Teachers' Meetings

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TEACHERS' MEETINGS.

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Introduction.

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The welfare of the school system demands periodical meetings with teachers. How to bring about regular and frequent meetings of teachers, and make them most profitable to those who meet, is constantly a vital problem for all teachers and superintendents of schools. These meetings are needed for discussing the educational policy of the school system, for the consideration of certain phases of work and the progress of instruction, and, for the administrative, supervisory, and inspirational purposes. These different purposes call for various kinds of meetings. The planning and direction of these different kinds of meetings will require much care and thought by the superintendent and his staff in order to attain the desired end. It is, therefore, important that the superintendent and his staff study carefully the methods of planning various teachers' meetings which are necessary to suit the needs of teachers. Each meeting should have some definite purpose, and the teachers who attend should be made to feel that the meetings are worth their time. The writer feels that much of the teacher's time which is now spent in some of these teachers' meetings could be much more profitably used in some of his other school interests. It is also true that the money spent by the public is wasted in some of these meetings because of the lack of careful thought in planning teachers' meetings on the part of the superintendent or his staff. It is the main purpose

of this study to find out the proper methods of planning teachers' meetings as a means for improving teachers in service. Of course, the writer is conscious of the fact that it is extremely difficult to lay down general principles governing teachers' meetings that will work most effectively everywhere, because of the varied conditions surrounding different school systems. But it may be said that a teachers' meeting cannot be justified unless it accomplishes some of these ends: (1) It must give teachers who attend a deeper insight into their school problems, an inspiration to improve or a wider view in life; (2) it must give the superintendent, the supervisor, and the principal a better insight into the work they are trying to do by enabling them to know their teachers better.

To accomplish the desired end of finding out the proper methods of planning teachers' meetings, it is, therefore, necessary to here present the discussion of the Organization and Supervision of Teachers' Meetings, touching the following topics:

I. The Functions of Teachers' Meetings.

II. Legal Status of Teachers' Meetings in different States and Cities.

A. Nature of Legal Provisions.

III. Types of Teachers' Meetings and Programs.

A. General Teachers' Meetings.

B. Building Meetings.

C. Grade Meetings.

D. Principals' Meetings.

E. Meetings of Teachers with Special Supervisors.

Chapter I

The Functions of Teachers' Meetings.

The functions of teachers' meetings in urban communities are needed for a number of professional purposes. According to Superintendent A.R.Brubacher (1) of Schenectady, New York, teachers' meetings have two purposes: "(1) The fitting of teachers into the particular system, and, (2) the general education of teachers. Every system of school has its own peculiarities, and every good system has many. The new teacher must, therefore, be instructed in those things, matter and method, which are new to him. To this end meetings are necessary and even indispensable."

(1) American Education. vol. XV. #4. Dec. 1911,p.160.

According to Wm.C.Ruediger (2) there are three professional purposes that the teachers' meetings serve, and they are as follows: "(1) For discussing and deciding upon uniform educational policy for the district concerned; (2) for supervisory and administrative purposes; (3) as a clearing-house for all meetings, such as reading-circle work and the outcome of the introduction of new subjects and new methods, for keeping abreast, and for the purpose of stimulating educational revivals among patrons of the schools."

In describing all these purposes, he says that "all these purposes should be looked upon as natural, concerning both the teachers and the supervising officers. The county superintendent should, of course, be the presiding officer at these meetings, but if values the spirit of democracy he will be a leader rather

than a dictator. He will make official provision for obtaining full consideration by the teachers of all questions and policies within his jurisdiction. In coordinating the school work of the county and in harmonizing it with modern ideals and with the policies promulgated by the State Educational Department the superintendent and teachers may well work together.

"The use of teachers' meetings for supervisory and administrative purposes is well recognized. In making his rounds over the country, the superintendent sees many things that he can improve more effectively through open discussion than private conference. The pointed discussion of a mistake common to a number of teachers is likely to prove beneficial to all. Then there are a few subjects, such as neatness in attire, that cannot well be approached in private conference, but that should nevertheless be touched. The teachers' meeting forms the most effective avenue for their solution. On the administrative side, the teachers' meeting offers the best means for putting in force all adopted policies, including those adopted by the teachers themselves."

" The clearing-house feature of the teachers' meeting is in a measure implied in what has already been said. Whenever teachers exchange views and profit by each other's experiences, this feature is realized. But the relation of the reading-circle work and of the other professional reading to the teachers' meeting deserves special mention. In South Dakota the law provides that approximately one-third of the time of these meetings should be given to the reading-circle work, and in Indiana, Louisiana, Virginia, and the other States this work is done in connection

with these meetings."

