25	26	27	28	29
	31					
Sept		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	44 D.T.
	19	20	21	22	23	46 D.S.
	26	27	28	29	30	End 1st Qtr.
Nov	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					
Dec		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		
Jan						44 D.T.
	4	5	6	7	8	45 D.S.
	11	12	13	14	15	End of 2nd Qtr.
	18	19	20	21	22	
	25	26	27	28	29	
Feb	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29					
Mar		1	2	3	4	44 D.T.
	7	8	9	10	11	45 D.S.
	14	15	16	17	18	End of 3rd qtr.
	21	22	23	24	25	45 D.S.
	28	29	30	31		End of 2nd Qtr.
Feb	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29					
Mar		1	2	3	4	44 D.T.
	7	8	9	10	11	45 D.S.
	14	15	16	17	18	End of 3rd qtr.
	21	22	23	24	25	45 D.S.
	28	29	30	31		End of 2nd Qtr.
Apr						1
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
May	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	43 D.T.
	23	24	25	26		43 D.S.

End 4th Qtr

- Aug. 24 - Football practice starts
- Aug. 24-27 Pupil registration
- Aug. 28-29 Teachers Workshops
- Sept. 7 Labor Day
- Sept. 10 Individual Pictures
- Oct. 6 County Institute
- Nov. 6 I. S. E. A. Convention or other professional activity or date approved by Board
- Nov. 26 & 27 Thanksgiving Vacation
- Dec. 23-Jan. 1 Christmas Vacation
- March 28 I. S. E. A. South Central Meeting
- April 15 - Good Friday
- Oct. 30 End of first quarter
- Jan. 15 - End of second quarter
- Mar. 18 - End of third quarter
- May 26 End of fourth quarter
- May 23 Last day for Seniors
- May 22 Baccalaureate
- May 26 Commencement

**Oct. 14-15 Senior Pictures**

This calendar was adopted by the Board of Education of the Villisca Community School District On Monday, March 16, 1959, and by reference made a part of each teacher's contract for the 1959-60 school year. The Board reserves the right to alter specific dates if circumstances require such action.

The dates enclosed within a circle represent holidays and the dates enclosed within a square represent days for teachers conferences and professional meetings.

Vacation days are not considered as part of the contract. Days for teachers' conferences, professional meetings, as well as teaching days are considered days of service and compensation for same is included in each teacher's contract for the 1959-60 school year. The Board reserves the right to alter specific dates if circumstances require such action.

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Vacation days are not considered as part of the contract. Days for teachers' conferences, professional meetings, as well as teaching days are considered days of service and compensation for same is included in each teacher's annual salary.

This calendar provides for 180 teaching days and requires 184 days of service on days other than vacation periods.

- D.T. (Days of teaching) - 180
- D.S. (Days of service) - 184

## VILLISCA COMMUNITY SCHOOLS

FACULTY  
1959-60

Aron Laipple

Superintendent of Schools

Louis Sullivan  
Duane Johnson  
Dean Rounsevell  
Thomas Engelbert  
Ray Shearer  
Clyde Moore  
Correla Mason  
Lila Gardner  
Paul Walljasper  
Jackie Adams  
Florence Burrish  
Max Garrett  
Warren Richards  
Gary Hayden  
James Kysar  
Doretta Youngman  
Robert Brown

High School Principal  
Instrumental Music  
Vocal Music, High School and Junior High  
H. S. Boy's P.E., Girls B.B., Track, Health  
Football Coach, Mathematics, Physics, Ass't. B.B. Coach  
Voc. Ag. 29, 10, 11, 12, Adult Classes, F.F.A.  
Voc. Homemaking, Y-Teens, Adult Classes  
Librarian, Study Hall Teacher  
Social Studies, Boys B.B. Coach, Ass't. Football Coach  
Speech, Dramatics, English 11, French  
English 9, English 10, English 12, Journalism, Volcano  
Industrial Arts, Driver Training  
General Science, General Math, Consumers Math.  
English, Psychology, Annual  
Commercial  
American History, Girls Physical Education  
Biology, Chemistry, Mathematics

Elmer Perkins  
Bernice Guffey  
Elmer Birch  
Elsie Ahnen  
Fern Best  
Elbert Gritit  
John Whitehead  
James Nelson  
Bernice Wisdom  
Fanchon Bailey  
Vera Buffon  
Margaret Posten  
Wylma Nelson  
Erma Bauer

Junior High Principal, Departmental  
Home Economics and Girls Physical Education  
Industrial Arts and Boys Physical Education  
Reading  
Language  
Social Studies  
Mathematics  
Science, Basketball and Track  
Sixth Grade  
Sixth Grade  
Sixth Grade  
Fifth Grade  
Fifth Grade  
Fifth Grade

Ruth Hentsch  
Sylvia Enarson  
Fern Best  
Elbert Gritit  
John Whitehead  
James Nelson  
Bernice Wisdom  
Fanchon Bailey  
Vera Buffon  
Margaret Posten  
Wylma Nelson  
Erma Bauer

Elementary School Principal  
Ass't. Elementary School Principal, Fourth Grade  
Language  
Social Studies  
Mathematics  
Science, Basketball and Track  
Sixth Grade  
Sixth Grade  
Sixth Grade  
Fifth Grade  
Fifth Grade  
Fifth Grade

Ruth Hentsch  
Sylvia Enarson  
Desda Miller  
Frances Gray  
Joyce Garrett  
Ann Wheeler  
Lola Peterson  
Marie Reavis  
Bessie Hardisty Young  
Bonnie Joe Ankeny  
Lillian Day  
Wilda Martin  
Artie Dean McConnell  
Rachel Lyle  
Grace West  
Lois Rusk  
Evelyn Davison

Elementary School Principal  
Ass't. Elementary School Principal, Fourth Grade  
Fourth Grade  
Fourth Grade  
Third Grade  
Third Grade  
Third Grade  
Second Grade  
Second Grade  
Second Grade  
First Grade  
First Grade  
First Grade  
Kindergarten (2 sections)  
Kindergarten (1 section)  $\frac{1}{2}$  Elementary Vocal Music  
 $\frac{1}{2}$  days Vocal Music  
Special Education



PHILOSOPHY OF EDUCATION  
VILLISCA COMMUNITY SCHOOLS

This statement of philosophy is intended to serve as a foundation upon which the educational processes of the Villisca Community Schools are based.

PURPOSE OF THE SCHOOLS

The school shall provide free educational opportunity to all those of school age (5-21) who reside within the boundaries of the school district, regardless of race, creed or color.

"Educational Opportunity" is defined as the right to attend classes and receive instruction commensurate with age and ability.

The school will provide "Educational Opportunity" to grow physically and mentally so that all who attend can become self-reliant contributing members of our community (local, state and national) and of the world.

The school shall through its curricular and extra-curricular offerings attempt to provide a basic, general education in an effort to prepare its students for life in the present society and in the society to exist in the future.



## I. Preamble:

The purpose of this written statement of policy is not to duplicate the laws determined by the State of Iowa or the rules and regulations included in the Teacher's Handbook but to create a framework within which the Board and administration can work efficiently and with mutual understanding. Every schoolboard decision actually alters this policy so it is in a continuous state of revision but the following statements shall henceforth be considered to be the official policy until subsequent revision which should be considered at least each year.

## II. The School Board

### A. Ethics of operation

1. Members of the board will govern themselves according to the Schoolboard Creed contained in the Annual Board Report.
2. Since the superintendent has been selected as the administrative head of the schools, problems will be taken to him first, and if necessary the board as a unit will act upon each individual case.
3. It is imperative that individual members refrain from discussing confidential matters of board meetings unless they have been delegated the responsibility of representing the group.

### B. Organization and function

1. Regular meetings shall be held the second Wednesday of each month at 8:00 p.m. in the Superintendent's office.
2. The president of the board shall be elected at the organization meeting the third Monday in March, shall preside at all meetings, sign all contracts, warrants and drafts made by the board, see that rules of the board are properly enforced, and bring to the attention of the board any matters which he feels requires their attention.
3. No special duties to individual members will be designated and the board will act as a committee-of-the-whole.

### C. Duties of the board and its officials

1. All elected and appointed officers of the board, secretary, and treasurer will be responsible for fulfilling the duties as determined by the code of Iowa.

2. The secretary will complete for each board member a monthly report, of all funds showing a running account.

3. The secretary will devote one-half day during the school day to receive funds issue checks, make deposits and will use additional time, if necessary, to complete the work.

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## III. The Superintendent

A. The superintendent shall be the executive officer of the board and have supervision of all employees of the Villisca Public Schools.

B. He shall complete an annual report to the Board and be responsible for preparing a monthly agenda which the board members will receive in advance of the meeting.

C. He shall be responsible for the curriculum, discipline, and methods of instruction being followed and shall visit each school as often as possible to assure satisfactory completion of these ends.

D. He shall be encouraged to attend educational and professional meetings and keep abreast of educational developments. The board will pay up to \$300. to cover such itemized expenses each year.

E. He shall have direct responsibility for examining applicants for positions in the system and making recommendations to the board.

## IV. The Principals

- A. Each principal shall be directly responsible to the Superintendent for all phases of the educational program and operation of his department. They will in turn have immediate supervision of the teachers in his or her respective schools.
- B. He or she shall visit all classes as often as possible in order to supervise the teaching and be able to give an accounting of the progress of each group.
- C. He or she shall be responsible for completing required reports, investigating excessive cases of absence or tardiness, reporting pupil accidents happening on school grounds, conducting monthly fire drills, and such other matters as the superintendent may direct.

## V. The Personnel

- A. All teachers, will be issued a handbook at the beginning of each school year setting forth the rules deemed necessary for that year.
- B. Any complaints of teachers against fellow-teachers or principals should be brought directly to the superintendent and should be made in a constructive and professional manner, never in the presence of other teachers, pupils or outside persons.
- C. Suggestions for improvements of routine matters should be made first to the principal concerned and then to the superintendent. After final decision is reached, all teachers are expected to accept it in their future actions and relations.
- D. All employed personnel are expected to take care of their personal obligations immediately and failure to do so may be cause for dismissal.
- E. All teachers are required to prepare weekly lesson plans and turn them in to their principal each Monday for the following week.
- F. All teachers and school personnel are admitted free to entertainments sponsored by the school. Spouses are also admitted if they do not have regular employment.
- G. Each teacher's contract will include at least 184 days of service of which 179 are teaching days, 2 are for pre-school workshop, 1 day for County Institute, 1 day for state Convention, and 1 day for South Central Institute. Sick leave and retirement benefits are as provided by law. The salary schedule is to be reviewed each year by the Board of Education.

## VI. Pupils

- A. All pupils doing unsatisfactory work at the end of the fifth week of the nine-weeks grading period will have a written notice to this effect sent to the parents by the principal.
- F. All teachers and school personnel are admitted free to entertainments sponsored by the school. Spouses are also admitted if they do not have regular employment.
- G. Each teacher's contract will include at least 184 days of service of which 179 are teaching days, 2 are for pre-school workshop, 1 day for County Institute, 1 day for state Convention, and 1 day for South Central Institute. Sick leave and retirement benefits are as provided by law. The salary schedule is to be reviewed each year by the Board of Education.

## VI. Pupils

- A. All pupils doing unsatisfactory work at the end of the fifth week of the nine-weeks grading period will have a written notice to this effect sent to the parents by the principal.
- B. Books will be issued on a rental basis and depreciation figured upon a five year basis.
- C. Every absence will require a written note from the parent or guardian clearly giving the reason for such absence.
- D. Permission for absence other than illness or an emergency must be applied for in advance and all work missed must be made up.
- E. Teachers are urged to avoid corporal punishment at all times. If such action is necessary, it should be administered by or in the presence of the principal.
- F. Whenever possible, especially in cases of repeated wrong-doing, the parents should be notified before punishment of a severe nature is enacted, either by a teacher or a principal.
- G. Any pupils who persistently violate the rules of the school and refuse to obey the teacher or enter into an agreement with other pupils to bring the authority of the teachers into contempt shall be suspended.

H. A conditional high school diploma will be issued to a serviceman who has taken some high school work in Villisca and completed the USAPI - G. E. D. test with both an individual test score of at least 35 and an average score of 45 for all 5 tests. This diploma will have the notation, "Awarded on the basis of the USAPI - G. E. D. test."

#### VII. Business and Management and Operation

- A. The renting of school buildings and property shall be left to the discretion of the Board. In general a service organization open to all will have free use of the buildings if such use is not for profit. Other requests will be treated individually and a flat fee of \$25 per night is charged for the auditorium in such cases, and \$5. for each rehearsal.
- B. No School property is to be removed from school premises without permission from the building principal or the superintendent.
- C. Before any purchases can be made from the activity fund a requisition signed by the principal must be obtained and left with the firm where the purchase was made.
- D. Each employee will check and revise the annual inventory list of equipment or supplies for which he is directly responsible. This is to be done in May each year.
- E. A proposed detailed budget is to be issued to the Board of Education at least two weeks prior to the budget meeting for review and study.
- F. Expenses for use of buses for school activity trips (not instruction) are to be paid by that activity. In general, for trips within the conference area, this expense will include the cost of the driver and a flat fee of \$2.50 for gas and oil.
- G. A bus manager is to be employed who has charge of the bus program and is directly responsible to the superintendent of schools.
- H. All insurance is to be centralized through one local insurance agency, who, in turn, after deduction of 5% for handling charges, divides the premium on an equal basis between the other local agencies. Co-insurance is to be used for the buildings with a review of the insurance program every six months by the agent to insure adequate coverage.
- I. As much as possible, general supplies of substantial amounts are to be bought on a bid basis if at all possible.
- J. There is to be no smoking in the building during school hours and is prohibited for students at all times. Smoking by adult groups after school hours is limited to designated areas.
- K. Chapel programs once a week in Junior High and once each month in high school are to be held under the direction of the Villisca Ministerial Association with each pastor
- H. All insurance is to be centralized through one local insurance agency, who, in turn, after deduction of 5% for handling charges, divides the premium on an equal basis between the other local agencies. Co-insurance is to be used for the buildings with a review of the insurance program every six months by the agent to insure adequate coverage.
- I. As much as possible, general supplies of substantial amounts are to be bought on a bid basis if at all possible.
- J. There is to be no smoking in the building during school hours and is prohibited for students at all times. Smoking by adult groups after school hours is limited to designated areas.
- K. Chapel programs once a week in Junior High and once each month in high school are to be held under the direction of the Villisca Ministerial Association with each pastor or priest of Villisca churches taking a month's responsibility in turn. Programs must be based upon good citizenship, character, morality, etc., not upon secular ideas which would not be accepted by the entire group.

## TEACHERS CODE OF ETHICS:

1. The teacher should never violate confidence placed in him by parents, students, patrons, or co-workers.
2. The teacher should strive for a spirit of friendly cooperation between the school and community at all times.
3. The teacher should be loyal to the school, the administration, fellow-workers, and students. A democratic school system in turn should offer teachers an opportunity to help plan policies and practices within the system. Criticisms and suggestions should be constructive and professional and made to the proper agencies.
4. Although it is recognized that the teacher as a citizen has certain freedoms and privileges in a democratic society, he should recognize that his conduct is imitated by pupils and therefore should maintain proper sense of balance between privilege and responsibility.
5. The teacher should openly recognize the professional achievements of his associates and let no opportunity pass to help them obtain merited promotion. If we cannot say something good, it is better to say nothing.
6. Professional pride maintains a high standard by fruitful participation and continual growth; in study, in travel, and by other means which keep the teacher abreast of the trends in education and the world in which he lives.
7. Every teacher should have membership in his local, state and national professional associations, participating actively and unselfishly.
8. The teacher should give the same courtesy and consideration to his associates that he would expect from them. Teachers who have been in the system should assume a definite responsibility in helping new teachers feel welcome and a part of the group.
9. Character building is one of the teacher's definite responsibilities. It is a quality that inspires the faith of youth, and the trust of friends, the quality that holds promises and contracts sacred.
10. The supreme quality of any teacher is real love for humanity. With it go understanding, sympathy, real interest in the individual child and the evident enjoyment and concern in sharing his joys and problems.

## EXCERPTS FROM A SUCCESSFUL TEACHER'S WORKING PHILOSOPHY:

1. Before I speak or act, may I remember that for this one moment I have a life in my hands--a human life. If there is something I can say or do to inspire a desire to learn, to succeed, to accomplish, let me not fail. There may be adverse influence in the home, among the friends, but let me give this student a little help and guidance that will make him want to choose the higher course and the more difficult path.
2. When I begin to lose my belief in youth, my love of teaching, when I begin to think only of the trials and irritations of my profession when I begin to teach only a subject instead of boys and girls let me have the good grace to step down and out of a profession that is too noble to brook the unfairness, irritability, egotism, sarcasm, and cruelty that are too often used as the tools of learning.

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2. When I begin to lose my belief in youth, my love of teaching, when I begin to think only of the trials and irritations of my profession when I begin to teach only a subject instead of boys and girls let me have the good grace to step down and out of a profession that is too noble to brook the unfairness, irritability, egotism, sarcasm, and cruelty that are too often used as the tools of learning.
3. Every day, I will try to accomplish a definite objective in each class so that my students will see purpose in both attendance and attention.
4. When a student goes home reporting information he has learned in class rather than the emotional or disciplinary scenes taking place in the class, I know I am doing a good job.

## WHAT IS EXPECTED OF A TEACHER IN THE VILLISCA SCHOOLS?

1. Every teacher puts his heart into his work and does his best.
2. A high standard of professional ethics is maintained by every member of the faculty.
3. Our keyword is friendly cooperation and we will work together.
4. We present to the community a high standard of conduct.

## OBJECTIVES OF EDUCATION

The general end of education in the Villisca Community Schools is to achieve the fullest possible development of each child and to encourage the mastery of such knowledge, the acquisition of such attitudes, and the development of such habits as will contribute to a socially desirable way of living for him.

To be more specific, the Villisca Community Schools system directs its educational policies toward the four objectives set forth by the Educational Policies Commission, the N.E.A., and the American Association of School Administrators in its 1938 Report; namely----

- The Objectives of Self-Realization
- The Objectives of Human Relationship
- The Objectives of Economic Efficiency
- The Objectives of Civil Responsibility

## CONTRACT PROVISIONS AND LEGAL REQUIREMENTS:

### 1. Certification requirements

Iowa School law makes it mandatory that the teacher's certificate be registered in Montgomery County before he is entitled to receive pay for Teaching. If the certificate has been registered in this County and is still in force it need not be re-registered. If the certificate has expired and a new one has been issued, or if the teacher is employed in Montgomery County for the first time, it will be necessary to send the certificate to Miss Lula B. Reed, County Superintendent, Red Oak, Iowa. She will endorse it and return it to either the teacher or the school. In either case, please leave the certificate on file in the superintendent's office during the year so that it may be available for examination at any time. Teachers in the Villisca Schools the past year will already have their certificates on file.