"The introduction of new subjects and of the new methods and devices is always likely to be assisted by the comparison of the notes among the teachers concerned. What may prove insurmountable obstacle to one, may have been effectively solved by another, and the teachers' meetings bring them together. Teachers that are particularly successful in teaching certain subjects, whether new or old, should be given an opportunity to describe or demonstrate their work for the benefit of all."

" Teaching is a growing calling, and unless the teacher is continually growing with it will soon lag behind and be classed among the old and inefficient. But the entire plan and function of the teachers' meeting tends to avoid just this catasthrophe. The inspirational work is inspiring largely through the new and the more comprehensive educational principles that are presented, the reading-circle work is a continual foregoing ahead in educational literature, and in the remaining time of the meeting the practical bearing of all that is new is considered."

" But the professional values are not the only ones possessed by the teachers' meeting. This meeting is valuable also as a means of social intercourse among the teachers and as a means of bringing together the public schools and the public, because of the fact that teachers' meetings deal primarily (although not solely) with local problems."

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(2) Agencies for the Improvement of Teachers in Service. U.S. Bureau of Education. Bulletin 1911, #3.pp. 65-66.

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We are probably agreed that teachers as a class need instruction in method and inspiration which lead to self-cul-

tivation. To give here confirmational proof of this fact it is better to quote the letter of transmittal of former Commissioner Elmer Ellsworth Brown (3) to the United State Bureau of Education that "Agencies for the Improvement of Teachers in Service are needed for three reasons:

"(1) Because many teachers enter the profession relatively untrained, and, therefore, need to be trained in service, if at all;

(2) Because complete training is impossible before active service begins, for the reason that the necessary basis for it, in experience, is not at hand; and

(3) Because teaching is a progressive calling, in which one who does not continually make efforts to go forward will soon lag behind and become relatively inefficient."

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(3)Agencies for the Improvement of Teachers in Service. U.S. Bureau of Education, Bull. 1911,#3. p.5.

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These words give the reasons for teachers' meetings very concisely. Teachers' meeting is one of the Agencies former Commissioner E. E. Brown had in mind. They may be effective agencies for the improvement of teachers.

Teachers' meetings, explained above, are vitally important in any school system for they are necessary as a means of increasing the skill of the teaching force; as a means of giving a united enthusiasm and professional spirit; as a means of securing approximate unity in scope of work and uniformity of method; and as a means of general progress.

Chapter II

Legal Status of Teachers' Meetings in different States and Cities.

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1. Legal Status of Rural Teachers' Meetings and Nature of the Provisions.

In discussing agencies for the improvement of teachers in service, one's mind naturally turns first to those periodical meetings of teachers, such as institutes, that are established by law.

The word "institute" has not a very definite meaning in educational literature. It is a blanket word that is applied indiscriminately to any officially established gathering of teachers, according to Wm.C.Ruediger, in his Agencies for the Improvement of Teachers in Service. The word "institute" is most frequently used in the laws, but this tends to confuse these meetings with the regular county institute, which is unfair. Teachers' "institutes" have been frequently criticised, but not the"teachers' meetings",according to Wm.C.Ruediger. He says that the expression " teachers' meetings" would amply cover the point and would be parallel with the designation of corresponding meetings of teachers in cities. For this reason, the writer classifies some of these institutes found in the States Laws under the consideration as teachers' meetings.

Not all the States, as yet, make legal provision for these meetings, but 1. Connecticut; 2. Indiana; 3. Kentucky;

Section II

Legal Status of Employers' Associations in different States and Unions.

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1. Legal Status of Trade Unions' Societies and Unions of the Provinces.

In examining opinions for the Government of Canada it appears, that's that authority comes first to those particular matters of Canada, such as Legislation, that are affected by law.

The word "Provinces" has not a very definite meaning in constitutional literature. It is a phrase used that is applied indiscriminately to any officially authorized grouping of Canada, according to the context, in the sense in the Dominion or Congress in America. The word "Province" is most frequently used in the law, but also here it carries these meanings with the regards among institutions, which is usually, however "Individual" have been frequently utilized, the use "Provincial" authority, according to the Legislature, to say that the corporation " Employers' Associations" could cover the total and would be applied with the Jurisdiction of corresponding authority of Canada in action. For this reason, the whole consideration was or those institutions used in the United Law under the Jurisdiction of Employers' authority.

But at the action, as yet, have legal position of Trade Unions, Sec 1. Conditions; 2. Bulletin 3. Rewards;

4. Louisiana; 5. Missouri; 6. North Carolina; 7. North Dakota; 8. Oregon; 9. Utah; 10. Virginia; 11. West Virginia; do make legal provision for teachers' meetings.