### 2. Application for new certificate:

When a new teacher is applying for his first certificate or when renewal of the certificate becomes necessary, write direct to the Board of Educational Examiners, State House, Des Moines, Iowa for application blanks. Give the following information:

- A. Exact name under which certificate was or is to be issued.
- B. Kind of certificate requested.
- C. Date of issuance.
- D. College or institution from which graduated.
- E. Present teaching assignment.

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- B. Kind of certificate requested.
- C. Date of issuance.
- D. College or institution from which graduated.
- E. Present teaching assignment.
- F. Type of renewal desired--term of life.

The Department will send all necessary blanks with full instructions for renewal.

3. All teachers in Junior and Senior High new in the system must place on file in the superintendent's office two official transcripts of their credits. One copy is sent to the North Central Association and will be returned at the end of the year, the second copy will be sent to the Department of Public Instruction and remain in their permanent records. These are necessary to secure approval by the North Central Association and to verify training for the teaching of certain subjects by the State Department. Teachers whose transcripts are on file should see that credits for additional work taken by correspondence or summer school attendance are filed in the superintendent's office during the first month of the school year after they are taken.

### 4. Method of Payment

Unless requested otherwise, all regularly employed teachers will receive their basic salary in twelve equal payments on the 25th of each month. The first monthly payment may be divided upon request and two weeks may be given

at the end of the first two weeks in September. If this is desired, leave word at the Superintendent's desk or Mrs. Geraldine Heuer, Board Secretary.

5. Sick leave and other absence from duty -

Employees of the Villisca Community Schools are granted leave of absence for personal illness or injury (also if in immediate family when approved by superintendent) with full pay in the following maximum amounts:

- a. The first year of employment . . . . . 5 days
- b. The second year of employment . . . . . 6 days
- c. The third year of employment . . . . . 7 days
- d. The fourth year of employment . . . . . 8 days
- e. The fifth and subsequent years of employment . . . . . 9 days

The above amounts shall apply only to consecutive years of employment in the Villisca Schools and unused portions shall be cumulative to a maximum of Thirty-five days. This plan originated in 1949. All teachers not new to this system should stop in the superintendent's office during the first two weeks of school and check their sick leave record since their past service must be signed before a new sheet for this year is originated.

Absence for other personal reasons must be cleared through the proper principal and the superintendent in that order. Deduction will be made in accordance with time absent and reason for absence on the basis of days of service as shown on each teacher's contract.

6. Procurement of Substitutes

All substitutes will be hired through the superintendent's office. Short-term substitutes will be paid on the following basis:

- High School Substitutes -- \$14.00 per day
- Elementary and Jr. High -- \$12.00 Per day

The rate of pay of long-term substitutes shall be made on an individual basis as determined by the Superintendent and board of education.

7. Workmen's Compensation

All employees of the Villisca Community Schools are protected under the Workmen's Compensation Laws for injuries or disabilities received on school property or in the line of duty. In cases of disability a report of same should be sent immediately to the superintendent. The amount of such compensation is determined by law governing each particular case.

8. Withholding of Incomes

- a. Iowa Public Employees Retirement System.

The new law as it now stands provides that three and one-half percent will be deducted on the first \$4,000 of the employee's salary. This individual basis as determined by the Superintendent and board of education.

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- a. Iowa Public Employees Retirement System.

The new law as it now stands provides that three and one-half percent will be deducted on the first \$4,000 of the employee's salary. This sum, together with a matching amount paid by this school district, is remitted to the Iowa Employment Security Commission for recording and then deposited with the State Treasurer. It is necessary for each new teacher to complete a notice of membership form and designation of beneficiary form which are available at the Board Secretary's office. Former teachers should complete a new beneficiary form if there has been any change from last year.

- b. Federal Social Security. Under the new law, each employee is carried in the Federal plan which requires Two and one-half percent of the first \$4,000.00 and a matching amount by the school district.

- c. Federal Tax. In accordance with the federal law a certain percentage of the teacher's salary is withheld each month for payment of income tax. New teacher's and teachers whose tax status has changed, will need to obtain exemption certificates from Mrs. Heuer. These need to be signed and require a social security number. The amount of tax withheld is ascertained from information given on the federal withholding tax schedule.

## VILLISCA COMMUNITY SCHOOLS

Extra-Curricular Activities  
and  
Differentials

1959-60

Head Coach (major sport) FB, BB, GB, Track	\$670.
Junior High Coach	\$300.
Drivers Training	\$100.
Instrumental Music Director	\$500.
Vocal Music Director	\$300.
F.F.A.	\$150.
Adult School (men)	\$125.
Vocational Ag	\$970.
Girls basketball chaperon	\$125.
Industrial Arts with 9 1/2 mo contract	\$200.
Speech and Drama	\$200.
Staff with duties at both Villisca and Nodaway 7¢ a mile Maximum of \$75.00)	\$75.
Head of household	\$250.
Vocational Home Ec.	\$320.
Adult night school (women)	\$125.
contract	\$200.
Speech and Drama	\$200.
Staff with duties at both Villisca and Nodaway 7¢ a mile Maximum of \$75.00)	\$75.
Head of household	\$250.
Vocational Home Ec.	\$320.
Adult night school (women)	\$125.
Journalistic Arts	
High School Paper	\$125.
High School Annual	\$125.
Junior High Annual	\$50.
Junior High Paper	\$50.
Junior Class Sponsor	\$50.
Senior Class Sponsor	\$50.

INCREMENTINCREMENTS AT 2%

60 hr.      75 hr.      90 hr.      90 hr.      105 hr.      B.A. 120 hr.      B.A. 7      M.A.

3250	3452.70	3655.80	70	3655.80	3858.90	4062	4265.10	4468.20
3315	3521.75	3728.91	5	3728.91	3936.07	4143.24	4350.40	4557.56
3380	3590.80	3802.02	30	3802.02	4013.24	4224.48	4435.70	4646.92
3445	3659.85	3875.13	35	3875.13	4090.41	4305.72	4521.00	4730.28
	3728.90	3948.24	10	3948.24	4167.58	4386.96	4606.30	4813.54
		4021.35		4021.35	4244.75	4468.20	4691.60	4897.00
					4321.92	4549.44	4776.90	4980.36
						4630.68	4862.20	5063.72
							4947.50	5147.08
								5230.44



## GENERAL INFORMATION

1. Our school system has been the Villisca Community School District since July 1, 1957. Prior to this date it was the Villisca Independent School District and included property that made it only slightly larger than the city limits and can best be visualized by looking at the maps of the districts (old and new) shown later. The dotted lines on Map No. 1 show the limits of the city. In general the northern limit of the old district (Villisca Independent School District) was the Villisca County Club, the eastern limit included the Fredrick Fisher residence across the east river bridge, the southern limit extended to a point midway between the two south river bridges, and the western limit was 3/4 miles west of the Standard Oil Station on Road N. The assessed evaluation of taxable property of the old district was \$1,569,322.00.

The First Organ. (Villisca Community School District #1 included about 100 sections of surrounding farm land plus the property in the old district (Map No 2) The assessed evaluation (60% of the real evaluation) of this district was \$5,539,800.00.

	State Limits	Villisca 1955-56 costs	
Elementary tuition rate	31.70 per mo.	21.32 per mo.	
Junior High tuition rate	47.55 per mo.	30.53 per mo.	
High School tuition rate	55.50 per mo.	44.94 per mo.	
Elementary tuition rate	31.70 per mo.	21.32 per mo.	1956-57
Junior High tuition rate	47.55 per mo.	30.53 per mo.	
High School tuition rate	55.50 per mo.	44.94 per mo.	
Elementary tuition rate	34.10 per mo.	23.65 per mo.	1957-58
Junior High tuition rate	51.15 per mo.	31.33 per mo.	
High School tuition rate	59.65 per mo.	44.72 per mo.	
Elementary tuition rate	35.45 per mo.	20.12 per mo.	1958-59
Junior High tuition rate	53.20 per mo.	28.68 per mo.	
High School tuition rate	62.05 per mo.	46.13 per mo.	

Transportation costs are charged the first semester on an estimate basis with the second semester based upon actual costs for the year and a credit or additional assessment made for the first semester billings.

High School tuition rate	59.65 per mo.	44.72 per mo.	
Elementary tuition rate	35.45 per mo.	20.12 per mo.	1958-59
Junior High tuition rate	53.20 per mo.	28.68 per mo.	
High School tuition rate	62.05 per mo.	46.13 per mo.	

Transportation costs are charged the first semester on an estimate basis with the second semester based upon actual costs for the year and a credit or additional assessment made for the first semester billings.

## GUIDANCE:

There is a very definite need for a strong guidance program in every school program. Each principal of his respective building will be asked to see that it is a functional part of the total school program. Guidance is a part of good teaching. A consequence of the new educational attitude is the stress on guidance. Guidance referring to all activities intended to help all students lead rich, wholesome lives, is almost synonymous with the purpose of education itself. The best guidance programs are like character development, they are neither bought nor taught, they are caught. They grow only in the fertile soil of educational fields, that are prepared to meet the needs of individual lives. They are planted, cultivated, and harvested by interested, sympathetic, and understanding teachers. Guidance is not to be regarded as an aim of education; it is a function that should characterize the entire educational program. Every classroom and homeroom teachers should learn as much as possible about each student.

In order to assist each teachers in better understanding the individual student, the following records are available:

Stanford Achievement Test, Primary (1-2), El. (3-4), Int. (5-6), Adv. (7-8)  
 Iowa Test of Educational Development--High School (9-12)  
 Kuhlman Anderson Mental Ability Test (1-3)  
 Otis Intelligence Quotient Test (1, 3, 6, 9, 12)  
 Kuder Vocational Preference Test (9-12)  
 Kuder Preference Record Personality Test (9-12)  
 Army General Classification Test (9-12)  
 Fitzgerald Aptitude Classification Test (11-12)

## PUBLIC RELATIONS PROGRAM:

A school system can be no stronger than its public relations program. To be effective, such a program must be governed by two cardinal principles; it must be honest and it must be continuous.

Our public relations program is very important in the influencing of opinion in behalf of our schools. The influencing of opinion is definitely the job of every school employee--janitor, teacher, and principal alike.

All teachers should take an active interest in community organizations. This is your home and gives you the chance to work and earn your livelihood; we have a responsibility to the community as great

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All teachers should take an active interest in community organizations. This is your home and gives you the chance to work and earn your livelihood; we have a responsibility to the community as great as any other citizen.

When teachers take pride in their profession, when they praise their own school system, when they are responsible to social problems, alert to civic needs, and when they give generously of their time to promote the civic welfare, they become an invaluable asset to the relations which hold between school and community. One teacher, however, who harbors ill will, prejudice, and intolerance may immeasurably disrupt the painstaking efforts of his colleagues.

If we are members of a profession, each teacher must conduct himself accordingly. Criticism of the school and other members of the faculty should be constructive in nature and addressed to parties involved. If done in any other way, both the school and the individuals involved lose a great deal in the respect of the community. Without the public acceptance that this is a "good" school, each of us must constantly fight an up-hill and usually losing battle. In our association with the public, if we cannot say something good about the school, it is better to say nothing.

## DISCIPLINE

Discipline causes the failure of more teachers than any other one thing. Without good discipline there can be no worth-while instruction. Discipline should not necessarily be apparent, but the mode of good behavior must be established and maintained. To avoid disciplinary troubles set your standards of good order, punctuality, scholarship, neatness, good manners, etc., the first day. Then insist on your standards throughout the rest of the year. Be discreet and judicious in all matters of discipline. Avoid hate and prejudice, but insist firmly on good order. Treat all pupils alike and remember that allowing one exception to the rule usually causes many more.

A great help in discipline is to anticipate and remove as many causes of disorder as you can. In all disciplinary problems send pupils to the principal only after having tried to handle the problem yourself. Don't become a chronic type, the kind who sends most everyone "to the Office". It is wiser to discuss these disciplinary problems with the principal before they are out of hand. Very rarely does a pupil commit a severe breach of rules which comes as a surprise to the teacher.

Discipline problems often develop when interest is absent or a student becomes idle. These factors are the teacher's responsibility and your work should be carefully planned to avoid these possibilities.

In dealing with discipline cases which do arise, I urge that teachers always be informed of the facts, be impartial, be consistent and be fair. Hasty action often results in an issue arising which may be difficult or impossible to solve satisfactorily.

Remember, the best disciplinarian is the one who needs to discipline the least. If your discipline remains a constant problem, you have not attained a satisfactory classroom situation and you cannot do your best teaching.

### SUGGESTIONS FOR BETTER DISCIPLINE

1. Avoid making rules as much as possible.
2. Never threaten students.
3. Friendly discipline is usually the best.
4. Use common sense.
5. Never plead with students, and, above all don't resort to tears.

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2. Never threaten students.
3. Friendly discipline is usually the best.
4. Use common sense.
5. Never plead with students, and, above all don't resort to tears.
6. Study each discipline case, Remember that each pupil must be handled in a different way.
7. Start your maintenance of discipline the first day of school.
8. Never demand that one pupil inform on another.
9. Avoid impulses to show your authority.
10. Fit the punishment to the misdemeanor.
11. Never cause a student to "lose face" because of what you say. Avoid sarcasm entirely. It is usually a poor weapon in dealing with youth.
12. Use the positive approach; not the negative.

## CARE OF PROPERTY

Every teacher is responsible for the proper care and use of all school property in his or her custody. Inventories of room equipment should be made at the beginning of the year if none are available. Changes in Condition or addition of equipment will be shown at the end of the year, when each teacher completes an annual inventory as part of his end-of-the-year report, this must be accurate since the insurance on contents is based upon this inventory. Any teacher new to the system can obtain a copy of the last year's inventory for his or her department by asking for the annual record at the Superintendent's Office. Losses should be reported immediately to the Principal. No school equipment is to be loaned to outside parties without the Superintendent's permission.

Since the appearance of any room reflects the tone of the entire school, it is important that every teacher have a place for all teaching equipment and that everything is kept in place at all times.

## LOANING OF SCHOOL EQUIPMENT

No school equipment belonging to the school is to be loaned to any person or organizations without the approval of the superintendent. Also school Equipment is not to be removed from the building by teachers without prior permission of principals or superintendent.

## RESPONSIBILITIES IN CASE OF ACCIDENT

Principals are responsible for adequate supervision of playgrounds, corridors, stairways, shops, gymnasiums, laboratories, etc. and should request adequate help from the teaching staff to achieve same. If accidents occur under circumstances where no negligence can be shown, everyone connected with the school system can be relieved of responsibility.

In case of accident, the teacher should notify the principal as soon as possible. First aid treatment should always be given immediately whenever possible. In case of injury requiring a doctor's services, the parents should be contacted first if possible. If the parents cannot be located immediately, the child should go to his own family (local) unless some unusual situation exists. Any child requiring services of a doctor should be assisted to his office preferably by a member of the faculty. The principal should report all serious accidents to the superintendent's office as soon as time permits. Principals will be responsible for the completion of necessary insurance application benefits if the child carries school insurance.

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## SCHOOL NEATNESS

The appearance of your classroom has much to do with your success as a teacher. Untidiness should be avoided from the first, at all times, and in all places. Untidiness in our schools is very unfortunate. It affects so many children at their most impressionable age. Some children come from homes in which there is little order and neatness. If the schools do not practice and teach these virtues, these children seldom learn them elsewhere. Good housekeeping in our public schools is vitally important. The lack of it is easier sensed than described:

1. All shades should be left even at night before leaving the building. Shades should be left at the half way mark. Every teacher must close her own windows before leaving for the day.
2. All equipment in cupboards or desks should be in order. Establish the habit of having a place for everything and everything in its place.
3. Leave all portable furniture in regular formation every evening. Visitors who are shown the building in the evening may judge your work as a teacher by the way you leave your room.
4. Please do not use gummed stickers or tape on the blackboards since this has a tendency to make the board too smooth for writing with chalk.
5. Please do not post notices on your doors with thumb tacks. It mars the woodwork.
6. If you have a room on the first floor, please lock all windows in your room before leaving the building each evening.
7. Carefully watch the temperature, ventilation, and lighting of the room and report any needs to the janitor. If no improvement is made, then report to the principal or superintendent.
8. Reading tables and bulletin boards should always be left orderly and attractive.
9. Each teacher will be issued a room key and a building door key. Lock the room door when leaving the building at noon and in the evening. Any teacher unlocking an outside door before or after school hours has the responsibility of the building during the time and also of making certain that door is locked before leaving.

#### ASSIGNMENTS:

The efficiency of a teacher is affected to a large extent by the method employed in presenting an assignment. Assignments reveal the teacher's conception of teaching, his knowledge of subject matter, his appreciation of the difficulties of the subject to each individual learner, and his grasp of education principles.

Teachers must strive to make assignments fit the different types of lesson procedures. The typical assignments of too many teachers is "take so many pages for tomorrow." Try to accomplish a specific objective or unit with each assignment so that each pupil not only understands what he is to do but also the reason for it.

*Suggestions:* The five main functions of the assignment are as follows: employed in presenting an assignment. Assignments reveal the teacher's conception of teaching, his knowledge of subject matter, his appreciation of the difficulties of the subject to each individual learner, and his grasp of education principles.

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*Suggestions:* The five main functions of the assignment are as follows:

1. To define clearly and concisely the task to be done.
2. To anticipate special difficulties in the advance work.
3. To relate new tasks to work previously done.
4. To motivate properly the work to be done.
5. To make adequate provision for individual differences.

In judging the effectiveness of an assignment all of these points should be taken into consideration. There are other criteria which must be mentioned but these five make a good basis for judgment.

UNIFORM RULES FOR SCHOOL BUS PASSENGERS.

- 1. The driver is in full charge of the bus and the pupils should obey the bus driver cheerfully and promptly.
- 2. Pupils shall be at designated loading point at the time scheduled for bus to arrive. Bus cannot wait for pupils who are not on time.
- 2. Pupils should never stand in the road while waiting for the bus.
- 4. Pupils should clean excess mud or snow off from their feet before entering the bus.
- 5. Pupil shall occupy the seat assigned to him.
- 6. Pupils shall not move from one seat to another or stand in bus while it is in motion.
- 7. Pupils must have nothing in their possession that may cause injury to another, such as sticks, any type of firearm, straps, or pins extending from their clothing.
- 8. Pupils shall not throw rubbish or waste paper on floor of bus or spit on the floor.
- 9. Each pupil must see that his books and personal belongings are kept out of the aisles.
- 10. Pupils should help keep interior of bus in good condition by not marking or cutting seats.
- 11. Pupils must not at any time extend their arms, or heads out of the bus windows.
- 12. Pupils must refrain from throwing or snatching caps, books, dinner pails, etc. while on the bus.
- 13. Pupils should not be rude or abusive to persons whom they pass on the route.
- 14. Damage to seats or other equipment shall be paid for by pupils causing such damage.
- 15. When leaving the bus all pupils shall remain seated until the bus comes to a complete stop.
- 16. Pupils who must cross the highway after leaving the bus must go to the front of the bus and wait for signal from the driver and bus patrol before crossing the highway. The driver must see that the way is clear before signalling pupils on across. Pupils must never cross behind the bus.
- 17. In case any student, while a passenger on the school bus, conducts himself in such a manner as to endanger the morals or lives of other pupils or in violation of the established rules and refuses to cease when requested by the driver or bus patrol, the driver shall proceed to the nearest designated stop and refuse to proceed further until <sup>pupil</sup> agrees to conduct himself properly. When pupil is finally delivered to his home, the driver shall notify parents that the child will not be transported again until the parents clear with the superintendent of schools.
- 18. The driver is required to report to the bus manager and in turn to the superintendent of schools every pupil who violates any of these standards of conduct for pupils. If, after due warning, the pupil persists in being disobedient, the superintendent shall bar the student from riding the bus until written permission is given by the superintendent or the board of education.
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- 18. The driver is required to report to the bus manager and in turn to the superintendent of schools every pupil who violates any of these standards of conduct for pupils. If, after due warning, the pupil persists in being disobedient, the superintendent shall bar the student from riding the bus until written permission is given by the superintendent or the board of education.

## LESSON PLANS

The unit plan of instruction is encouraged whenever possible. A unit should be organized so that it appeals to varying levels of ability. The slower pupils must find something there to give them a sense of mastery and to build up their confidence. Likewise the brightest pupils must find the assignments a direct challenge to their level of ability. Following the presentation of a unit by the teacher, the pupils should be given time to assimilate and organize the material. This should be followed by the recitation period and the testing of results.

Weekly or unit lesson plans of at least a week's duration will be prepared by teachers in all subjects. In writing your plans bear in mind these objectives:

1. A lesson plan fails to accomplish its purpose if it doesn't help you do more efficient teaching.
2. Its value as a record for substitute or subsequent teachers is worthless, if it doesn't present a clear picture of the work that has been covered and the work that is planned for the future.

Every teacher is urged to use her own initiative in writing plans that will best meet her needs and at the same time be intelligible to substitute teachers. Leave the plan books in your desk so they will be readily accessible for the principal or superintendent. A second copy of the weekly plans will be given to the principal each Monday. It is realized and anticipated that many factors will vary the expected progress of the group and it will not always be possible or good instructional practice to follow the time allotment in the lesson plans exactly. In formulating the lesson plans this year, please start each days plan with a short phrase or sentence showing purpose of the days work.

### FIRE DRILLS

The Iowa law requires at least one fire drill each month. Each building will of necessity have its individual procedures for fire drills. The principal shall be responsible for organizing and carrying out fire drills within his own building. It is suggested that at least the first drill be carried out as an exercise with prior announcement, any deficiencies noted, and corrected in the next drill. After a satisfactory method of evacuating the building has been reached, fire drills should be held without warning. Responsibility will be delegated by the principal for calling formulating the lesson plans this year, please start each days plan with a short phrase or sentence showing purpose of the days work.

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### EXCUSED STUDENTS FROM SCHOOL

Individual teachers should never excuse their students from school without the direct permission of the principal. Requests by parents or visitors for student's excuse from school should always be handled through the office of the principals.

### PURCHASE OF SUPPLIES

Teachers desiring to purchase classroom supplies should obtain a purchase order from the Superintendent's office prior to ordering materials. The purchase order must be left with the store manager to be sent by him to the Superintendent's office with any





## Junior High and Elementary

Teachers will be responsible for reports number 2 through 6 given above.

## CHURCH NIGHT

Wednesday night of each week is reserved for church activities. No school activities are to be scheduled for that evening or on Sunday. The building will be closed on Sunday also and no students are to be admitted then.

## NIGHT PRACTICES

Whenever it is necessary to practice with students at night, only those needed should be admitted to the building. Students must never be admitted at such times without a teacher in charge. Janitors cannot be expected to assume responsibility for student's conduct. Teachers must not give their school keys to students!!!!!! Arrangements for practices involving students after school hours should be cleared through the proper principal. In this way there will be no conflicts, and responsibility for the building can be determined in advance.

## ACTIVITY AND SCHOOL MONEY

All money received for any school sales, extra curricular activities, etc. should be turned in the Board's Secretary's office and a receipt obtained, Mrs. Geraldine Heuer, Board Secretary, works only in the mornings, 8-12 p.m. and if possible, all moneys should be turned in at that time. In case this is not possible, money may be given to Mrs. Irene Stackhouse, Superintendent's Secretary and she will issue a hand receipt. A central activities accounting system is used and all receipts and expenditures handled here. All sponsors must know this, and follow the procedure. A monthly balance sheet is issued to each activity sponsor. Each elementary teacher or other special teacher handling funds will be issued a receipt book which is to be turned in to the principal at the end of the year.

## USE OF TELEPHONE

All out of town calls for school affairs must have the consent of the principal or superintendent. If you use the school telephone for long distance personal calls, the call must be charged to your own house number or the charges of the call paid to your principal or to the secretary. The principal will turn in a list of the toll calls that have been approved each month so that the secretary may be able to audit the bill from the telephone company. Students are not to be excused from class to make or receive telephone calls except in cases of utmost importance. If possible a message should be taken to the student rather than calling him to the phone.

## LEAVING THE BUILDING

Students are not to leave the building during school hours unless the errand is urgent and cannot be avoided. Teachers who must have students excused will certify them to the Principal who will need to approve the excuse. By proper planning, these requests will not need to be made very often.

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Students are not to leave the building during school hours unless the errand is urgent and cannot be avoided. Teachers who must have students excused will certify them to the Principal who will need to approve the excuse. By proper planning, these requests will not need to be made very often.

## VISITORS

Students are requested not to bring visitors to class or school unless by permission from the Principal. Permit must be shown to the teachers in charge.

VILLISCA COMMUNITY SCHOOL DISTRICT  
VILLISCA, IOWA

Montgomery County

East Township

North Central Association Member School  
Approved by Iowa Department of Public Instruction

Type Organization Kg. 5-3-4

Taxable Valuation -- \$7,699,000.00  
Moneys and Credits - 800,000.00  
Bonded Indebtedness - 485,000.00  
Gen. Fund Mill Levy - 53.28

High School Enrollment - 260 Junior High Enrollment - 150  
Grade School Enrollment 540

1949-50	Total Enrollment	535		
1950-51	"	570		
1951-52	"	573		
1952-53	"	628		
1953-54	"	649		
1954-55	"	708	Total A. D. A.	617.41
1955-56	"	702	"	639.6
1956-57	"	731	"	654.1
1957-58	"	807	"	723.2
1958-59	"	806	"	735.5

1958 School Census - (0-21) 1048

Teachers Employed	1954-55,	32 Full-Time,	1 Half-Time (2nd Sem.)
"	1955-56,	33 Full-Time	
"	1956-57,	33 Full-Time	
"	1957-58,	34 Full-Time	
"	1958-59,	36 Full-Time	
"	1959-60,	40½ Full-Time	

1958-59 Budget Expenditures \$234,888.00  
1958-59 Budget Receipts \$237,015.00  
Net Change \$ 2,127.00

MAP OF VILLISCA INDEPENDENT SCHOOL DISTRICT - - Ceased July 1, 1957

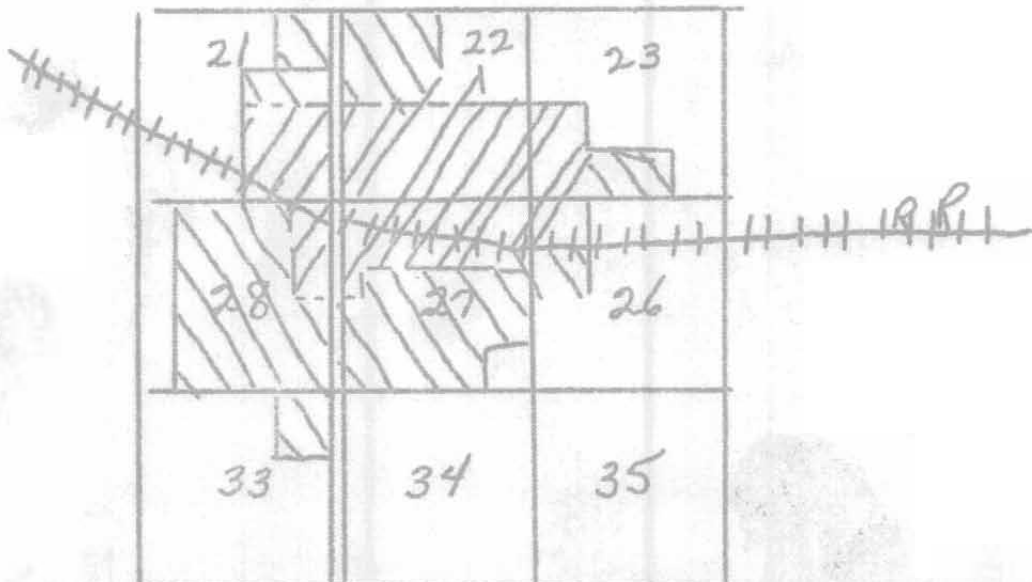
US 71

"	"	1955-56,	33 Full-Time
"	"	1956-57,	33 Full-Time
"	"	1957-58,	34 Full-Time
"	"	1958-59,	36 Full-Time
"	"	1959-60,	40½ Full-Time

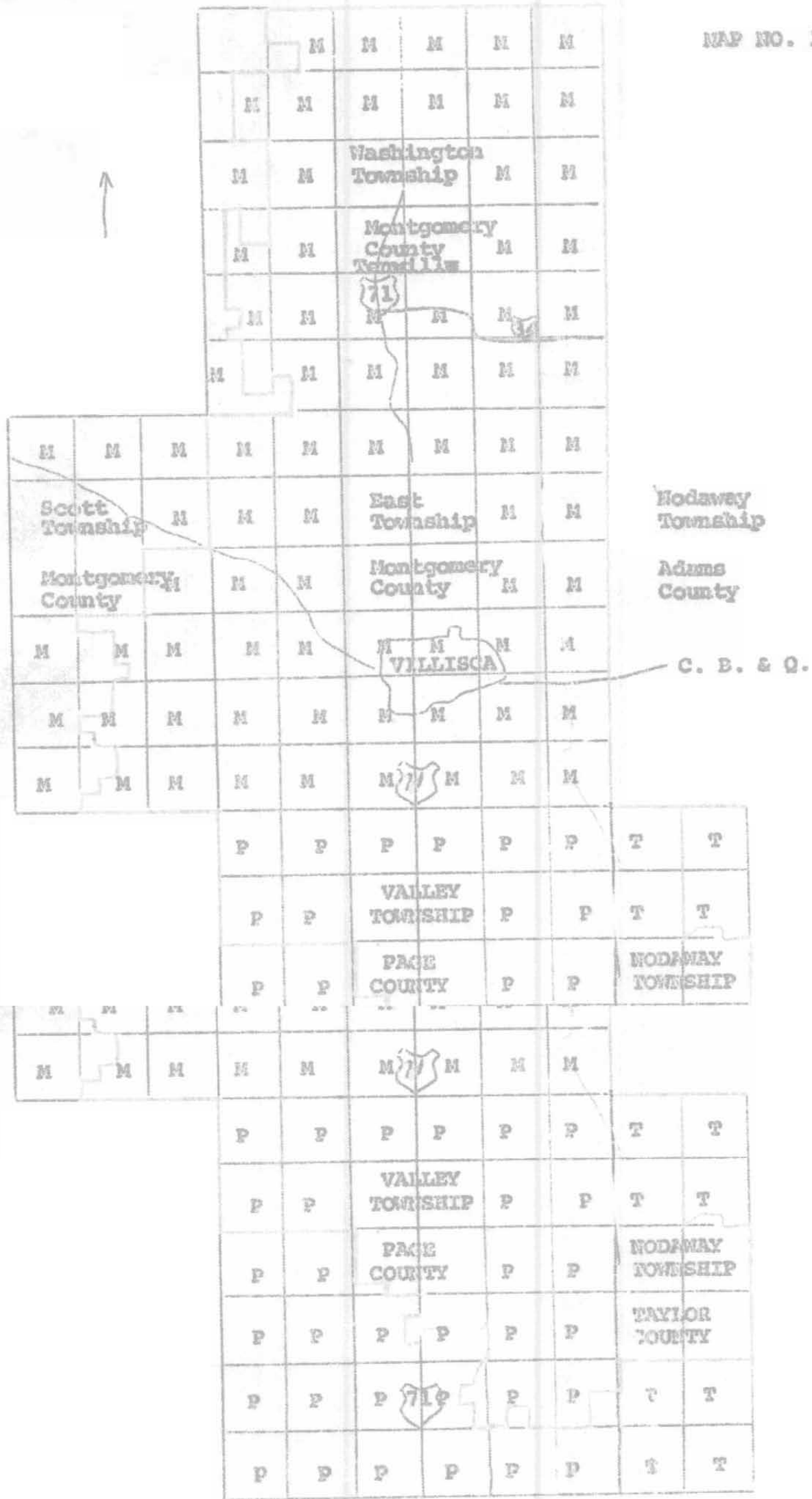
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MAP OF VILLISCA INDEPENDENT SCHOOL DISTRICT - - Ceased July 1, 1957

US 71



MAP NO. 2



Map of V. Iliaca Community School District # 1,  
proposed school district as presented in petition  
and map of proposal as amended by County  
Boards at hearing held on May 29, 1958.

Map # 3

2	1	6	5	Grant 4	3	2	1	6	5	4	3	2	1
11	12	7	8	9	10	11	12	7	8	9	10	11	12
14	13	18	17	16	15	14	13	18	17	16	15	14	13
23	24	19	20	21	22	23	24	19	20	21	22	23	24
26	25	30	29	28	27	26	25	30	29	28	27	26	25
35	36	31	32	33	34	35	36	31	32	33	34	35	36
2	1	6	5	4	3	2	1	6	5	4	3	2	1
11	12	7	8	9	10	11	12	7	8	9	10	11	12
14	13	18	17	16	15	14	13	18	17	16	15	14	13
23	24	19	20	21	22	23	24	19	20	21	22	23	24
26	25	30	29	28	27	26	25	30	29	28	27	26	25
35	36	31	32	33	34	35	36	31	32	33	34	35	36
2	1	6	5	4	3	2	1	6	5	4	3	2	1
11	12	7	8	9	10	11	12	7	8	9	10	11	12
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23	24	19	20	21	22	23	24	19	20	21	22	23	24
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35	36	31	32	33	34	35	36	31	32	33	34	35	36
2	1	6	5	4	3	2	1	6	5	4	3	2	1
11	12	7	8	9	10	11	12	7	8	9	10	11	12
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23	24	19	20	21	22	23	24	19	20	21	22	23	24
26	25	30	29	28	27	26	25	30	29	28	27	26	25
35	36	31	32	33	34	35	36	31	32	33	34	35	36
2	1	6	5	4	3	2	1	6	5	4	3	2	1
11	12	7	8	9	10	11	12	7	8	9	10	11	12
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23	24	19	20	21	22	23	24	19	20	21	22	23	24
26	25	30	29	28	27	26	25	30	29	28	27	26	25
35	36	31	32	33	34	35	36	31	32	33	34	35	36
2	1	6	5	4	3	2	1	6	5	4	3	2	1
11	12	7	8	9	10	11	12	7	8	9	10	11	12
14	13	18	17	16	15	14	13	18	17	16	15	14	13
23	24	19	20	21	22	23	24	19	20	21	22	23	24
26	25	30	29	28	27	26	25	30	29	28	27	26	25
35	36	31	32	33	34	35	36	31	32	33	34	35	36
2	1	6	5	4	3	2	1	6	5	4	3	2	1
11	12	7	8	9	10	11	12	7	8	9	10	11	12
14	13	18	17	16	15	14	13	18	17	16	15	14	13
23	24	19	20	21	22	23	24	19	20	21	22	23	24
26	25	30	29	28	27	26	25	30	29	28	27	26	25
35	36	31	32	33	34	35	36	31	32	33	34	35	36
2	1	6	5	4	3	2	1	6	5	4	3	2	1
11	12	7	8	9	10	11	12	7	8	9	10	11	12
14	13	18	17	16	15	14	13	18	17	16	15	14	13
23	24	19	20	21	22	23	24	19	20	21	22	23	24
26	25	30	29	28	27	26	25	30	29	28	27	26	25
35	36	31	32	33	34	35	36	31	32	33	34	35	36

Adair County

Adair County

Montgomery County

Adams County

Page County

Page County

## Explanation of Map No. 3

A new reorganization has been voted which will include all property shown within the red line shown on Map No. 3. All property shown inside the blue line of Map No. 3 was included in the petition for reorganization at the hearing held at the County Courthouse in Red Oak, Iowa on May 29, 1958. At the hearing the Boards of Education of Adams, Montgomery, Page and Taylor Counties set the boundary lines back to the red line. The vote for reorganization held on July 29, 1958 resulted in an overwhelming majority in favor of it - 87.44%. The proposal on which the vote was held included the provisions of pages 25A of this manual. The information mailed to all eligible voters as 2nd class matter prior to the election. This is the program the electors expect in their school beginning with July 1, 1959.

The following is a list of the districts; included in the reorganization proposal voted on July 29, 1958 and the numbers of yes and no votes cast by districts:

	<u>Yes</u>	<u>No</u>
Villisca Community School District	420	4
Douglas Township, Montgomery County	42	4
Nodaway Consolidated School District, Adams County	84	45
Lincoln Township, Adams County	7	0
Douglas No. 3, Adams County	4	0
Douglas No. 4, Adams County	2	0
Douglas No. 9, Adams County	4	1
Nodaway No. 2, Taylor County	5	12
Nodaway No. 5, Taylor County	13	2
Nodaway No. 6, Taylor County	11	4
Lincoln Township, Adams County	7	0
Douglas No. 3, Adams County	4	0
Douglas No. 4, Adams County	2	0
Douglas No. 9, Adams County	4	1
Nodaway No. 2, Taylor County	5	12
Nodaway No. 5, Taylor County	13	2
Nodaway No. 6, Taylor County	11	4

SCHOOL DISTRICT REORGANIZATION

According to a legal notice on another page of this issue of the Villisca Review a special election will be held on Tuesday, July 29, 1958 to determine whether the Villisca Community School District No. 2 will become a reality. Reference to the legal notice mentioned above will enable each voter in the territories involved to learn where he should cast his vote.