1. Connecticut.

The Connecticut school law reads as follows:

" The school board shall have general supervision and control of the educational interests of the State---------- and shall seek to improve the methods and promote the efficiency of teaching therein by holding at convenient places in the State meetings of teachers and school officers for the purpose of instructing in the best modes of administering, governing and teaching public schools, and by such other means as they shall appropriate. (S.L.,1920. p.7. sec.5.)

(1)

2. Indiana.

Indiana has two kinds of local teachers' meetings in addition to the regular county institutes, one of which is in charge of the county superintendent and the other of which is in charge of the township trustee. In practice these two kinds of meetings are combined, the meeting in charge of the county superintendent being merely the first of a series of meetings for the year. The legal provisions are as follows:

" He (the county superintendent) shall hold one preliminary institute in each township in his county before the schools for that year open, for the purpose of helping the teachers in the organization of their schools and giving any other needed assistance; but instead of holding such preliminary institutes in each township, he may hold a joint institute for two or more adjoining school corporations."(S.L., 1907, p. 91.)

At least on Saturday in each month during which the public schools may be in progress shall be devoted to township institutes, or model schools for the improvement of teachers; and two Saturdays may be appropriated at the discretion of the trustee of the township. The township trustee shall specify, in written contract with each teacher, that such teacher shall attend the full session of each institute contempleted herein,

4. Lawlessness; 5. Insanity; 6. Sports gambling; 7. Death penalty; 8. Omission; 9. Drab; 10. Fidelity; 11. Good Virginia, do make legal provision for unborn' heritage.

I. Conclusion.

The Commonwealth should now remain as follows:

" The opinion some people have expressed regarding our country, is the statistical triumphs of the Commonwealth. We should work to improve the medical and effective by at learning results in curing of unemployed labors in the state capitals of Commonwealth should activate for the normal or investigation in the land order of administering, criminal and training public expense, and by such plans range on food small expenditure. (Ibid., p. 2. emp.)

(2)

II. Solution.

Believe the time of local Insurance' leading, in addition to the regular state institutions, one of which is in charge of the mental observations and the chief of which is in charge of the clinical training, to provide those who are of medical are assisted. The medical is about of the mental investigation using mental the first of a period of months for the year. The local patients are as follows:

" In this mental investigation, about half are patients. Many facilities is made financial in the county course for models for that year. For the service of training the insurance in the observations of these medical and clinical and some medical examinations, and training of training and training training in each hospital, we are also in local training for the of year activities about outpatients. (Ibid., p. 3. emp.)

It leads on consider to each month clinic which the patients may be in attention that is service to hospital facilities. It also seems that the physicians of hospital and the services are in provided of the diagnosis of the disease of the hospital. The clinical clinics should medical in training patients with such training. Then such hospital and medical and best months of work facilities educational training

or forfeit one day's wages for every day's absence therefrom and for each day's attendance at such institute each teacher shall receive the same wages as for one day's teaching. (S.L., 1907, p. 290.) "

The work for these meetings or institutes is outlined by the State Department and is largely based on the reading-circle work. The pamphlet containing the outlines contain programs for seven meetings, full outlines of Allen's "Civics and Health," and McMurry's "How to Study," the books adapted for reading-circle, besides brief discussions or outlines of the following topics: Deficiances in English, deficiences in spelling, the query box, opening exercises, the teacher's spirit, U.S.Postal service, play and education, suggestions for raising library funds, and the young people's reading-circle, according to Wm.C.Ruediger.

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(1) Agencies for the Improvement of Teachers in Service. U.S. Bureau of Education. Bull. 1911,#3. p.69.)

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(2)

1. Kentucky.

The Kentucky law has the following anomalous provisions:

"During the session of the institute there shall be held a county teachers' association, and one hour in the afternoon or night a meeting shall be daily set apart for this purpose. The association may be composed of all the officers and teachers of the common schools present, and shall be called together by the county superintendent, who shall be ex-officio president. The object of the association shall be, primarily, to discuss and advise the best ways and means of promoting the interest of education, the improvement of teachers, and the methods of teaching, and especially to devise means for securing better schoolhouses, better attendance, and local aid for common schools. The said association shall be permanent organization; with one vice-president for each magisterial district, to be elected or appointed; and shall hold at least one meeting in each magisterial district, besides the meeting at the institute during the first six months of each school year. Every teacher shall attend, at least,the meeting held in the magisterial district in which he shall teach, and upon failure

to do so shall teach an additional day during school month following such failure, unless he shall satisfy the county superintendent that each failure was caused by sickness or other actual disability. The county superintendent shall attend each meeting of the association, and shall prepare or have prepared a program of the exercises therefor.(S.L., 1910, p. 73.)"

This provision may be anomalous merely in the name assigned to the meeting, for the name "teachers' association" is by custom used to designate a voluntary gathering of teachers with no official supervision or penalties. But all peculiarities aside, this provision is of interest at this point because it gives expression to the need for an official teachers' meeting that is closer to the schools than the county institute. The meeting provided should obviously be classified as a local teachers' meeting. It is official, and no choice is left to the teacher except to attend or be penalized.

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(2) Agencies for the Improvement of Teachers in Service. U.S. Bureau of Education. Bull. 1911, #3.p.72.)

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4. Louisiana.(3)

The Louisiana law pertaining to parish institute or association meetings, as amended in 1910, reads as follows:

" It shall be the duty of every parish superintendent of education to conduct a teacher institute or association on one Saturday of every month or, in his discretion, on a Friday and Saturday of every alternate month during the time the public schools are in session in his parish, in its institute or district the daily session of the teachers' institute or association shall be not less than five hours per day actual work. (S.L., 1911, p.42.)"

Attendance upon these meetings are compulsory and the program, which includes the reading-circle work, are prepared by the State institute conductor. They are, however, prepared

in outline only, so that the parish superintendent is not specially handicapped thereby. He is left abundant opportunity to bring in work of a local nature.

The value of a meeting just before the schools open is recognized, and a preliminary meeting for that time is recommended.

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(3) Agencies for the Improvement of Teachers in Service. U. S. Bureau of Education. Bull. 1911,#3. p.73.
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5. Missouri.

The Missouri law reads as follows:

" The county superintendent may organize county teachers' association, which hold a three days' meeting on the last three days of some week in September, October, November, or December of each year. He shall arrange a program of exercises and secure the services of some one specially prepared to lecture on pedagogical subjects. It shall be the duty of the teacher to attend all such meetings----------
All arrangements for this association are in the hand of the county superintendent. Neither he nor any school board has the authority to excuse a teacher from attendance upon one of these meetings. (S.L., 1913, p.118, sec.10934.)

6. North Carolina.

The North Carolina law reads as follows:

" The county superintendent shall each year hold not less than one teachers' meeting in each township, which the teachers shall be required to attend. If necessary, one school day must be set apart for this purpose. (S.L., 1917, p.60, sec. 4140.)

(4)

7. North Dakota.

The North Dakota law reads as follows:

" Acting under the instruction of the superintendent of public instruction, he (the county superintendent) shall, when expedient convene the teachers of his county at least one Saturday in each month during which the public schools are in progress, or if the distance is too great he may convene the teachers of two or more districts' circles, for normal ins-

truction and the study of methods of teaching, organizing, classifying, and governing schools, and for such other instruction as may be set forth by the superintendent of public instruction for the State teachers' reading-circle. Each teacher shall attend the full session of such institute or circle and participate in the duties and exercises thereof or forfeit one day's wages for each day's absence therefrom. (S.L., 1909,p.25.) "

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(4) Agencies for the Improvement of Teachers in Service. U.S. Bureau of Education. Bull.1911, #3. p.74.)

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(5)

8. Oregon.

The Oregon law reads as follows

" It shall be the duty of each county superintendent to organize and hold annually at least three local institutes or educational meetings in various parts of his county at such times and places as he may deem expedient, and he shall secure at least these meetings, as far as practical, the attendance and cooperation of school officers, teachers, and parents. (S.L., 1911.

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(5) Ibid.....p.75.

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(6)

9. Utah.

The Utah law provides "that institute meetings held once or twice a month each year shall be equivalent to the annual institute mentioned in this section" (S.L.,1909,p.15.) This allows the substitution of teachers' meetings for teachers' institutes.

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(6) Ibid.....p.75.

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(7)

10. Virginia,

The practice in regard to teachers' meetings followed in Virginia is something like that of Indiana. Two laws bear upon the meetings that should be considered here. One of these laws provides specifically for teachers' meetings, while the other provided for teachers' institutes, which have in

Virginia, however, definitely become preliminary teachers' meetings held about the time the schools open.

The laws read as follows:

" The district supt. shall encourage and assist in the organization and management of county institutes, of which at least one shall be held during each school session.(S.L., 1907,p.13.)

"County and district school board may encourage meetings of teachers to be held from time to time in any county or school district under such regulations as the division supt. of schools may prescribe.(S.L.,1910,p.70, sec. 81.)

The meetings held under the institute law are usually two days in length, are conducted by the division superintendents and State examiners without extra pay, and are set as near possible to the opening of the schools in the fall.

Under the second law quoted, district teachers' meetings are held one day each month, usually on Saturday, in nearly every county of the State.