These are busy times in our area. Only events of genuine importance and interest can cause many of us to leave our regular work for very long at one time. However, the election to be held on Tuesday, July 29 is truly of genuine importance and should be of sufficient interest to all those living within the boundaries of the proposed new school district to cause them to vote in the coming election.

The proposed reorganization will enable us to do an increasingly better job of educating our children. This is one of the chief reasons for school district reorganization. This will be possible because:

1. A greater number of people will have a voice in school matters here.
2. Instead of 10 administrative units (10 school districts) operating the schools of the area there will be one.
3. There will be an opportunity to provide for special training and special classes with greater economy than would be possible in any one of the 10 districts now in existence.

The Villisca Community School District No. 2 would be effective July 1, 1959. In the fall of that year there would be 533 pupils in grades K-6 inclusive. There would be 141 pupils in grades 7 & 8. There would be 272 pupils in grades 9 - 12 inclusive. This is a total of 946 pupils.

The assessed evaluation of the property (both real and personal) in the proposal would be approximately \$7,649,625.00. This would be the tax base for support of the schools.

Attendance centers for the children of the district would be at Nodaway and Villisca. With good, usable, buildings at both of these centers there would be sufficient space for all elementary, junior high and high school programs without a need for new buildings beyond those already voted by the present Villisca Community School District.

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In the fall of 1959 at Nodaway there would be the following programs:

K - 6 inclusive (about 25 per class x 7)	-	175 pupils.
Junior High (grades 7 & 8)	- - - - -	141 pupils.
Total		<u>316 pupils.</u>

In the fall of 1959 at Villisca there would be the following programs:

K - 6 inclusive (about 25 pupils per class x 14)	-	350 pupils.
High School (grades 9 - 12 inclusive)	- - - - -	272 pupils.
Total		<u>622 pupils.</u>

Enrollments in the High School will be approximately as follows over the years:

Fall 1959	- - -	272	
" 1960	- - -	282	
" 1961	- - -	296	
" 1962	- - -	294	* by July 1, 1962 all property must be included in a high school district.
" 1963	- - -	314	
" 1964	- - -	310	
" 1965	- - -	311	

With high school enrollments reaching these levels ( and with the possibility of even greater expansion of the district by July 1, 1962) both the junior and senior high school programs would be at a disadvantage if the district were to attempt to conduct them in the high school building at Villisca. It would be imperative that the available space in the buildings at the two attendance centers (Nodaway and Villisca) be used with greater efficiency in order that the junior and senior high school programs not be placed under the handicap of crowded conditions. At Nodaway there are approximately 5 acres of land in the school site. There are a gymnasium, shop, homemaking room, and commercial room. These facilities would give the junior high program advantages under a departmentalized system they could not have in any other way within the proposed district. If the building at Nodaway were not to be utilized as outlined above a new building costing thousands of dollars would be needed in order to conduct the same caliber of educational program for junior high.

ORDER TO CONDUCT THE SAME CALIBER OF EDUCATIONAL PROGRAM FOR JUNIOR HIGH.

## VISITORS

Students are requested not to bring visitors to class or school unless by permission from the Principal. Permit must be shown to the teacher in charge.

## TRUANCY

Skipping school without the consent or knowledge of parent should be dealt with severely. Each individual case will be viewed according to the circumstances involved, and punishment determined by the principal. All work missed must be completed even though credit may not be given. The tendency toward being truant can be prevented to a large extent by each teacher in two ways; the positive approach where students see the importance and goal for the coming day's work and the negative approach, which should be used when the former fails, of making it harder (in respect to the amount of work required) to miss than it is to be there. If a student can miss school and not need to do as much work as those that attend, the effect is to encourage truancy.

## HIGH SCHOOL BUILDING POLICIES:

1. Mail  
Each High School teacher has an assigned mail box in the secretary's office. Teachers are to pick up their mail, daily bulletins or notices from the mail box at 8:25 so they will have sufficient time to read the material before the first bell at 8:35. Pupils are not to collect materials from these boxes. Any outgoing mail may be left here and will go out in the evening.
2. Teacher" Time Schedule  
Each teacher is to be on duty by at least 8:15 in the morning and to remain in the building until 4:30. In cases where an exception is necessary, secure permission from your principal.
3. Principal  
The principal is responsible for the administration of his department and building or portion of building. Teachers should first present all routine matters to their principal.
4. Announcements:  
The first few minutes of the first period class, activity, or study hall will be used for reading the announcements, conducting any necessary business, and making the beginning attendance check or report. As soon as this is completed, the regular program for that remain in the building until 4:30. In cases where an exception is necessary, secure permission from your principal.
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The principal is responsible for the administration of his department and building or portion of building. Teachers should first present all routine matters to their principal.
4. Announcements:  
The first few minutes of the first period class, activity, or study hall will be used for reading the announcements, conducting any necessary business, and making the beginning attendance check or report. As soon as this is completed, the regular program for that period will be initiated.

Any teacher having information which is to be included in the bulletin should give this information to the principal by 4:00 on the previous day.

Teachers will go to their 1st period room at 8:20 and be responsible for hall discipline in the area around their door until 8:34.

## Failure and Eligibility Reports

5. Each teacher should turn in by 9:00 o'clock each Monday morning a report showing failures for the previous week. A regular form is provided for this report which is to be left in the principal's box. Students not doing passing work for the nine-weeks at the time of the report are to



## FAILURE AND ELIGIBILITY REPORTS (continued)

work for the nine-weeks at the time of the report are to be encircled. This is to be used in determining eligibility. Failure to pass three subjects successfully for the current or past nine-weeks makes the student ineligible. Any activity has the right to raise this requirement if they so desire provided that the regulations made known a sufficient time in advance so that any students presently in the activity will have an opportunity to become eligible.

### 6. Report Cards

At the end of the fifth week of each nine-weeks period, each teacher is to turn in to the principal a report showing all students not doing passing work, the particular subject and possible cause. A notice of this will be sent to each of the parents of children failing. At the end of each nine week period a report card showing each subject and grade will be given to the students to take home for their parents' signature and then returned to their respective 1st period teacher. In case of a lost report card, a new one will be issued at a cost of ten cents. Grades are to be based in so far as possible with daily work counting 2/3 and final examination 1/3. The grading system to be used is (A) through (F) and the lowest passing grade being (D-). Average work should be reflected in a (C) with (B) being the college recommending grade. The new reporting system developed cooperatively during 1955-56 attempts to give a better picture of each child's progress and merits each teacher's honest effort. Each subject area grades attitude and effort in addition to achievement. It is expected that the markings other than satisfactory for the areas of attitude and effort will be used only for the exceptional cases showing extreme deviation either way. As a suggestion, anyone to be considered in either of these areas should have done something which has caused notice either favorable or unfavorable. In such cases, it is recommended that a note to this effect be jotted in the grade book.

### Health

Students who have been absent from school a total of three consecutive days or more should have a doctor's permit before returning to school. Health examinations may be required in case of emergency or epidemic.

### 7. THE LIBRARY AND STUDY HALL

When a student is not attending classes during school hours he is assigned to the study hall, or will be engaged in some extra-curriculum activity under the direction of a faculty member.

The student's study hall hour is a study period. Students are requested that a note to this effect be jotted in the grade book, and ink can be

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The student's study hall hour is a study period. Students are requested not to ask permission to leave the study hall. Books and ink can be secured at the library. Those students on the weekly failure list may only check reference materials from the library.

Our library contains over 2,300 volumes, a number of encyclopedias and dictionaries as well as current periodicals. All books are catalogued according to the Dewey Decimal system, which is in general use in schools and public libraries. Miss Gardner is the school librarian and will be happy to answer any questions or assist in helping classroom teachers make more extensive use of library facilities. We entered on a six year reference library program and have completed the 6th year of it. A similar program will be continued each year. The librarian will ask each teacher to select a certain amount of reference books for their file this year. It is hoped that every teacher will contact Miss Gardner as to what is available and have the students take advantage of the reference materials accessible to them.

8. STUDY HALL REGULATIONS

- a. Students are assigned a definite seat for their study hall period.
- b. Punctuality in attendance applied to the study hall the same as in the classroom. If a student is tardy he must present an admit from the Principal's office. This is important!!!! Not enforcing this rule in the beginning is a serious mistake of many teachers.
- c. When a student has been absent he must present his admittance blank to the study hall teacher for her signature as well as to his classroom teacher. The admittance blank is secured from the Principal.
- d. All pupils will get permission from the study hall teacher by raising their hand before they will be permitted to leave their seat to go to the library. The library will be closed between period and until attendance during each period.
- e. Students will use the south door upon entering the library. The west door is for the use of librarians only.
- f. Magazines & newspapers and other periodicals may be read during the last half of the period. The first half of each study hall period will be used strictly for study. When the bell is tapped a few minutes before the end of the period students will return to study hall seats to give librarians time to put books in order. Special permission may be obtained in case student has the following period to continue studying.
- g. Books used by students should be left on tables to be returned to the shelves by librarians. Under no conditions will students be allowed to study together as this is too disturbing to the rest of the study hall.
- h. Only one fiction book or magazine will be checked out to one person at a time.
- i. The only time reference books may be taken from the study hall is after 3:15 p.m. Have them checked "over-night". Return all books before classes begin the next morning.
- j. Fiction books may be kept two weeks.
- k. Only with permission of Miss Gardner may encyclopedias be taken out of the study hall.
- l. Students may take magazines from library to classes only by written permission from the classroom teacher for class work.
- m. Study hall rules apply to those students using the library.
- n. Be sure to have all books that you take from the library checked out by a librarian.

9. TARDINESS TO CLASSES AND STUDY HALLS

As soon as all students have passed, or at the ringing of the tardy bell, all classes should begin. The source of much disciplinary trouble with beginning teachers morning.

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9. TARDINESS TO CLASSES AND STUDY HALLS

As soon as all students have passed, or at the ringing of the tardy bell, all classes should begin. The source of much disciplinary trouble with beginning teachers is delay in beginning their classes on time. If any pupil enters the classroom after the tardy bell rings, demand a permit slip signed by the principal from him. If every teacher is not insistent and consistent in demanding these permit slips, the whole organization breaks down. It is equally important that no teacher make a practice of detaining pupils after the dismissal bell rings. Should it become unavoidable to detain a pupil, a notice should be sent with the pupil to the principal so that the pupil will be able to enter the next class without penalty. Since this procedure is time consuming for three teachers, (you, the principal, and the teacher of the next class) it should obviously be avoided.

The preceding instructions may seem unnecessary, but we must teach promptness and punctuality. Furthermore, nothing disorganizes a school more than to have stragglers around a building with nothing to do. It is important to have each child accounted for at all times.

#### 10. HIGH SCHOOL BOOK RENTALS

All book rentals are collected by the Superintendent's Secretary. Charges are based upon each student's curriculum with the rental of each book being 40¢ per semester, towel rental 50¢ per year.

#### LABORATORY COURSES HAVE THE FOLLOWING FEES:

Home Economics I - \$1.50 per semester  
 Home Economics II - \$1.00 per semester  
 Home Economics III - \$1.00 per semester  
 Vocational Agriculture (9-12) \$1.00 per semester  
 Industrial Arts (1 & 2) \$1.00 per semester  
 Typing (1 & 2) \$1.00 per semester  
 Chemistry - .75 per semester

#### 11. TENTATIVE HIGH SCHOOL SCHEDULE

The first bell will ring at 8:15 at which time pupils may enter the building. A warning bell will ring at 8:29 with the tardy bell at 8:34 for the starting of classes. The morning is divided into four periods ending at 12:20. Teachers are requested to report at 8:15 and remain until 4:30 each school day.

1st period	8:34 - 9:29
2nd period	9:31 - 10:26
3rd period	10:28 - 11:23
4th period	11:25 - 12:20

The first bell in the afternoon will ring at 12:55. Students leaving the building at noon are not to reenter until that time. The warning bell will ring at 12:55 with the tardy bell at 1:00 when classes begin. The afternoon periods are as follows:

5th period	1:00 - 1:55
6th period	1:57 - 2:52
7th period	2:54 - 3:49

Busses will leave promptly at 4:00

#### 12. LOCKER ASSIGNMENTS

At the beginning of the year a locker is assigned to each student in the High School Building. Each student pays a 50¢ deposit for the locker which is returned at the end of the year if the lock is not lost. Due to the size of the enrollment it may be necessary to assign three or more students to each locker.

5th period	1:00 - 1:55
6th period	1:57 - 2:52
7th period	2:54 - 3:49

Busses will leave promptly at 4:00

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Each person is requested to keep his locker locked at all times. Unless this policy is followed, losses may not be recovered.

#### Locker Designations

Freshmen (Girls)	1 - 13 Basement & 27 2nd floor
Freshmen (Boys)	31 - 41 Basement
Sophomores (Girls)	28 - 38 Second Floor
Sophomores (Boys)	42 - 45 Basement & 14 - 26 Second Floor
Junior (Girls)	39 - 42 Second Floor & 60 - 65 Third Floor
Junior (Boys)	57 - 59 & 83 - 90 Third Floor
Senior (Girls)	66 - 76 Third Floor
Senior (Boys)	43 - 56 Third Floor

## JUNIOR HIGH POLICIES

### 1. Mail

One box in the Superintendent's Office is reserved for Junior High mail and announcements. This material should be picked up at 8:30 each morning.

### 2. TEACHER'S TIME SCHEDULE

Junior High Teachers will be asked to enter the school by 8:15 in the morning and remain in the building until 4:30 unless special request is made to the principal.

### 3. BOOK RENTALS

Each teacher will collect books rentals from the students in his room. This will include a towel rental of \$1.00 per year and a deposit of 50¢ for a locker key which can be reclaimed at the end of the year. Students may obtain their locker keys from the Principal by presenting their receipt.

Fees:

Sixth-Eighth	\$4.00 a year (Book rental & Workbooks)
	1.00 a year (Towel Fee, 1 per week)
	<u>.50 a year (Key deposit)</u>
	\$5.50 a year

### 4. Tentative Junior High School Schedule

1st period	9:00 - 9:45
2nd period	9:45 - 10:30
3rd period	10:30 - 11:15
4th period	11:15 - 12:00
5th period	12:40 - 1:25
6th period	1:25 - 2:10
7th period	2:10 - 2:55
8th period	2:55 - 3:40

### 5. USE OF TELEPHONE

All requests to use the telephone must be approved by the principal.

### 6. OTHER POLICIES:

Other policies will follow those given for high school that are applicable.

5th period	12:40 - 1:25
6th period	1:25 - 2:10
7th period	2:10 - 2:55
8th period	2:55 - 3:40

### 5. USE OF TELEPHONE

All requests to use the telephone must be approved by the principal.

### 6. OTHER POLICIES:

Other policies will follow those given for high school that are applicable.

## ELEMENTARY BUILDING POLICIES:

### 1. Teachers Time Schedule

Teachers are to be on duty at 8:15 A.M. and 1:00 P.M. and remain until 4:30.

### 2. Book Rentals

Each teacher will collect book rentals from their pupils and not issue books until the rental fee is paid. Any arrangements other than this must be approved by the principal. The rental fees are as follows:

KG.	- \$3.00 per year
First - Third	\$4.50 per year
Fourth - Fifth	\$5.00 per year

This includes all workbooks, with crayons and paper furnished in Kg. only

## ELEMENTARY BUILDING POLICIES: (Continued)

## 3. Pupil's time schedule

The first bell will ring at 8:15 at which time pupils may enter the playground and school. Warning bell will ring at 8:25 with pupils going to their rooms at the 8:30 bell: Tardy bell will ring at 8:35.

Recess periods in the morning are as follows:

Kindergarten - 2nd grades: 10:10 - 10:25  
3rd - 5th grades: 10:30 - 10:45

The first bell in the afternoon will be at 12:40 with warning bell at 12:55, tardy bell at 1:00

Recess periods in the afternoon are as follows:

Kindergarten - 2nd grades: 2:10 - 2:25  
3rd - 5th grades: 2:30 - 2:45

Dismissal times are:

	Morning	Afternoon
Kindergarten	11:15	3:30
1st and 2nd grades	11:40	3:30
3rd through 4th grades	11:40	3:30
5th through 8th grades	12:00	3:40

## 4. Other Policies

Film schedule will be arranged by the Principal so as not to conflict with music schedule.

Attendance slips will be put outside doors both mornings and afternoons.

All new pupils will be registered by the Principal.

Each child will have two periods per week of vocal music and one additional period of music appreciation with rhythm band in Grade 3, and song flutes in grades 4 & 5. The vocal music will be handled by the vocal instructor with the appreciation period taken by the instrumental instructor. Fifth grade pupils are eligible for free private lessons in instrumental work.

## TRAFFIC GUIDE

The extreme south parking place, marked in red, on the west side of the school is reserved for the driver training car.

Busses will unload and load in the designated south or west sides of the building (high school) and unload in the morning on the north side of the building and load on the south side in the evening. tional period of music appreciation with rhythm band in Grade 3, and song flutes in grades 4 & 5. The vocal music will be handled by the vocal instructor with the appreciation period taken by the instrumental instructor. Fifth grade pupils are eligible for free private lessons in instrumental work.

## TRAFFIC GUIDE

The extreme south parking place, marked in red, on the west side of the school is reserved for the driver training car.

Busses will unload and load in the designated south or west sides of the building (high school) and unload in the morning on the north side of the Lincoln Building and load on the south side in the evening.

Bicycles are to be left in the racks provided at either building.

In order to avoid congestion and delay in the building students are requested to keep to the right in passing to and from classes.



RECOMMENDED TIME ALLOTMENT TO SUBJECTS  
IN ELEMENTARY GRADES  
(In minutes per week - Continued)

Grade	1	2	3	4	5	6	7	8
Art	70	70	70	60	60	60	60	60
Phys. Education	60	60	60	100	100	100	100	100
Opening Exercised	50	50	50	50	50	50	50	50
Recess	150	150	100	100	100	100		
Unassigned Time	55	30	130	60	90	80	180	80
Total Minutes per week	1500	1500	1650	1650	1725	1725	1800	1800
Length of School Day in Minutes	300	300	330	330	345	345	360	360

\* Time allotted to "unassigned time" may be used to:

- a. Shorten the school day
- b. rest periods
- c. free library periods
- d. story period
- e. Additional study time
- f. manual arts or handicrafts
- g. additional subjects offered in the school

#### ATTENDANCE (Junior High and High School)

**TARDINESS:** The high school day extends from 8:34 A.M. to 12:20 P.M. and from 1:00 P.M. to 3:49 P.M. The high school warning bells ring at 8:29 and at 12:55. A pupil who is not in the proper room when the bell rings is tardy.