According to Wm.C.Ruediger, in his Agencies for the Improvement of Teachers in Service, says that with the old-time institute practically eleminated, and with strong summer schools, efficient local teachers' meetings, and excellent system of voluntary teachers' conferences and associations, the machinery for the training and improvement of teachers in sergice has made especially good progress in Virginia.

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(7) ibid.....p.76.

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11. West Virginia.

The West Virginia law reads as follows:

" The county superintendent shall arrange for and conduct

[illegible], [illegible], [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible].

The [illegible] [illegible]:

" The [illegible] [illegible] [illegible]

district institutes or teachers' round tables, one or more in each district of his county with-in the school year, and any teacher who shall attend his district institute for one school day shall have credit therefore when reported by the county superintendent in the month in which said institute is held, as if actually taught by him.(S.L.,1908,p.51.)

The district institutes and teachers' round tables held under this law have apparently developed into two types of meetings, the round table including a larger territory than the county, and the district institute a smaller territory. The State superintendent, in his report for 1906-'08,p.140, says:

> " A most wholesome influence that has entered into our educational progress within the last few years is the work done in connection with what is known as a series of round-tables held in different parts of the State. By rather a peculiar coincidence these informal organizations have largely taken the name of the section of the State in which they are located, as Ohio Valley round-table, Monongahela Valley round-table, Greenbrier Valley round-table, Potomac Valley round-table, Tyart's Valley round-table, etc. Usually these meetings last a day or a half, consisting of two sessions on Friday, and one session Saturday forenoon. On some occasions the attendance has exceeded 300, in this respect far exceeding the enrollment of the State Association. A chairman is chosen for each session it may be, or for all meetings of one round-table. The program is announced some weeks beforehand and the discussions are pointed,practical, and progressive. Sometimes Friday's attendance at the round-table counts as a day taught where teachers have not had a district institute, but in many places the teachers willingly suspend their schools to attend the round-table and make up the day.
>
> The especial advantage of these meetings is that they are always held when the schools are in session and the problems that present themselves from time to time in the school-room are fresh in the minds of the teachers."

Other States.

The States mentioned are the only ones in which local teachers' meetings for the rural teachers are legally established, but meetings of this kind are held also in Illinois, Iowa, Kansas, Pennsylvania, Washington, and perhaps other States,

according to the opinion of Wm.C.Ruediger. The following program illustrates this work as it is carried on in the State of Washington: (8)

Program of Educational Meeting to be held at St.John, Washington. Satuday, Jan.23, 1909.

Morning Session,10 o'clock.

The recitation----------C.L.Henry,Jessie Randle.
General discussion.
Primary method----------Emmah Green,Nellie Stone.
General discussion.
The A.X.P.exhibit----------General discussion.
Afternoon session 1:30 o'clock.
The school and the citizen------Walter Rich,A.P.Orth.
General discussion.
Method in grammar----------O.A.Burch.
General discussion.
Difficulties in teaching arith.-E.T.Moris,L.L.Nolin.
General discussion.
Address----------Superintendent S.N.Showater.

(8) Ibid.....p.77.

It is evident from the laws that have been quoted above that local teachers' meetings have gained a subtantial foothold in the rural districts.

In all the States mentioned, Tennessee and Vermont, the State superintendents are given an additional means to influence the schools. They are by law empowered to hold meetings and conferences that are entirely local in their nature, according to Wm.C.Ruediger, in his Agencies for the Improvement of Teachers in Service.

The Tennessee law empowers the State Superintendent to suspend the schools of any county for one day each year, when he may deem it necessary, upon giving proper notice, and to require all teachers and school officers, upon the day so

appointed, to attend at a designated hour and place for the purpose of instruction and conferences.(S.L., 1909,p.5.)

In Vermont the State Superintendent may hold educational meetings in different towns in each county and employ competent assistance.(S.L.,1907,sec.918.)

The foregoing discussion of teachers' meetings has reference primarilly to rural school districts, but the general remarks that have been made, apply, in the main, also to the urban communities. The needs for teachers' meetings in city and country are much alike, because the schools are closer together in cities and these needs are more urgently felt there and have for many years been more systematically met.

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2. Legal Status of Urban Teachers' Meetings.

The legal status of teachers' meetings in cities are usually, if not always, enjoined by the rules and regulations of the Board of Education or by the city superintendents, though in most cases, nothing is said either by the Board of Education or the city superintendents along this line in their reports. However, there is a convincing evidence that teachers' meetings are compulsory in most of the cities which replied to the questionaires sent out by the writer. Out of forty cities that answered indication shows that about three-fourth of the number of cities in each of the five types of meetings are making attendance at these meetings compulsory.

It is, perhaps, true that attendance at these meetings is prescribed in the contract of the teachers with the Board of Education or with the City Superintendent of Schools.

The following summaries of the five types of teachers' meetings will be sufficiant evidence to bear out the above statements of the writer:

Table I (9)

I. General Teachers' Meetings.

1. Compulsory attendance	29	cities or	72.5 %
2. Almost compulsory attendance	5	" "	12.5 "
3. Not compulsory attendance	6	" "	15.0 "
	40	cities or	100 %

II. Building Meetings.

1. Compulsory attendance	27	cities or	79.41 %
2. Expected to attend	4	" "	11.76 "
3. Not compulsory attendance	3	" "	8.82 "
	34	cities or	99.99 %

III. Grade Meetings.

1. Compulsory attendance	22	cities or	62.86 %
2. Expected to attend	7	" "	20.20 "
3. Not compulsory attendance	5	" "	14.29 "
4. No report given	1	city "	2.87 "
	35	cities or	99. %

IV. Principals' Meetings.

1. Compulsory attendance	31	cities or	83.78 %
2. Expected to attend	4	" "	10.81 "
3. Not compulsory attendance	2	" "	5.41 "
	37	cities or	100 %

V. Meetings with Special Supervisors.

1. Compulsory attendance	22	cities or	66.67 %
2. Expected to attend	4	" "	12.12."""
3. Compulsory with new teacher only	1	city "	3.03 %
4. Not compulsory attendance	2	cities or	6.06 "
5. No report given	4	" "	12.12."
	34	cities or	100 %

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(9) For informational details as to the names of the cities see the tables of summaries of Teachers' Meetings at the appendix.

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In these summaries given above we can see that relatively few cities are holding these meetings not compulsory, while on the other hand, compulsory attendance in these meetings is required in a great majority of these cities.

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Chapter III

Types of Teachers' Meetings and Programs.

It has been sufficiently shown in the previous chapter that teachers' meetings hold an important position in harmonizing and unifying the work of a city school system. Just how to conduct these meetings and how to make them most effective is often a problem not easy to solve. Since many kinds of meetings are used in the city school systems a careful planning of these teachers' meetings is required. It is profitable to inquire what kind of meetings are most valuable and what the program shall be.

The following kinds of meetings are typical and most commonly used because of their usefulness for the improvement of teachers and the betterment of the school system, if these meetings are properly organized and conducted:

A. General Teachers' Meetings.

B. Building Meetings.

C. Grade Meetings.

D. Principals' Meetings.

E. Meetings of Teachers with Special Supervisors.

F. Other kinds of Meetings.

We shall now see how these different types of meetings are organized and conducted in some of the cities.

Chapter III

Types of Discovery Problems and Procedures.

In some cases multiplicative groups in the previous chapter that discovery problems with an important problem is determining and applying the work of a fully educated system that has to produce lesser successes and are to make them more effective like an office a director not ready to solve. Some cases study study or problems are based on the only school problem a method planning of lower secondary problem is required. It is practical to describe what kind of problems are such reasonable and what the teacher should do.

The following chart of problems can explain an more realistic side because of their importance for the improvement of teachers and the fulfillment of the school system. It lists problems are properly arranged and mentioned:

1. Improved traditional problems.
2. Realistic problems.
3. Trial problems.
4. Proportional problems.
5. Problems in functions with specific conditions.
6. Other kinds of problems.

It could not you but these different types of problems are discussed and mentioned in some of the chapter.

A. General Teachers' Meetings.

The general teachers' meeting means a meeting of all teachers in any given system, principals, assistant-principals, high school teachers, heads of departments, supervisors, grade teachers, special teachers, etc., and in fact any person, who comes under the generic term teacher. This group of teachers ~~is~~ manifestly represent varied interests, various degrees of training, widely divergent points of view, and a great variety of experience.

Wm.C.Ruediger explicitly defines the functions of general teachers' meetings, in his Agencies for Improvement of Teachers in Service.(1) These functions are as follows: Administrative, legislative and inspirational.

On the administrative side the superintendent needs an occasional gathering of all his teachers in order to put into uniform effect all general rules and policies of the school system. For maximum efficiency there must be team work in the teaching corps, and this can be brought about best through the teachers' meetings, although this agency may be effectively supplemented by printed and mimeographed instructions. Then, too, there are usually some general criticisms brought to light through supervision that may be most effectively made at the general meeting.

New policies and the amendment of old ones may be made either arbitrarily by the teachers themselves. When the teachers themselves are given a voice in these legislative matters

the final discussion and vote should usually fall in the general meeting.