In case of tardiness at the opening of sessions a student is to report to the Principal's Office where he will receive either an excused or unexcused permit to class, depending on whether tardiness was avoidable or not. The excuses are decided upon by the Principal.

The Junior High Day extends from 9:00 A.M. to 12:00 Noon and from 12:40 P.M. to 3:40 P.M. Tardiness will be referred to the Principal in the same manner as high school.

**TARDINESS:** The high school day extends from 8:34 A.M. to 12:20 P.M. and from 1:00 P.M. to 3:49 P.M. The high school warning bells ring at 8:29 and at 12:55. A pupil who is not in the proper room when the bell rings is tardy.

In case of tardiness at the opening of sessions a student is to report to the Principal's Office where he will receive either an excused or unexcused permit to class, depending on whether tardiness was avoidable or not. The excuses are decided upon by the Principal.

The Junior High Day extends from 9:00 A.M. to 12:00 Noon and from 12:40 P.M. to 3:40 P.M. Tardiness will be referred to the Principal in the same manner as high school.

#### Elementary School

**TARDINESS:** The school day extends from 8:45 A.M. to 11:40 A.M. and from 1:00 P.M. to 3:30 P.M. depending upon the grade level.

#### ABSENCE

Anyone who has been absent from school must report to the Principal's Office for either an excused or unexcused absence. Unavoidable absences will be excused absences. All other unexcused. If the absence is excused, a pupil is allowed to make up work and receive full credit for it. If the absence is unexcused, zero in all work missed will be given. The pupil will receive an admit card in the Principal's Office which must be initialed by each teacher during the day following the absence.

## ACHIEVEMENT TESTS RESULTS

## I. General remarks:

One of the major purposes of a school testing program is to assist each teacher in evaluating the progress of his or her grade with the specific desire of adapting the grade program to remove present deficiencies. It must be remembered that these tests measure fundamental abilities which have been continuously developed in the children ever since they entered kindergarten. The score of a student on any one of these tests must be regarded as a lifetime of educational experience both in and out of school. It is probably correct to say that the height of a pupil's score on English, grade 10, would be more dependent upon the language instruction that he received in grades one to eight than upon that received in one year of high school. On the other hand it is possible to view grade progress from year to year and see trends or strengths and weaknesses in the various subject fields. It would seem self-evident that the pupil's score is dependent upon the effectiveness of instruction in all grades up to and including the grade in question. Before making hard and fast judgments of each grade's instructional program, at least three other factors should be considered:

- a. The level of intelligence or scholastic aptitude of the group.
- b. The nature of the group's out-of-school environment and other educational opportunities.
- c. The extent to which the students were motivated to do their best on the tests at each of the two testing days.

While precautions must be kept in mind, it can be seen that these tests are highly important. The ever-present danger is that the results could be mishandled and cause as much harm as good. The tests indicate only what schools throughout the state (Iowa Every Pupil, 9 - 12), or county (Stanford Achievement Test, 2-8) have accomplished in the areas tested rather than what they should or should not accomplish. Therefore it is false to assume that a score above the 50th percentile is unsatisfactory. Each teacher is encouraged to give the results more than cursory examination and plan their course work in line with the deficiencies or strengths of their group. Each teacher is obligated to follow these three precautions:

- a. Summary reports must be regarded as confidential. They should be seen and discussed only by those whose training, temperament, and interest fit them to use the information in a constructive manner. The element of danger is that an individual might arrive at an explanation of the data which seems quite convincing to him based on superficial appearances and might completely miss the truly basic causes.

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- b. Test results should not be used to encourage any feeling of competition between schools. "Bragging" between communities usually has undesirable results in the long run.
- c. The importance of the test for each teacher is the provision of specific information about the needs and abilities of the individual pupils for which he is responsible. It is realized that any area showing low average results for most classes is a responsibility of the administration and the board as much as for each teacher.



### High School Achievement Tests

The Iowa Tests of Educational Development were given during the first week of school in the fall of 1958. The ITED tests are given each year to over five hundred Iowa High Schools. In addition the same tests are given to a large number of high schools scattered throughout the nation. Three comparisons are listed in the Summary Report that follows:

1. Comparison of our school with the average results of Iowa High Schools with enrollments of 201 students or more.
2. Comparison of our school with the average results of all Iowa High Schools regardless of size.
3. Comparison of our school with the average results of all high schools throughout the nation.

The symbol "%ile" denotes the percent of the schools in each classification scoring below our school in each test.

As you will notice from the chart, the composite scores of the three classes that still remain in our high school compare as follows with the Iowa High Schools of an enrollment of 201 or above:

- 1959 Sophomores - average - 53rd %ile.
- 1959 Juniors - below average - 30th %ile.
- 1959 Seniors - above average - 87th %ile.

In comparison with all Iowa High Schools and with the Nation's Schools, the rank of each class is considerably higher.

A profile card showing the scores and the %ile rank of each student in each test is on file in the Principal's office. Teachers are encouraged to use this file in making studies of individuals in your classes.

#### Confidential Summary Report of Average Scores and Their %ile Ranks on the ITED tests.

Grade	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 1-8 Composite	Test 9
9 Score	13.5	14.4	12.4	12.1	12.6	12.5	12.0	12.4	12.9	12.5
%ile Ia. 201-	87	78	27	45	60	47	33	37	53	47
%ile all Iowa	75	81	40	56	65	61	56	60	66	65
%ile Nation	88	96	61	90	79	83	78	84	91	82

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%ile all Iowa	75	81	40	56	65	61	56	60	66	65
%ile Nation	88	96	61	90	79	83	78	84	91	82
10 Score	12.9	15.5	13.5	13.1	13.2	13.7	13.7	13.9	14.0	13.1
%ile Ia. 201-	17	37	09	20	15	30	35	30	20	07
%ile all Iowa	35	48	28	33	40	43	56	53	39	29
%ile Nation	52	72	48	78	54	69	75	69	67	55
11 Score	17.6	20.2	15.8	17.3	16.8	16.7	17.0	17.8	18.5	16.0
%ile Ia. 201-	90	96	25	90	70	60	75	88	87	22
%ile all Iowa	91	97	48	87	80	71	85	91	90	48
%ile Nation	97	99	65	99	91	89	97	95	99	71
12 Score	18.4	17.9	16.9	16.7	18.2	17.2	17.4	17.7	18.5	17.9
%ile Ia. 201-	48	40	25	43	60	40	53	50	47	33
%ile all Iowa	67	55	47	58	78	59	73	72	67	60
%ile Nation	79	78	57	86	87	77	87	77	81	72

Description of ITED tests listed in the Chart:

1. Social Studies Background
2. Natural Science Background
3. Written Expression
4. Quantative Thinking
5. Interpretation - Social Studies
6. Interpretation - Natural Sciences
7. Interpretation - Literature
8. General Vocabulary
9. Composite Score on Tests 1-8 inclusive
10. Uses of Sources of Information

REORGANIZATION (written for 1956-57 Teachers Handbook)

For the benefit of the new teachers to the system, a brief summary of the re-organization movement in Villisca during the past year is included. In the October meeting of the Villisca P.T.A. last fall, it was decided to organize a study committee on this problem and after a preliminary meeting of this group, sub committees were appointed. Early this year a proposal involving approximately 111 square miles of land area in Montgomery and Page Counties was presented to the Montgomery County Board of Education and approved. Prior to the date of the hearing, an addition 13 square miles of area petitioned to be included, which included territory in both Adams and Taylor Counties. At the hearing attended by all four county boards of education, the Adams County Board asked that petitions from their county not be considered which was accepted by the remaining boards. In addition, all petitions of individuals to get out of the plan (S) as well as those to get in were accepted. This adjusted area was then brought to a vote July 26th with the following results:

District	Total Vote	Yes	No
Frog Pond, Taylor Co.	18	18	0 Approved
Pierce, " "	9	9	0 "
Valley Page	69	54	15 "
Douglas, "	13	4	9 Disapproved
Villisca, Montgomery	340	307	20 Approved
Scott, "	18	18	0 "
Douglas, "	48	18	30 Disapproved
Washington, "	84	44	40 Approved
East "	82	71	11 "

Under the law, three-fourths of the districts must vote in favor if any reorganization is to take place which would require seven of the nine approving the issue. Seven did approve so reorganization was accepted. Both Douglas districts voting against did not become part of the plan. The New Villisca Community School will not take effect until July 1st, 1957 so there would be no change of any kind this year.

NEW STUDENTS OR DROP OUTS

Principals are to report to the Superintendent's Office any new student or students dropped with the effective date of such entrance or drop and the past school attended.

TUITION AND TRANSPORTATION REPORTS

Each principal will turn in a list of tuition and transportation pupils by district showing full name, district number, section, house number, township, and county. This first report will be due at the end of September. A corrected list showing months attended and months' transportation will be due for these pupils and new students at the end of both the first and second semesters. These are highly important as they are used for billing purposes.

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**HOT LUNCH:**

Lunches will be optional to the students. Those rural pupils desiring to bring their own lunch will eat in the school cafeteria with the others. Meals will be served in the lunch room at the High School building in two shifts; Lincoln - 11:55; High School 12:20. Fifth, Sixth, Seventh and Eighth grades will be served in the lunch room at Rodaway beginning at 12 Noon. Third and Fourth grades will be served in the lunch room at the new elementary building beginning at 11:45 A.M. The Lincoln Building will have two teachers supervising the students between buildings and during the meal. The new elementary building will have one teacher supervising the students during the meal. The elementary grades and the Junior High will each have one teacher supervising the students during the meal. The high school and junior high will furnish

Charge per meal in First through Sixth is 25¢. Meal cost in upper grades is 27½¢ with purchase of 2 weeks meal ticket or 30¢ per single meal. In addition to the ¼ pint of milk furnished with each meal, additional pints of milk can be purchased with the meal or in the milk program between meals for 1¢ for white or 2¢ for chocolate.

Those with meal tickets will be first in each line with those having daily tickets going to the rear of the line. Tickets for meals may be purchased from the room teachers in the elementary buildings, from the principal in Jr. High, and from the Superintendent's secretary in Senior High. Principals in both Elem. and Jr. High will be responsible for turning in the money to the Board Secretary each day. Jr. and Sr. High students will receive lunch tickets while elementary children will be given credit in a room hot lunch ledger which has provision for notifying the parent each two weeks as to lunches eaten and paid for.

**MINISTERIAL ASSOCIATION CHAPEL PROGRAMS**

Members of the ministerial association will be responsible for presenting one chapel program each month in Sr. and one each week in Jr. High. This will consist of a 20 minute period to be held the fourth Wednesday of each month for Sr. High and every Wednesday for Jr. High beginning with Sept. 11 in Jr. High.

Sr. High 9:30 - 10:00  
Jr. High 12:40 - 1:00

There will be no organized program in the elementary building due to lack of auditorial facilities. The two programs mentioned above will always be given in the Jr. High and Sr. High study halls respectively.

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## INSURANCE

School pupil insurance will be made available to all parents desiring such coverage. This year a Student Protection Plan which covers all children from Kindergarten through High School will be used. Athletic Groups may choose another policy in order to get more or better coverage for interscholastic contest. These cover children to and from school, and all school sponsored activities, and for all sports except high school football. Information packets will be sent with each child during the first week of school for parents to indicate whether they wish their children to be insured. If so, they may send their money back in the packet. Principals will be responsible for collecting the money for their pupils and reporting any accidents involving insured pupils to the principal of their building.

## PARENT - TEACHERS ASSOCIATION FOR VILLISCA

The modern school is increasingly aware of the necessity of close parent-teacher co-operation in the education of the child. At a time when the teaching of the three R's was conceived to be the chief function of the school and it was felt that the teacher's responsibility for the child ended when the child left the schoolground, this close and friendly relationship, while desirable, was not considered essential to the educational process. The school is only one of the many agencies affecting the experiences of the pupil and probably it is not so important as the home in the guidance of the child into those activities which contribute most to desired growth.

There are various ways and means of achieving a closer relationship of teacher and parent in the educational process. One of the most effective is the Parent-Teacher's Association. This organization, if well guided, can become an instrument of immeasurable good, not only in developing a friendlier spirit between patrons and school but in interpreting the school program to the community. The full potentialities of this association can be developed only if the teachers and administrators realize their individual and collective responsibilities in the organization. Time spent by the teacher in helping to make the Parent-Teachers' Association is a mutual affair. Lack of teacher interest and enthusiasm will kill the organization or allow it to become a liability rather than an asset. Teachers who merely tolerate the association without seeing its possibilities for more effective education are missing one of the big opportunities of teaching and they need to re-evaluate their educational aims and philosophy. The most worth-while aims of education cannot be achieved by the school alone, no can the school of today discharge its responsibilities except become an instrument of immeasurable good, not only in developing a friendlier spirit between patrons and school but in interpreting the school program to the community. The full potentialities of this association can be developed only if the teachers and administrators realize their individual and collective responsibilities in the organization. Time spent by the teacher in helping to make the Parent-Teachers' Association is a mutual affair. Lack of teacher interest and enthusiasm will kill the organization or allow it to become a liability rather than an asset. Teachers who merely tolerate the association without seeing its possibilities for more effective education are missing one of the big opportunities of teaching and they need to re-evaluate their educational aims and philosophy. The most worth-while aims of education cannot be achieved by the school alone, no can the school of today discharge its responsibilities except as parents and teachers work together in the educational process and have a mutual understanding of one another's problems and aspirations.

## ABILITY GROUPING

Since all grades 1 - 12 will this year have ability groupings in the English or reading, and mathematics skills, it is well to review the reasons for such an arrangement. Children differ widely in their rate of maturing and each child's rate of maturing in some functions differs from that same child's rate of maturing in others. No child does good work and maintains an interest in learning unless the work challenges him to use his abilities and unless he can achieve success somewhat proportionate to his effort. Our job is to provide a stimulating, interesting environment, a wide variety of experiences suitable to children of the range of maturity with which we are dealing. But still there is the hard core of subject matter that

## ABILITY GROUPING (continued)

every child needs to master. It is that core of skills that must be adjusted to the ability, maturity, readiness of each individual child -- not without motivation, but at the psychological moment when he can learn with achievement proportionate to effort.

Grouping would seem to be a device which affords a teacher more time to spend on the learning process than otherwise. It provides a means for helping the child advance rapidly from where he is in education to where he should be according to his ability. It lends impetus to a reading or arithmetic program and develops independence or competence in a subject. Grouping develops social adequacy and initiative. When pupils are well grouped they are much more likely to realize their ideas are as valuable as those of the other members of the group. They are more likely to achieve personal acceptance and recognition. They develop confidence and assert themselves when in a group composed of individuals with similar interests and maturity. Pupils are almost invariably interested in school life when they are succeeding socially and educationally. Interest and success in any activity induces a favorable attitude on the part of the pupil toward the activity or institution sponsoring it. Behavior and attendance problems are reduced to a minimum by the development of a good attitude on the part of the pupils.

Grouping of children with similar ability in the skill subjects is universally recommended as one method of individualizing instruction. There is little evidence to support the argument that dull children are mentally stimulated by being kept in classes with brighter children at least so far as learning skills is concerned. While in the subject areas directed towards understandings it would seem logical that those who excel in one quality might contribute to the enlightenment of others, who in turn may be able to reciprocate in another area. In this way diversities may enrich and extend the learning experiences of each member of the group.

Evidence would seem to justify the homogeneous grouping of children in skill subjects of communication and numbers and also our heterogeneous grouping in the other areas. The necessity of grouping stems from the objectives of education. Maximum learning obtains when the learner is introduced to a variety of experiences including those offered by:

1. A group composed of members whose maturity level is similar and comparable to his.
2. Groups whose maturity level varies from that of the learner and,
3. Individuals, some of whom have similar experiences and others whose whose experiences differ.

It must be remembered that there is a definite need for flexibility in of the group.

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3. Individuals, some of whom have similar experiences and others whose whose experiences differ.

It must be remembered that there is a definite need for flexibility in grouping. Every learner should have an opportunity to change groups at any time when it is through that change that he will promote maximum growth.

## PROMOTION POLICIES

Proper care and consideration should be provided for the individual in each grade. Only in special or unusual cases should pupils be required to repeat. Such cases should be excessive absence, general social and physical immaturity, and failure to make progress, but the decision should be made for nonpromotion on the basis of all the available data, not on the basis of a single set of achievement standards. This means that retention or promotion be based on better all-around adjustment of the child. It would be better to keep the child within his own social-age group and adjust the curriculum than be out of adjustment socially even though with a group more nearly at his level of achievement. These are all

ABILITY GROUPING (CONTINUED)

general statements and a specific method for consideration of each individual should be supplied. A better promotion policy involving teachers, parents, and principals could be as follows:

1. Regard each case individually--records, history, background, interest, etc.--no blanket rule covering all individuals.
2. Generally speaking a child should not get more than 2 years behind the average group of his grade--no child should fail more than two years in elementary school and if this ever happened, those two years should not be consecutive.
3. Probably the more important factors to consider with a child whose achievement is low is whether he is socially and physically mature. If he is not, I feel there is a logical place for retention--if he is, promotion is better. Along this same vein of thought, research shows that a well adjusted child making normal effort gains little by being retained if his scholastic work is low.
4. I believe that reading in the primary grades is quite important and that the ability to learn to read is based in part on the maturity of the child. If that is true a normal child having considerable trouble in reading might be helped by being allowed to mature further before being subjected to advanced material.
5. Final decision as to promotion or retention should not be made until a conference with the parents has been arranged and they are agreeable--if after seeing the reports and records, they do not feel that the child will gain, I feel that the school in most cases may as well follow the parent's recommendation. It is certain that very few parents have ever been convinced after one year that the correct decision was made if it was contrary to their wishes.
6. That each teacher should attempt to formulate a reason for any child being considered for retention and see if it is anything within the power of the school to overcome.

PROFESSIONAL LIBRARY

A need is felt many times during the year for a reference to answers for such problems as instruction, discipline, or for general professional reading. If the faculty is interested a central professional library could be started in each building. Most teachers have a number of up-to-date professional texts as a result of their summer school or graduate work representing the philosophy of many schools. Any especially good books could be left at this central point and the school would take the responsibility for their care.

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SMOKING

Because of the almost universal rise or increase in teen-age smoking, the following excerpts are taken from the School Laws of Iowa as to the position of the school concerning the problem.

98.2 Sale or gift to minor prohibited. No person shall furnish to any minor under eighteen years of age by gift, sale or otherwise, any cigarette or cigarette paper, or any paper or other substance made or prepared for the purpose of use in making cigarettes. No person shall directly or indirectly by himself or agent, sell, barter or give to any minor under eighteen years of age any tobacco in any other form whatever except upon the written order of his parent or guardian or the person in whose custody he is.

98.3 Violation. Any person who shall violate any of the provisions of Section 98.2 shall for the first offense be punished by a fine of not less than twenty-five dollars nor more than one hundred dollars, or by imprisonment in the county jail for not more than thirty days. For a second or any subsequent violation such person shall be punished by a fine of not less than one hundred dollars nor more than five hundred dollars, or imprisonment in the county jail for not less than one month nor more than six months or by both such fine and imprisonment.

98.4 Minors required to give information. Any minor under **eighteen** years of age in any place other than at the home of his parent or parents, being in the possession of a cigarette or cigarette papers, shall be required at the request of any peace officer, juvenile court officer, truant officer, or teacher in any school to give information as to where he or she obtained such article.

98.5 Violation. Any minor under **eighteen** years of age refusing to give information as required by section 98.4 shall be guilty of a misdemeanor and if eighteen years of age or over, shall be punished by a fine not exceeding five dollars or by imprisonment in the county jail not exceeding five days, or by both such fine and imprisonment.

If such minor shall be under the age of eighteen years he or she shall be certified by the magistrate or justice of the peace before whom the case is tried, to the juvenile court of the county for such action as said court shall deem proper.

If any minor having been convicted of violating section 98.4 shall give information which shall lead to the arrest of the person or persons having violated any of the provisions of section 98.2 and shall give evidence as a witness in any proceedings that may be prosecuted against said person or persons, the court in its discretion may suspend sentence against the offending minor.

279.8 General rules. The board shall make rules for its own government and that of the directors, officers, teachers, and pupils, and for the care of the schoolhouse, grounds, and property of the school corporation, and aid in the enforcement of the same, and require the performance of duties by said persons imposed by law and the rules.

279.9 Use of tobacco. Such rules shall prohibit the use of tobacco and other narcotics in any form by any student of such schools and the board may suspend or expel any student for any violation of such rule.

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279.9 Use of tobacco. Such rules shall prohibit the use of tobacco and other narcotics in any form by any student of such schools and the board may suspend or expel any student for any violation of such rule.

280.10 Stimulants, narcotics, and poisons. The board shall require all teachers to give and all scholars to receive instruction in physiology and hygiene, which study in every division of the subject shall include the effects upon the human system of alcoholic stimulants, narcotics, and poisonous substances. The instruction of this branch shall of its kind be as direct and specific as that given in other essential branches, and each scholar shall be required to complete the part of such study in his class or grade before being advanced to the next higher, and before being credited with having completed the subject.



KINDERGARTEN

LANGUAGE ARTS (Reading - Language--Literature - Spelling)

Reading readiness - 4 books - Also experiences that will develop a reading readiness and a background for reading. Informal conversation; telling period; telling stories from pictures, dictating experience stories, and dramatizations. Literature - Reading stories to children by Teacher; learning nursery rhymes; listening to records; and an acquaintance with the library.

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ARITHMETIC

Count numbers to 50; meaningful counting--Experiences using numbers. Write numbers to 20.

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SOCIAL SCIENCE

Experiences in doivial living and development of individual interests through discussions; bulletin boards; related stories; movies and film strips; constructing related projects (post office-grocery store) experience by doing such things as canning grape juice and churning; excursions; preparing gifts; and entertaining mothers.

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SCIENCE AND HEALTH

Same as Social Science

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FINE ARTS

Music--Singing simple songs, simple rhythms, musical games, rhythm band, appreciation through records.  
Art--Creating with clay, water colors, finger painting, cutting, pasting, and tearing paper; and construction with tools.

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Music--Singing simple songs, simple rhythms, musical games, rhythm band, appreciation through records.  
Art--Creating with clay, water colors, finger painting, cutting, pasting, and tearing paper; and construction with tools.

FIRST GRADE

## Language Arts ( Reading--Language--Literature--Spelling)

Fours PrePrimers, Three First readers. Recognition of 374 words and through Phonetics be able to master many new words.

Literature--create fluency in oral expression through conversation, dramatizations, story telling, poetry interpretation and choral speaking.

Creative writing through--writing short stories and letters that arise from the children's experiences.

Spelling--Dr. Horns list--(2nd semester) five new words each week.

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## Arithmetic

No. Text Development of number concepts. Counting by 1's and 10's to 100; addition & subtraction combinations with sums less than 10; measures; fraction such as 1/2 of an even group; recognition of penny, nickel, dime, quarter, and reading and writing numbers to 100.

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## Social Science

The Farm is the unit all year. Interest is stimulated in farming through--collecting pictures of farm life, posters, bulletin boards; drawing pictures, making butter, canning, riddles, stories, poems, and a trip to a farm.

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## Science and Health

Two Text Books--To broaden the child's interest to inanimate and living things that make up his environment. Units studies are--Animals, Machines, Weather, and Outdoors. This is accomplished through pictures, posters, bulletin boards, making a feeding station for birds; demonstrations with electric lights; wheels and machinery; keeping a weather chart, measuring the rainfall, drawing clouds, leaf collections; fruit and vegetable exhibits; and planting seeds in boxes.

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## Fine Arts

Music--Singing of rote songs; music appreciation through records; rhythm band Art--Correlated with other subjects, ( social studies) Art in keeping with the different holidays. 1. finger painting 2. cutting 3. crayons  
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## Fine Arts

Music--Singing of rote songs; music appreciation through records; rhythm band Art--Correlated with other subjects, ( social studies) Art in keeping with the different holidays. 1. finger painting 2. cutting 3. crayons 4. chalk 5. tempera painting

Language Arts ( Reading--Language--Literature--Spelling)

Four basic readers. Recognition of 341 new words, exclusive of those learned in 1st grade. Teaching of initial sounds and blends of consonants; short and long vowel sounds.

Language and Literature ( Oral)--Expression in life situations through conversation, dramatics, oral reading, story telling, poetry, and choral speaking. Language and Literature(written) letter writing, creative writing, index, capitalization, punctuation, and simple grammar.

Spelling--329 words--from 5 to 12 per week.

Arithmetic

No text--Counting by 10's to 100; by 100's to 1000, by 1's to 1000; by 2's to 50; the 100 addition and subtraction facts; number position; simple fractions; monetary notation signs; telling time at hour and half hour; measurements in inches, feet, yards; addition of 3 columns, two column addition with no carrying; and ordinal numbers (1st, 2nd, 3rd.)

Social Science

Indian Unit. How the Indians way of life depends upon what natural resources he has and his degree of civilization. This is taught through stories; maps, pictures, making a collection of relics, grinding corn with stones, making clay bowls, weaving, constructing a tepee, and exhibits.

Science and Health

Observing common animals, birds, insects, and plants, their pattern of life. Protective abilities, homes, How nature helps us.

1. Effects of wind
2. Westher

Fine Arts

Music--Same as first grade only on 2nd grade level  
Art--Correlated with other subjects

Observing common animals, birds, insects, and plants, their pattern of life. Protective abilities, homes, How nature helps us.

1. Effects of wind
2. Westher

Fine Arts

Music--Same as first grade only on 2nd grade level  
Art--Correlated with other subjects

1. Paper tearing
2. Weaving
3. Drawing
4. Clay Modeling
5. Painting ( Tempera)

## Language Arts ( Reading--Language--Literature--Spelling)

Four Basic Readers, several other co-basic are also used. Recognition of 1851 words, exclusive of those learned in 1st and 2nd grades. Also include phonetics; opposites; endings blends; visual and auditory syllables, sequence of events, and understanding of total context of materials read.

Language and Literature--Correct usage; sentence writing; punctuation; contractions; capital letters; paragraphs; and friendly letter writing. To instill in the child a desire for good literature through stories, pictures, dramatization. Puppet plays; poems, choral speaking, and free reading.

Spelling--13 new words (% review) sentence writing

## Arithmetic

Read and write 4 figure numbers; 100 addition and subtraction facts; carrying and borrowing; calendar; fractional parts, ( $1/2$ ,  $1/3$ ,  $1/4$ ,  $1/5$ ); multiplication and division facts through 5's, money; Roman numerals to 25, story problems; multiplication by one figure; telling time; measurements; division by 2-3-4-5; and recognition of circle square, triangle, and rectangle.

## Social Science

New text Fall 1958 "Working Together" -- Follette 1958

Centers around community life and how we are dependent on one another. The units help to show what is used to make a house-lumber-glass-electricity, and gas. Clothes-rayon, wool, cotton, and silk. Food-vegetables, fruits, milk, flour, and meat. Other units are - How People Work- stores, shops, restaurants, and banks. What Our Town Does For Us and People Who Build Towns  
Workbooks are also used.

## Science and Health

Workbook--"Living Today" Units--Animals, Land and Water, Plants, Wheels and Levers. This is accomplished through--pictures, modeling clay; bringing pets to school; planting bulbs in window box; pressing leaves; watching for signs for different seasons; art; bulletin boards; experiments; field trips; gather seeds; and train the children to become conscious of all nature that they find around them.  
Health Text--

What Our Town Does For Us and People Who Build Towns  
Workbooks are also used.

## Science and Health

Workbook--"Living Today" Units--Animals, Land and Water, Plants, Wheels and Levers. This is accomplished through--pictures, modeling clay; bringing pets to school; planting bulbs in window box; pressing leaves; watching for signs for different seasons; art; bulletin boards; experiments; field trips; gather seeds; and train the children to become conscious of all nature that they find around them.  
Health Text--

## Fine Arts

Music: Same as second grade only on a 3rd grade level

Art: In connection with other subjects ( reading--social studies)

1. Paper tearing
2. Weaving
3. Construction of birds and animals
4. Tempera painting
5. Chalk Painting
6. Drawing
7. Free hand cutting.

#### FOURTH GRADE

##### Language Arts (Reading--Language--Literature--Spelling)

1 Basic and 1 Co-Basic Text--The basic texts are used as a spring board by which children get into other reading fields. Several supplementary readers are used to meet the levels of the children--weekly reader--library books are also used, newspapers, magazines.

Language and Lit. Poems stories giving book reports, telephone conversations, introductions; dramatic play; usage; verb forms; paragraph writing; letter and creative writing; nouns; possessives, contractions, and simple subjects and predicates.

Spelling -- 18 new words-- 1 review sentence

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##### Arithmetic

Review of addition and subtraction; multiplication and division facts through the 9's; reading and writing numbers to 1,000,000; measurements, both one-step and two-step problems long division with one figure division multiplication using 1 and 2 figure multipliers.

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##### Social Science *Many Leaves* McJugan & Hamley 1958 (Rev. 1959)

A rounded program of both history and geography. Units are - Hot Wet Land, studies of great men. The above is developed through reading many references, exhibits, displays excursions, note books, and reports. History--General summary of United States history from discovery of America to end of the Revolutionary War--Geography, units--Across the United States: Hot Wet Lands, Land of Eskimos, The Congo River Valley.

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##### Science and Health

The aim is to stimulate the child to think scientifically. Units--Air, Magnets, cleanliness, Importance of good food, First Aid, and Safety. This is taught through experiments; Stories, art, booklets, exhibits, bulletin boards, outside reports, keeping a record of height and weights. How are the things of the world put in groups. Why do all living things need air and water; why do we have days and nights, what can magnets do? What can you see in the sky at night, how do plants and animals grow, what good health is.

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##### Fine Arts

Music: Pete songs; both unison and simple, two-part songs; music appreciations through records; and song flutes.

The aim is to stimulate the child to think scientifically. Units--Air, Magnets, cleanliness, Importance of good food, First Aid, and Safety. This is taught through experiments; Stories, art, booklets, exhibits, bulletin boards, outside reports, keeping a record of height and weights. How are the things of the world put in groups. Why do all living things need air and water; why do we have days and nights, what can magnets do? What can you see in the sky at night, how do plants and animals grow, what good health is.

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##### Fine Arts

Music: Pete songs; both unison and simple, two-part songs; music appreciations through records; and song flutes.

Art--Most of the art work is done in connection with some other subject. Medium will be crayons; Tempers and water paints; clay; crayons; papier mache; and construction paper.

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Social studies continued - From the Congo to the Nile, Egypt, Mediterranean Lands, Switzerland, Netherlands, Norway, China Australia.

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Science and Health continued - Proper Food for Girls and Boys, What Rest and Sleep Do For You, What Activity Does for You, Cleanliness, Safety and First Aid.

## Language Arts (Reading--Language--Literature--Spelling)

1 Basic Text - Row Peterson - 1 Co-Basic and several others to meet the reading levels of the children. Scott Foresman, American Book Co. Pupils are taught at their own reading level and progress according to their capacities. They learn to arrange events in sequence; follow directions and use table of contents and index. Units on Railroads, Airplanes, and Automobiles.

Long. 8 Lit. Hobbies, kinds of sentences; Punctuation; use of dictionary and references; 5 parts of speech ( nouns, pronoun, verb, adverb, adjective) use of telephone; singular and plural possessive; subjects and predicates, and word usage. Telling and writing stories. Friendly and business letters, book reports. Spelling: 18 new words each week with 6 review words. 19 new words each week with sentence to write.

Using Words With Meaning--Silver Burdette

## Arithmetic

Basic Text - The New Exploring Numbers--Winston

Reading and writing numbers to 9 digits; Roman numbers to thousands; 2 step problem solving; long division ( 3 figure divisors); Multiplication ( 3 figure multipliers) measurements learning tables and using the knowledge in problems; fractions ( adding, subtracting reducing) graphs; drawing to a scale; and finding perimeters.

## Social Science New text Fall 1958 --"Exploring the New World--Follette

United States and its possessions, the units are: Iowa; Great Lakes Region; Southern States; Great Plains; Mountain States, Pacific North West; Pacific South West; The manufacturing Northeast; and Distant Lands of the U. S. Both History and Geography are studied with each unit. In addition to text books and reference books the following is used. Maps, films for each unit, bulletin boards, note books, and art.

## Science and Health

Text " Discovering Our World" and "Row Peterson Basic Science Series" Units are Living Things, What Makes Living Things More; Where Does All The Food in the World Come From; How is Our Work Made Easier. What Are Things Made Of; Preventing Diseases; and Cleanliness. This is accomplished through outside reading; reports; experiments; keeping note books, drawings, bulletin boards, films; and excursions.

## Fine Arts

Music: Same as 4th only on a more advanced level.

## Science and Health

Text " Discovering Our World" and "Row Peterson Basic Science Series" Units are Living Things, What Makes Living Things More; Where Does All The Food in the World Come From; How is Our Work Made Easier. What Are Things Made Of; Preventing Diseases; and Cleanliness. This is accomplished through outside reading; reports; experiments; keeping note books, drawings, bulletin boards, films; and excursions.

## Fine Arts

Music: Same as 4th only on a more advanced level.

Art: Correlated with other subjects. Figure drawing; Lettering, tempera and chalk drawing.

## READING AND LITERATURE

Class divided into three groups according to ability-later into two groups. Subject matter and books used according to grade level and ability.

**GROUP A** --Remedial group- Used (Webster) Practice Readers- each individual progressed at his own rate of speed. We kept individual charts recording results. Extra time was spent on basic sounds of the vowels and a few consonants. Work was done on word pronunciation and word meaning. The Every Reader Library books on a remedial level were used for recreational reading. California State Reading Tests were given to establish reading grade level, and later to measure interest in good reading. Creative writing and art were correlated. Text books used-- Practice Readers 1 - 2 - 3 - 4 Also SRA Reading Laboratory material

Roads to Everywhere (4th) Runaway Home (5th)

Trails to Treasure (5th)

**GROUP B**--Work in word pronunciation and word meaning. Worked to increase ability to read for facts. Read to class newspaper items of interest as a means of oral reading. Book reviews-oral and written to stimulate interest in good reading. Art was correlated to illustrate a book or story or seasonal topics. Panel discussions were used to develop ability to speak and ease in speaking before an audience. Text book used--People and Progress which contained units on History, adventure, fun, nature, and patriots. Poster Readers

Practice Readers 1-2-3-4 Runaway Home (6th) SRA Reading Laboratory

Text --People and Progress used plus more outside and recreational type reading. Oral and written book reviews were given to stimulate interest in good literature. Panel discussions were used to develop ability to speak and ease in speaking before an audience. Art was correlated to illustrate a book, story or seasonal topics. Creative writing, both prose and poetry, was introduced.

## SPELLING

6A--Eaton's True Blue Speller - Word Power Through Spelling

6B & 6C--Word Power Through Spelling

7A--Eaton's True Blue Speller - Using Words With Judgment

7B--Using Words With Judgment

8A--Eaton's True Blue Speller--Using Words With Power

8B--Using Words With Power

Creative writing, both prose and poetry

## SPELLING

6A--Eaton's True Blue Speller - Word Power Through Spelling

6B & 6C--Word Power Through Spelling

7A--Eaton's True Blue Speller - Using Words With Judgment

7B--Using Words With Judgment

8A--Eaton's True Blue Speller--Using Words With Power

8B--Using Words With Power

## ARITHMETIC

Basic Text--The New Understanding Numbers

General review of the 4 fundamentals working for mastery of each. Same for fractions and decimals. Study of Roman Numerals-Learn tables of measure-time-dry-liquid-linear. Do problems of each of the four fundamentals. Learn area and how to find. Also perimeter of square and rectangle-teach class to work together. Diagnostic and Progress Tests.

4th GRADE - Wonder and Science

Study land ice growth and energy. Trace through alimentary canal-circulatory system. Study weather and climate-keep records - electricity - do many experiments - study sound - Wonders of the Sky - study sky at night and locate constellations - improvements of plants and animals. How to keep fit for work and play. Do much outside reference work and give reports.

6th SOCIAL STUDIES

Geography - Basic Text - Our World Today - The Eastern Hemisphere-The Old World-The British Empire, Scandinavian Countries, Central Europe, Iberian Peninsula, Union of Soviet Socialist Republic, The Near and the Far East Countries, and the Independent Countries of Africa, Map Study, Charts and Tables.