The inspirational feature, in which should be included all those features that tend to keep the teachers abreast of educational thought, is the same as that which has been discussed in connection with institutes and rural teachers' meetings. City school teachers need this feature no less than others and it is the duty of the administrative and supervisory officers to supply it.

That aspect of the general teachers' meeting which aims for the inspirational and professional growth of the teachers rightly forms one of its leading features. Books of a professional nature are frequently read and discussed in these meetings and in many places lectures by outside talent are given. This causes these meetings to resemble teachers' institutes and in some places the term "institutes" ~~as~~ applied to them. This is true, for example, in Springfield, Ill.; Kansas City, Mo.; Rochester, N.York; and in Dallas and Houston, Texas.

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(1) United States Bureau of Education. Bull. 1911. #3.pp.77-79.

According to W.R.Curtis (2) a general teachers' meeting has the following aims which are typical of various sets of conditions that may operate to determine the kind of work to be done in the general meeting: "(1) The emphasis may be upon academic subjects. Teachers cannot teach unless they know something to teach and if lack of scholarship is prevalent among the teachers, as is common, for example, in many of

the smaller school systems of the South and the Southwest, this kind of work may be properly emphasized in the general meeting and, to a degree, in all meetings. (2) The supervisor may have in view some radical departure from the course of study. The discussion of principles underlying the prospective departure may well constitute the major part of the work of the general meeting. (3) The specific purpose may be to maintain and develop in a body of teachers high culture and high standards of professional work. This is the purpose that predominates in the general teachers' meetings of this country in cities and the larger towns. This specific purpose presupposes a body of teachers who are fairly well equipped academically and who have some knowledge of the science and art of teaching. Such topics as the following are typical of what may be found on a program of this sort of meeting : Study and its Relation to Learning, Pope's Essay on Criticism, Raphael's Madonnas, Address- Westminster Abbey, by some well-known person."

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(2) The Educator Journal. March 1910. vol. X. No.VII.

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The programs of the general teachers' meetings, as a rule, consist of addresses as will emphasize fundamental and general aspects of education which are the interest and profit to all the teachers of the system. The following program will show the various topics and speakers which have occupied the attention of the teachers in the general meetings, prepared by superintendent H.B.Wilson, Topeka, Kansas. (3)

Date	Topic	Speaker.
Monday, Sept.15,1913.	The Emotional Child.	Supt. of Schools.
Wed., Nov. 19, 1913.	Greater attention to the Health of Children.	Mrs. Charles B. Thomas.
Tues., April 7,1914.	Democracy in Education.	Dr.W.A.McCarter. Prof.G.D.Strayer, Columbia University.
Tues., April 21,1914.	Dreams and Visions.	Dr. A.E.Winship, Edit. Journal of Education.
Sat., Sept.12,1914.	Socializing the Work.	Supt. of Schools.
Mon., Nov. 9, 1914.	Democracy & Culture.	Dr.C.Zublin, Boston.
Sat., Dec. 5,1914.	Voc.Education and Voc. Guidance.	Mr. M.Bloomfield, Boston.
Thurs., Feb.11, 1915.	The Scientific attitude toward Educ.	Dr. W.A.Jessup, Univ. of Iowa.
Thurs., Apr.1,1915.	A new Social attitude toward Peace.	Mrs.W.I.Thomas of the Women's Peace League of America, Chicago.

(3) Quoted from Cooperation in School Works. Report of the Board of Education. Topeka, Kansas. 1914-1916. p. 11.

The following program of general teachers' meetings is quoted from the Agencies of Improvement of Teachers in Service, (4) and this provides for professional and inspirational values:

The agencies of the school, Sept.5, Supt. of Schools.
The use and the interpretation of maps, Sept.25, R.H. Allen Chicago.
The ideal teacher, Nov.6 (home of supt. of schools), Prof. W.C.Bagley, University of Illinois.
Some essentials of language power, Dec.11, Supt. W.A. Burr, Jacksonville, Illinois.
The new boy, Dec. 21, A.E. Winship.
Taking advantage of the play instinct in arithmetic work, Jan.20, Prof. C.W.Stone, Farmville, Virginia.
Teaching children to study, Feb.16, Prof. G.D.Strayer, Columbia University.
Languages in the grades, Feb. 26, (2 lectures), Supt. O.I.Woodley, Passais, New Jersey.
Meetings of the Central Illinois Teachers' Association in our city, March 19-20.

(4) U.S. Bureau of Education. Bull.1911, #3. p. 80.

A very similar program is also reported by the Board of

Education, Topeka, Kansas,(5) and the following speakers appeared on the program of the general meetings, during the two years, together with the subjects discussed:

1916

The Objective of Modern Education. Supt. of Schools.

Moral Training in the Public Schools. E.P.Cuberley, Leland Stanford University.