History - Basic Text - America's Building - The Makes of Our Flag. The men who found America; colonization, the speakers, writers and fighters for freedom; Pathfinders and Pioneers, builders of our government, leaders of the North and South, authors, writers builders, inventors, nature lovers, scientists, physicians, leaders of industry, business and labor; explorers of air, land, and sea, artists and musicians, leaders of recent times, and how we work together to make the flag have meaning.

English - Basic Text - English Grade 6 by Stoddard, Bailey and Lewis  
Workbook -- Language Roundup Book 6

Correct Usage of words, punctuation and capitalization, all of the eight parts of speech, singular and plural of nouns, organization of material for stories and reports, use of reference books and the dictionary, homonyms, antonyms, and synonyms, outlining, paragraphs, letter writing - business and friendly. Correlate with science by keeping science outlines and writing science fiction and reports.

Music - 2 and 3 part music - by rote and note-note values - time signatures etc. terms of musical expression - composers - folk songs from this country, folk songs from other countries - enjoyment of music by listening to yourself, others, and records- enjoyment of music by participation.

Art - Correlated with other subjects, Art in keeping with the different holidays.  
1. Cutting 2. crayons 3. chalk 4. tempera painting 5. working with clay 6. papier-mache 7. designing  
use of reference books and the dictionary, homonyms, antonyms, and synonyms, outlining, paragraphs, letter writing - business and friendly. Correlate with science by keeping science outlines and writing science fiction and reports.

Music - 2 and 3 part music - by rote and note-note values - time signatures etc. terms of musical expression - composers - folk songs from this country, folk songs from other countries - enjoyment of music by listening to yourself, others, and records- enjoyment of music by participation.

Art - Correlated with other subjects, Art in keeping with the different holidays.  
1. Cutting 2. crayons 3. chalk 4. tempera painting 5. working with clay 6. papier-mache 7. designing

- Drawing of faces, figures, animals, buildings, trees, scenery
- Still life
- Lettering
- Composition
- Simple design
- Perspective



## SEVENTH GRADE

## Reading and Literature--

Class divided into groups according to ability. Subject matter and books used according to the individual ability.

Group A - this group is not a remedial group this year. First used the Practice Readers to discover the phase of reading in which the pupil needed help. Extra time was spent on the basic sounds of the vowels and a few of the consonants. California Reading tests given to establish grade level of pupil and again to measure progress. Filmstrips were used as visual-aids. Used the Junior Scholastic to develop ability to read for facts and to search for facts. Used the crossword puzzle to build vocabulary. Book reviews the last semester to stimulate interest in good reading.

Tests-- Practice Readers 1-2-3-4

Trails to Treasure (5)

People and Progress (6)

Paths and Pathfinders (7)

Every Reader Library Books

Real People Books and other library books

Text book -- Adventure Bound with Paths and Pathfinders and Action as supplementary material.

## Group B --(Fast Readers)

Worked on word pronunciation, speed of reading, and reading for facts. Used Junior Scholastic to read for facts and to search for facts. Worked crossword puzzle to build vocabulary. Considerable outside reading was done encouraged by oral and written book reviews--emphasis placed on a choice of various types of reading material. Panel discussions developed ability to speak before an audience--also developed use of informational materials. Creative writing--both prose and poetry were enjoyed.

Text book--same as 7A

Spelling--7A--Eaton's True Blue Speller & Using Words With Judgment

7B--Using Words With Judgment

Troublesome Words from How to Study --Frostom & Botel SRA 1956

Language Arts (Reading--Language--Literature--Spelling)

Basic Workbook -- English in Practice--McCormick Mathers (1956)

Text--English, Grade 7--American Book Co. 1945

English--The sentence and its parts, Verbs--tense--voice--kinds--(transitive--intransitive--number--agreement with subjects--principal parts of. Nouns--kinds--gender--uses of nouns in sentences. (These were especially stressed). Friendly and business letters. Adjectives--recognizing--comparisons of--modifying the correct words--adverbs--pronouns--kinds--declension of--same uses of in sentences as nouns. Conjunctions--co-ordinate--subordinate. Kinds of sentences--declarative--interrogative--imperative--exclamatory. Forms of sentences--simple--compound--complex. Correct usage. Capitalization and punctuation. Storytelling. Using reference books. Diagramming.

Language Arts (Reading--Language--Literature--Spelling)

Basic Workbook -- English in Practice--McCormick Mathers (1956)

Text--English, Grade 7--American Book Co. 1945

English--The sentence and its parts, Verbs--tense--voice--kinds--(transitive--intransitive--number--agreement with subjects--principal parts of. Nouns--kinds--gender--uses of nouns in sentences. (These were especially stressed). Friendly and business letters. Adjectives--recognizing--comparisons of--modifying the correct words--adverbs--pronouns--kinds--declension of--same uses of in sentences as nouns. Conjunctions--co-ordinate--subordinate. Kinds of sentences--declarative--interrogative--imperative--exclamatory. Forms of sentences--simple--compound--complex. Correct usage. Capitalization and punctuation. Storytelling. Using reference books. Diagramming.

## Arithmetic

Thinking With Numbers--Winston 1956

Review of fundamental processes of whole numbers, fractions, and decimals. Percentages--3 types. Discounts and finding net prices. Commission, interest, making and reading of graphs--line--bar--photographs, circle graphs, budgets, Business forms--checks--promissory notes--sales slips--bills--money orders. Denominate numbers--all four processes. Area--review of tables of measure (all). Geometric figures--quadrilaterals--triangles--trapezoids--parallelograms--circles. Formulas to find the areas of the figures in the above. Kinds of lines and angles.

## Fine Arts--Same as 6th and 8th Grades

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**Geography and History****Text--"Your Country and the World"**

Study how the world is changing. Understand the resources of the United States and the world, including climate, soil and products. Consider the United States and world trade, discussing important areas of the world. Discuss the United States and the world in war and peace during the last fifty years. Keep abreast with current events. Learn about Iowa history.

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**General Science****Health and Science****Text--"Science" Davis, Burnett and Grass Copyright 1954****"Helping the Body in its Work"**

The study of the basic environmental elements - air-water-food-energy. Effects of weather and climate. How we live with plants and animals - balance in nature. The study of the human body by systems - muscular - skeletal - digestive - nervous circulatory - respiratory - the study of the senses - seeing - hearing - tasting - smelling. The Importance of conservation.

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**EIGHTH GRADE****Reading and Literature**

Class divided into groups according to ability - subject matter and materials used according to grade level and ability of the individual.

**Group A - Remedial Work**

Used Practice Readers 1 - 2 - 3 - 4 to discover phases of their reading which needed development. California Reading Tests given to establish child's reading grade level--given again later to measure progress.

Extra time spent on basic sounds of vowels and a few consonants. Filmstrips were used also. Every Reader Library Books and Real People Series used to supplement reading material Junior Scholastic used later on to develop ability to read for facts-- crossword puzzles to build vocabulary. Panel discussions and oral reports used to develop ability to read for facts also develop ability to speak before an audience.

**Texts--Exploring New Trails****Journeys Into America****Trails to Treasure****Teen-Age Book Club Selections****Wings to Adventure****Group B - Fast Readers**

Class mainly literature class- worked on word pronunciation and meanings, speed of reading, and reading for facts. Discussed various types of literature and the need of a well balanced reading program. Made a study of several well known writers of poetry--both adult and children's poetry. Panel discussions were used to develop ability to speak before an audience. Written book reviews were made to create interest in good reading. California Reading Tests were given to establish child's reading grade level.

Extra time spent on basic sounds of vowels and a few consonants. Filmstrips were used also. Every Reader Library Books and Real People Series used to supplement reading material Junior Scholastic used later on to develop ability to read for facts-- crossword puzzles to build vocabulary. Panel discussions and oral reports used to develop ability to read for facts also develop ability to speak before an audience.

**Texts--Exploring New Trails****Journeys Into America****Trails to Treasure****Teen-Age Book Club Selections****Wings to Adventure****Group B - Fast Readers**

Class mainly literature class- worked on word pronunciation and meanings, speed of reading, and reading for facts. Discussed various types of literature and the need of a well balanced reading program. Made a study of several well known writers of poetry--both adult and children's poetry. Panel discussions were used to develop ability to speak before an audience. Written book reviews were made to create interest in good reading. California Reading Tests were given to establish child's reading grade level.

**Text - Wonders and Workers****Journeys Into America****Growth in Reading - Book 2****Teen-Age Book Club**


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Spelling - Troublesome Words from How to Study by Weston and Botel Science Research Associates 1956

**Arithmetic****Text--Knowing About Numbers**

Review of whole numbers, fractions, decimals and per cent. Give written problems using above mentioned. Insurance and investments--fire--life--automobile--stocks--bonds--installment buying. Taxation--school--property--local--state--federal--income sales tax--poll tax. Measuring--lumber (board feet)--speed--temperature--metric system--water supply--coal in bin--corn in crib. Geometric Figure--recognize solids--volumes--area--lines and angles--similar figures (proportion)--distances--squares and square root--pythagoras rule--shorthand for arithmetic--formulas--literal numbers and equations--positive and negative numbers. Worked for speed and accuracy in fundamentals. Worked on written problems to increase reasoning ability. Had class draw figures to represent problem.

**Science and Health**

Science--Davis, Burnett, Gross Copyright 1954

Wonderland of Science and Healthy Home and Community. Teaching people to live and work together in a community--health laws--water--milk--diseases--Pure Food Laws--Safety--Effects of strong drinks and dope on mind and body--made booklets. Sun--center of solar system--effects on other planets--study earth--changing of surface and life on it. Gravity--pushes and pulls--work and energy produced. Changes made in methods of use of energy for transportation, air plane, boats, cars, engines, speaking and hearing telephone, radio, telegraph, television, scientific terms. The Importance of Plants and Animals--Henry Holt & Co. Inc.

**FINE ARTS**

Same as Sixth and Seventh Grades

**ENGLISH**

Text English Grade 8 American Book Co. 1945 (Supplementary use)

Basic Workbook--English Practice McCormick-Mathers 1956

Sentences--classification according to use--classification according to structure--recognition of subject and predicate (compound or simple) vocabulary study--prefixes--suffixes--definitions through dictionary usage. Story writing-punctuation and capitalization, verbs--types--principal parts--tense-agreement--voice. Nouns--types--number--gender--case--use in sentences. Pronouns--types--case--use of in sentences. Adjectives--degrees of comparison--definition--adverbs--definition--degree of comparison--conjunction types--use of. Interjections--clauses--noun--adjective--adverb--restrictive and non restrictive. Prepositions--definition--phrases (adjective and adverb). Verbals--infinitives--gerunds--participles. Oral usage--public speaking (organization - presentation) Annual.

Basic Workbook--English Practice McCormick-Mathers 1956

Sentences--classification according to use--classification according to structure--recognition of subject and predicate (compound or simple) vocabulary study--prefixes--suffixes--definitions through dictionary usage. Story writing-punctuation and capitalization, verbs--types--principal parts--tense-agreement--voice. Nouns--types--number--gender--case--use in sentences. Pronouns--types--case--use of in sentences. Adjectives--degrees of comparison--definition--adverbs--definition--degree of comparison--conjunction types--use of. Interjections--clauses--noun--adjective--adverb--restrictive and non restrictive. Prepositions--definition--phrases (adjective and adverb). Verbals--infinitives--gerunds--participles. Oral usage--public speaking (organization - presentation) Annual.

**SOCIAL STUDIES**

Civics and History - "This Is America's Story" by Wilder, Ludlum and Brown

CURRENT EVENTS - New World is discovered and European Nations fight for control--American countries are formed and independence gained-- U. S. Constitution and forming of new government. American life, its changes--North and South conflict--World Wars, Changes to U.S.--Reforms toward a better democracy--People of other countries.

General Civics--Government and Citizenship of Iowa and U.S.

## BASIC TEXTS

Under Number

SUBJECT	TITLE	PUBLISHER	COPYRIGHT
Reading	*Here We Go	Row Peterson	1957
Reading	*We Read Pictures	Scott Foresman	1956
Reading	*The New Before We Read	Scott Foresman	1956
Numbers	Happy Ways to Numbers	Winston	1953
Reading	*Over the Wall	Row Peterson	1951

First Grade

Reading	*Skip Along	Row Peterson	1947
Reading	*Under the Sky	Row Peterson	1947
Reading	*Open the Door	Row Peterson	1947
Reading	*High on a Hill	Row Peterson	1947
Reading (Primer)	*The New Day In and Day Out	Row Peterson	1948
Reading (First Reader)	*The New Round About	Row Peterson	1948
Reading (Workbook)	*Our New Friends	Scott Foresman	1940
Reading	Friends and Neighbors	Scott Foresman	1940
Reading	The Story Road	Scott Foresman	
Reading	Good Stories	Winston	1940
Reading	What Next	Silver Burdett	1945
Reading	Down the Road	Silver Burdett	1947
Reading	The Ranch Book	MacMillan Co.	1943
Reading	Rusty Wants A Dog	MacMillan Co.	1943
Reading	Smoky The Crow	MacMillan Co.	1943
Arithmetic	Ready for Numbers	MacMillan Co.	1956
Health	*Happy Days With Our Friends	Scott Foresman	1948
Science	*Look and Learn	Scott Foresman	1950
Health	*Good Times With Our Friends	Scott Foresman	1948
Spelling	Dr. Horn's Spelling List		
Writing	Manuscript Writing	A. N. Palmer Co.	1951

Second Grade

Reading	*Wishing Well	Row Peterson	1951
Reading	*Anything Can Happen	Row Peterson	1951
Reading	*Down the River Road	Row Peterson	1951
Reading	*Friendly Village	Row Peterson	1952
Reading	*Round About	Row Peterson	1950
Reading	*What Next	Scott Foresman	1947
Health	*Good Times With Our Friends	Scott Foresman	1948
Spelling	Dr. Horn's Spelling List		
Writing	Manuscript Writing	A. N. Palmer Co.	1951

Second Grade

Reading	*Wishing Well	Row Peterson	1951
Reading	*Anything Can Happen	Row Peterson	1951
Reading	*Down the River Road	Row Peterson	1951
Reading	*Friendly Village	Row Peterson	1952
Reading	*Round About	Row Peterson	1950
Reading	*What Next	Scott Foresman	1947
Reading	*The New Friends & Neighbors	Scott Foresman	1941
Reading	*More Friends and Neighbors	Scott Foresman	1941
Reading	*The New Anything Can Happen	Row Peterson	1953
Reading	*The New Wishing Well	Row Peterson	1953
Reading	Faraway Ports	Winston & Co.	1947
Reading	Five & A Half Club	Row Peterson	1951
Spelling	Using Words We Know	Silver Burdett & Co.	1951
Science	*All Around Us	Scott Foresman	1950
Health	*Three Friends	Scott Foresman	1950
Arithmetic	Using Numbers	MacMillan	1956

\*Basic Texts

SUBJECT	TITLE	Third Grade	
		PUBLISHER	COPYRIGHT
Social Studies	Working Together	Follett	1958
Spelling	Using Words We Write	Silver Burdett	1950
Reading	New Through the Green Gate	Row Peterson	1948
Reading	If I Were Going	Row Peterson	1948
Reading	Streets and Roads	Scott Foresman	1941
Reading	More Streets and Roads	Scott Foresman	1942
Reading	Tall Tales	Scott Foresman	1948
Reading	First Fairy Tales	Merrill Co.	1940
Reading	Magic Tales	Merrill Co.	1946
Reading	Enchanted Stories	Winston	1940
Arithmetic	Discovering Numbers	Winston	1956
Language	Individual Corrective Ex.	McCormick Mathers	1946
Writing	Palmer Book	A. N. Palmer Co.	1936
Science	Living Today	McCormick Mathers	
Reading	Anything Can Happen	Row Peterson	1951
Reading	Neighbors on the Hill	Row Peterson	1951
Reading	In New Places	Silver Burdett	1945
Reading	Beyond Treasure Valley	American Book Co.	1949
Reading	Have you Read	Sanborn Co.	1946

Fourth Grade

Reading (Reference)	Five and a Half Club	Row Peterson	1951
Reading	Singing Wheels	Row Peterson	1947
Reading	Times and Places	Scott Foresman	1954
Reading (Reference)	Faraway Ports	Winston	1947
Reading (Reference)	Finding New Trails	Lyons & Carnahan	1945
Reading	Uncle Funny Bunny	Chas. Merrill Co.	1946
Reading	Uncle Ben	Chas. Merrill Co.	1946
Arithmetic	Learning Numbers	Winston	1956
Social Studies	Many Lands	Rand-McNally	1958
English	English II	American Book Co.	1944
Geography	Journeys Through Many Lands	Allyn & Bacon	1953
Science	Discovering Our World	Scott Foresman	1952
Spelling	Using Words We Need	Silver Burdett	1950
Reading (Reference)	Faraway Ports	American Book Co.	1952
Reading (Reference)	Finding New Trails	Winston	1947
Reading	Uncle Funny Bunny	Lyons & Carnahan	1945
Reading	Uncle Ben	Chas. Merrill Co.	1946
Reading	Uncle Ben	Chas. Merrill Co.	1946
Arithmetic	Learning Numbers	Winston	1956
Social Studies	Many Lands	Rand-McNally	1958
English	English II	American Book Co.	1944
Geography	Journeys Through Many Lands	Allyn & Bacon	1953
Science	Discovering Our World	Scott Foresman	1952
Spelling	Using Words We Need	Silver Burdett	1950
English	Workbook for English	American Book Co.	1952
Health	Health Trails	Laidlaw Bros.	1949

Fifth Grade

Reading	Days & Deeds	Scott Foresman	1948
Arithmetic	Exploring Numbers	Winston	1956
Spelling	Using Words With Meaning	Silver Burdett	1950
Language	Workbook by Batley		
Social Studies	Exploring the New World	Follett	1958
Science & Health	Discovering Our World	Foresman	1947
Reading	Engine Whistles	Row Peterson	1957
Reading	Uncle Ben	Chas. Merrill	1948

NAMES OF ALL JUNIOR HIGH TEXTS

6th Grade

- Arithmetic - Understanding Numbers - John C. Winston Co. 1956  
 Workbook - Growing Up With Arithmetic - McCormick Mathers - 1946 - 50  
 English - English Book 6 - American Book Co. - 1944  
 Workbook - Language Round-up - McCormick-Mathers Pub. Co. 1952  
 Social Studies - Exploring the Old World Follett 1958  
 Readers - Runaway Home - Row, Peterson & Co. - 1950  
 People & Progress - Scott - Foresman & Co. 1943  
 Spellers - Using Words With Skill - Silver Burdett & Co. - 1950  
 Science - Wonderworld of Science - Chas. Scribner's Sons - 1950

7th Grade

- Arithmetic - Thinking With Numbers - John C. Winston Co. 1956  
 Workbook - Growing Up With Arithmetic - McCormick Mathers 1946 - 50  
 English Text - English - Grade 7 - American Book Co. - 1945  
 Workbook - English Workbook 7 - American Book Co. 1948  
 Social Studies - Your Country and the World - Ginn and Co. 1958  
 Readers - Growth in Reading (Action!) Book I - Scott Foresman - 1948  
 Paths and Pathfinders - Scott Foresman & Co. 1946  
 Spellers - Using Words With Judgment - Silver Burdett Co. - 1950  
 Science - Science - Davis, Burnett & Gross 1954  
 Health - Helping the Body in its Work - Ginn & Co. - 1945  
 English - Adventure Bound - Houghton Mifflin 1956

8th Grade

- Arithmetic - Knowing About Numbers - John C. Winston Co. 1956  
 Workbook - Growing Up With Arithmetic - McCormick Mathers 1946 - 50  
 English - English Grade 8 - Supplementary - McCormick-Mathers Pub. Co. 1956  
 Social Studies - This is America's Story - Houghton Mifflin Co. - 1958  
 Readers - Growth in Reading - Book III (Contact!) - Scott Foresman & Co. - 1947  
 Wonders and Workers - Scott Foresman & Co. - 1947  
 Spellers - Using Words With Power - Silver Burdett & Co. - 1950  
 Science - Science - Davis, Burnett & Gross - 1954  
 English - Text - Supplementary - American Book Co. 1945

REMEDIAL READING

1. Trails to Treasure                      2. Roads to Everywhere                      3. Wings to Adventure  
 Practice Readers: Book 1 - 2 - 3 - 4  
 Wheel Charts - Spelling Magic - Eye and Ear Fun - Easy Reading Books  
 Workbook - Growing Up with Arithmetic - McCormick Mathers 1946 - 50  
 English - English Grade 8 - Supplementary - McCormick-Mathers Pub. Co. 1956  
 Social Studies - This is America's Story - Houghton Mifflin Co. - 1958  
 Readers - Growth in Reading - Book III (Contact!) - Scott Foresman & Co. - 1947  
 Wonders and Workers - Scott Foresman & Co. - 1947  
 Spellers - Using Words With Power - Silver Burdett & Co. - 1950  
 Science - Science - Davis, Burnett & Gross - 1954  
 English - Text - Supplementary - American Book Co. 1945

REMEDIAL READING

1. Trails to Treasure                      2. Roads to Everywhere                      3. Wings to Adventure  
 Practice Readers: Book 1 - 2 - 3 - 4  
 Wheel Charts - Spelling Magic - Eye and Ear Fun - Easy Reading Books  
 S.R.A. Reading Laboratory

# REPORT ON TEXTBOOK SELECTION BY SOCIAL STUDIES TEACHERS

Grades 3 - 8

We realize that the main object of choosing a new textbook is to choose one which we feel best covers the material that is the subject matter for that particular grade. We had hoped that we would find one series of texts through all the grades, particularly from grades 3 through 6, believing that the subject matter would be tied together from year to year, and that the same methods and approach could be used from year to year.

In our investigating, and studying of the textbooks sent to us, we were not able to find one complete series. We had sample copies from Follett, Macmillan, Ginn, and Rand McNally plus Our Land and People by Mocr and McGowan, Holt, Company. This is an 8th grade text.

On the following page I will list the preferences, grade by grade, for new textbooks for the coming year. We feel that it will probably not be possible to have new texts in all grades; so we feel that it would be best to start with grades 3-5-7. Grade 5 feels the need for new textbooks -- Grade 7 especially, needs new Social Studies material. Mrs. Youngman feels that her present text for 8th grade is better than any new ones sent out to exam.

7th Your Country and the World by Robert Glendinning (1958)  
Ginn and Co. Chicago

Mr. Walljasper suggests that workbooks would be especially helpful.

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5th Exploring the New World--Follett Publishing Co. Chicago.

The workbooks and texts that accompany these are excellent. They have good map studies and we think they would be very beneficial.

---

3rd Working Together --Follett Publishing Co. Chicago.

Wish workbooks and tests too, especially the workbooks.

---

5th Exploring the New World--Follett Publishing Co. Chicago.

The workbooks and texts that accompany these are excellent. They have good map studies and we think they would be very beneficial.

---

3rd Working Together --Follett Publishing Co. Chicago.

Wish workbooks and tests too, especially the workbooks.

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6th Exploring the Old World--Follett Publishing Co. Chicago.

Workbooks and tests are excellent too and would like to have them.

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4th Many Lands--Rand McNally

These textbooks we have chosen cover completely the field of Social Studies from 3 - 7 inclusive.

You note the 3rd, 5th and 6th have selected Follett. 4th grade teachers feel that the Follett 4th text does not give sufficient material. There is no history in their text. They feel that Rand McNally's text is far superior. The 7th grade text of Follett's does not cover the material set up in our school system. It's text is Latin America. Our system used U. S. History plus World History and Geography.

These reasons given above, we hope, will tell you why we felt we could not select one series of textbooks straight through if we really wanted the best texts for each grade.

The teachers making these decisions were:

Ann Wheeler  
 Floss Miller  
 Frances Gray  
 Ruth Ewing  
 Lois Stephens  
 Margaret Poston  
 Mr. Walljasper  
 Mrs. Youngman

This information prepared by Mrs. Poston.



## FRESHMAN

SUBJECT	TITLE	PUBLISHER	COPYRIGHT
English First Course	English First Course	American Book Co.	1951
Algebra	Algebra for Prob. Solv.	Houghton Mifflin Co.	1952
<b>Ind. Arts.</b>	<b>Applied Drawing</b>	<b>McKnight-McKnight</b>	<b>1959</b>
General Science	Science for Better Living	Harcourt Brace	1955
General Math	Mathematics to Use	Ginn & Co.	1954
Industrial Arts	<b>Bench</b> Woodworking	<b>McKnight-McKnight</b>	<b>1953</b>
Latin	New Elem. Latin	MacMillan	1936
French I	First Year French	Ginn and Co.	1953
<b>Literature</b>	<b>Pleasure in Lit.</b>	<b>Harcourt-Brace</b>	<b>1949</b>
<b>SOPHOMORE</b>			
English II	English Second Course	American Book Co.	1956
Geometry	New Plane Geometry	Ginn & Co.	1952
History (World)	World History	Ginn & Co.	1955
Biology	Exploring Biology	Harcourt Brace	1949
Dr. Training	Let's Drive Right	Scott Foresman	1954
Caesar	New Second Latin	MacMillan	1936
Algebra	Algebra for Prob. Solv.	Houghton Mifflin Co.	1949
<b>Ind. Arts. II</b>	<b>Machine Woodworking</b>	<b>McKnight-McKnight</b>	<b>1958</b>
<b>Ind. Arts. II</b>	<b>General Shop Electricity</b>	<b>McKnight-McKnight</b>	<b>1958</b>
<b>Literature</b>	<b>People in Literature</b>	<b>Harcourt-Brace</b>	<b>1948</b>
<b>JUNIOR</b>			
History (Am.)	<b>The Adventures of the Am. People</b>	<b>Rand-McNally</b>	<b>1959</b>
Literature (Am.)	The World Through Literature	Harcourt Brace	1949
English II	<b>English Grammar &amp; Comp.</b>	<b>Harcourt Brace</b>	<b>1957</b>
Mathematics (Adv.)	Algebra for Prob. Solving Bk. II	Houghton Mifflin	
Speech	<b>American Speech</b>	<b>Lippincott</b>	<b>1957</b>
Physics	High School Physics	Ginn & Co.	1953
Health	Your Health & Safety	Harcourt Brace	1952
Caesar	New Second Latin	MacMillan	1936
Typing	20th Century Typing	Southwestern Pub. Co.	1958
Shorthand	Shorthand Manual Simplified	Gregg Pub. Co.	1949
Geometry	New Plane Geometry	Ginn & Co.	1951
Mechanical Drawing	Mechanical Drawing	Amer. Technical Soc.	1947
Trigonometry	Trigonometry with Tables	Ginn and Co.	1954
Solid Geometry	Solid Geometry	Houghton Mifflin	1946
Chemistry	Modern Chemistry	Henry Holt & Co.	1954
Speech	<b>American Speech</b>	<b>Lippincott</b>	<b>1957</b>
Physics	High School Physics	Ginn & Co.	1953
Health	Your Health & Safety	Harcourt Brace	1952
Caesar	New Second Latin	MacMillan	1936
Typing	20th Century Typing	Southwestern Pub. Co.	1958
Shorthand	Shorthand Manual Simplified	Gregg Pub. Co.	1949
Geometry	New Plane Geometry	Ginn & Co.	1951
Mechanical Drawing	Mechanical Drawing	Amer. Technical Soc.	1947
Trigonometry	Trigonometry with Tables	Ginn and Co.	1954
Solid Geometry	Solid Geometry	Houghton Mifflin	1946
Chemistry	Modern Chemistry	Henry Holt & Co.	1954
Consumer Math.	Mathematics for Success	Ginn & Co.	1957
<b>Senior Science</b>	<b>New Senior Science</b>	<b>American Book Co.</b>	<b>1954</b>

## SENIORS

English Literature	Adventures in Eng. Lit	Harcourt Brace	1949
Economics	Economics in Everyday Life	Ginn & Co.	1943
Physics	High School Physics	Ginn & Co.	1953
Health	Your Health & Safety	Harcourt Brace	1952
Chemistry	Modern Chemistry	Henry Holt & Co.	1954
Adv. Math.	Algebra for Prob. Solv. Bk. II	Houghton Mifflin	1952
Speech	Speech	Houghton Mifflin	1947
Sec. Practice	Sec. Office Practice	Southwestern Publ. Co.	1949
Bookkeeping	20th Century Bkkg. & Acctg.	Southwestern Publ. Co.	1947
Journalism	Experiences in Jsm.	Lyons & Carnahan	1943
Government	Am. Government	Allyn & Bacon	1948
Trigonometry	Trigonometry with Tables	Ginn and Co.	1954

BASIC TEXTS

SUBJECT	TITLE	PUBLISHER	COPYRIGHT
SENIORS (continued)			
Solid Geometry	Solid Geometry	Houghton Mifflin	1946
Sociology	Everyday Problems of A. Dem.	" "	1946
Psychology	Introductory Psychology	MacMillan	1943
English 12	Handbook by Weriner's	Harcourt Brace & Co.	1951
Consumer Math.	Mathematics for Success	Ginn & Co.	1952
American Problems	Everyday Problems of Am. Democracy	Houghton-Mifflin	1953
Math. Analysis	Senior Mathematics	Benj. J. Sandborn CO.	1955
Literature	Introduction to Lit.	Rhinehart & Co.	1949

1959-60 Junior High Schedule

1959-60 Junior

Period I Period II Period III Period IV Period V Period VI Period VII Period VIII

Teacher	Time	Time	Time	Time	Time	Time	Time	Time	Time	Time
Best	9-00 - 9-45 English 8 A	9-45 - 10-30 English 8 C	10-30 - 11-15 English 7 B	11-15 - 12-30 English 8 B	12-30 - 1-15 English 8 B	1-15 - 1-25 English 7 C	1-25 - 2-10 English 7 A	2-10 - 2-55 English 7 A	2-55 - 3-40	
Ahnen	Reading 8 C	Reading 8 A	Study	Reading 7 C	Reading 7 B	Reading 7 A	Reading 8 B	Reading 8 B		
Guffey	Home Ec. 7 C girls	Study	Home Ec. 8 B girls	Home Ec. 8 A girls	Home Ec. 7 A girls	Home Ec. 8 C girls	Home Ec. 7 B Girls	Home Ec. 7 B Girls		
Nelson	Science 7 A	Science 7 B	Science 7 C	Science 8 C	Science 8 A	Science 8 B	Science 8 B	Science 8 B		
Whitehead	Study	Arithmetic 7 C	Arithmetic 7 A	Arithmetic 7 B	Arithmetic 8 B	Arithmetic 8 A	Arithmetic 8 A	Arithmetic 8 C		
Birch	Ind. Arts 8 B	Ind. Arts 7 A	Ind. Arts 8 A	Study	Ind. Arts 8 C	Ind. Arts 7 B	Ind. Arts 7 C	Ind. Arts 7 C		
Grimit	Soc. St. 7 B	Soc. St. 8 B	Soc. St. 8 C	Soc. St. 7 A	Soc. St. 7 C	Soc. St. 7 A	Soc. St. 8 A	Soc. St. 8 A		
Rounsevell									Vocal Music Tu. - Thu.	
Johnson									Band M-W-F	

Villisca High School - Schedule of Classes

First Semester

	I	II	III	III	III	III	IV	V	VI	VII	Activities
Period	8:34	9:31	10:28	10:28	11:31	10:28	11:25	1:00	1:57	2:54	
Begin	9:29	10:26	11:23	11:23	12:26	11:23	12:20	1:55	2:52	3:49	
Richards		Gen Sci. 34	Gen.Sci. 34	Gen.Sci. 34	G. Masci. 34	Gen.Sci. 34	G. Math. 34	C. Math. 34	Gen.Sci. 34		HI-Y
Burriah		Eng. 10 38	Eng. 9 38	Eng. 9 38	Eng. 10 38	Eng. 9 38	Eng. 12 38	Eng. 10 38	Journalism 38		Volcano
Engelbert	Boys P.T. T-W-Th-F		Boys P.T. T-Th	Boys P.T. T-Th	Boys T-W	Boys P.T. T-Th	Boys P.T. T-W-Th-F	Health 33	St. Hall	Athletics	Girls BS Track
Walljasper	Am. Govt. 31		W. Hist. 31	W. Hist. 31	W. H. 31	W. Hist. 31	W. Hist. 31	W. Hist. 31	Am. Govt. 31	Athletics	Boys BS
Shearer		Adv. Alg. 27	Trig. 27	Trig. 27	Geom Alg. 27	Trig. 27	Geometry 27	Physics 27-37B	Geometry 27	Athletics	Football
Adams	Eng. 11 32		Speech 32	Speech 32	Speech 32	Speech 32	French II 32	French I 32	Eng. 11 32	Dram. Th.	Drama
Kysar		Shtd. 36	Type I 35	Type I 35	Type I 35	Type I 35	Type II 35	Skby. 36	Type I 35		
Brown	Biology 37-37B		Biology 37-37B	Biology 37-37B	Biology 37-37B	Biology 37-37B	Alg. I 26	Psych. 22	Alg. I 25	St. Hall	Annual
Hayden		Eng. 10 22	Eng. 9 22	Eng. 9 22	Eng. 10 22	Eng. 9 22	Eng. 9 22	Psych. 22	25	St. Hall	FFA
Moore	V. Ag. 9 M-W	V. Ag. 9 D.	V. Ag. 11-12 M-W	V. Ag. 11-12 M-W	V. Ag. 9 D.	V. Ag. 11-12 M-W	V. Ag. 11-12 D.	V. Ag. 10 M-W	V. Ag. 10 D.		Y Teens
Mason	H. Ec. 9 M-W	H. Ec. 9 D.	H. Ec. 11 M-W	H. Ec. 11 M-W	H. Ec. 9 D.	H. Ec. 11 M-W	H. Ec. 11 D.	H. Ec. 9 M-W	H. Ec. 9 D.		
Garrett		Dr. Ed. 21	Dr. Ed. 21	Dr. Ed. 21	Dr. Ed. 24	Dr. Ed. 21	Ind. Arts 24	Ind.Arts 24	Dr. Ed. 21		Library
Gardner	St. Hall	St. Hall	St. Hall	St. Hall	Hall	St. Hall	St. Hall	St. Hall			
Rounsevell	Chorus T-Th										Girls Glee M
Johnson	Band M-W-F										Boys Glee M
Youngman	Girls P.T. M-W-Th	A. Hist. 33	A. H Hist. 33	A. H Hist. 33	A. H Hist. 33	A. H Hist. 33	A. Hist. 33	Girls P.T. M-T-W-Th	Girls P.T. M-T-W-Th		Band T

Number below each class denotes number of class room. D - denotes class meets daily

Special classes not scheduled above: Friday - Seventh Period  
 1st week of month - class meetings if desired  
 2nd week of month - Student Council  
 3rd week of month - FFA - Librarians  
 4th week of month - Y-Teens HI-Y

## WILLISCA HIGH SCHOOL

## NOON DUTY SCHEDULE

1959-60

Each tour of noon duty for each staff member will include the dates preceding his or her name. Each day of noon duty consists of general supervision in the lunchroom from 12:20 - 12:45 and hall supervision from 12:45 - 1:00. It may be necessary to add a second supervisor during the 12:45 - 1:00.

Adams	Aug. 31-Sept. 4	Garrett	Jan. 18-22
Brown	Sept. 7-11	Hayden	Jan. 25-29
Burrish	Sept. 14-18	Kysar	Feb. 1-5
Englebert	Sept. 21-25	Mason	Feb. 8-12
Gardner	Sept. 28-Oct. 2	Noore	Feb. 15-19
Garrett	Oct. 5-9	Richards	Feb. 22-26
Hayden	Oct. 12-16	Shearer	Feb. 29-March 4
Kysar	Oct. 19-23	Walljasper	Mar. 7-11
Mason	Oct. 26-30	Youngman	Mar. 14-18
Noore	Nov. 2-6	Adams	Mar. 21-25
Richards	Nov. 9-13	Brown	Mar. 28-Apr. 1
Shearer	Nov. 16-20	Burrish	Apr. 4-8
Walljasper	Nov. 23-25	Englebert	Apr. 11-15
Hayden	Oct. 12-16	Shearer	Feb. 29-March 4
Kysar	Oct. 19-23	Walljasper	Mar. 7-11
Mason	Oct. 26-30	Youngman	Mar. 14-18
Noore	Nov. 2-6	Adams	Mar. 21-25
Richards	Nov. 9-13	Brown	Mar. 28-Apr.
Shearer	Nov. 16-20	Burrish	Apr. 4-8
Walljasper	Nov. 23-25	Englebert	Apr. 11-15
Youngman	Nov. 30-Dec. 4	Gardner	Apr. 18-22
Adams	Dec. 7-11	Garrett	Apr. 25-29
Brown	Dec. 14-18	Hayden	May 2-6
Burrish	Dec. 21-22	Kysar	May 9-13
Englebert	Jan. 4-8	Mason	May 16-20
Gardner	Jan. 11-15	Noore	May 23-26

## SALARY SCHEDULE COMMITTEE

Warren Richards

Lillian Dey

Mark Reavis

Elax Garrett

Margaret Poston