Education for Tommorow. Dr. C.A.Prasser, Sec. National Vocational Education Board.

Kansas Leadership. Governor A. Capper.

1917.

Socializing the Schools. Supt. of Schools.

The Subnormal Child. Prof. G.M. Whipple, University of Illinois.

Sex Sanitation in Relation to Morality. Dr. T.W. Galloway, Beloit College, Wisconsin.

The Meaning of Teaching. Pres. A. Ross Hill, University of Missouri.

The Human Touch in Teaching. Supt. W.H.Davidson, Pittsburg, Pa.

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(5) Socializing the School.(Prepared by Supt. H.B.Wilson.)July 1, 1917, p. 47.

An exerpt copy of program prepared by J.T.Thomas for the general teachers' meeting, and the method of conducting them, there follow here a copy of mimeographed announcement sent out a week before a recent general meeting:(6)

Subject:-
The Recitation.
Method:-
(a) Talk by Principal.
(b) General Discussion.
Points for Considerations:-
(1) Aims: To instruct, to test, to drill, White, Art of Teaching.
(2) Kinds of Instruction: Objective, indirect, direct, White, Art of Teaching.
(3) Questions vs. Topics in Testing: White, Art of Teaching.
(4) The Written Test: Objections and advantages. Bagley, Educative Process,P. 133; Parker, Notes of Talks on Teaching, p. 150.
(5) Why drill? James, Chapter on Habit.

(6) How to get attention in repetition.
(7) How to secure right preparation for recitation by the pupils?
(8) Assignment: When and how much?
(9) Individual Teaching: Can every pupil be tested in every recitation?
(10) Helps in preparation. Bagley, Classroom Management.
(11) Should the recitation go outside of the text-book?
(12) Marking the pupils - your opinion.
(13) Lesson Plans. Shall we make them? McMurry, Method of the Recitation.
(14) Questions: Characteristics of Good. Fitch, Chapter VII.
(15) How closely shall the teacher stick to her preparation?
(16) "The main business of the Teacher is to get the pupil to teach himself." Payne, Lectures on Education.
(17) Management of class. White, Art of Teaching.
(18) What should teacher's preparation include?
(19) What instances do you know of interest out of school hours by pupils in school subjects?
(20) What use of current events in the recitation?
(21) What is to be done with the habitually unprepared pupil?

At the meeting, answer and discussion will be called for as follows: Question 1 for Room A, question 2 for Room B, and so on through R,O. Questions 16-21 for Normal Teachers, Alphabetically.

The librarian has the books referred to, and some others ready for distribution. Attendance and reading of the references are voluntary.

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(6) What Teachers' Meetings Should be? Education 30: 45-51 S. 1909.

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These programs quoted above are typical examples of the work being done in the general teachers' meetings, which serve primarily for stimulation and inspiration of teachers. It is of great value to teachers to be brought into the presence of a vigorous thinker once in a while, particularly, if he belongs to a different school of thought than that dominating the

school system. Such meetings tend to make broader and better teachers, but they do not supply the need for specific instruction which is necessary felt by all good teachers, for it must be borne in mind that the only teachers who do not feel the need of assistance are the poor ones. However, we must bear in mind that a teachers' lecture course is always valuable when speakers and subjects are wisely chosen.

It is clearly shown in the foregoing discussion of general teachers' meeting that its importance to any school system cannot be neglected. It is one of the agencies for the improvement of teachers in service, whereby they get a united enthusiasm and professional spirit. For this reason general teachers' meetings are needed in every city school system.

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B. Building Meetings.

The building meeting, as a rule, is but smaller edition of the general teachers' meeting. It bears the same relation to the teachers of the building as the general meeting bears to the teachers of the entire city. The principals need this meeting for three main purposes, according to Wm.C.Ruediger, in his Agencies for the Improvement of Teachers in Service. These three purposes are (1) administration, (2) supervision, and (3) professional growth. These three purposes are discussed under general teachers' meetings, except, that instead of the superintendent, the principal is the organizer and supervisor of the building meeting.

The meeting of principal with his teachers of the building meeting is so important that it should be held regularly for various purposes, namely: that the teachers of the school may become acquianted with one another; that they may know the work of the grades above and below; that there may be unity and harmony in the general scheme of the school; that the individual and troublesome cases may be discussed; and that advice or instruction from the supervising authorities may be expounded. It is also well for principals, if the school not too large to take up some specific study with their teachers, something of either general cultural value or professional cultural value. Circumstances will determine which is better. In most cases a book of professional cultural value - some work on psychology or educational principles - makes the best subject for

the study.

W.R.Curtis[1] suggests that much of the time of the principal's meeting with his teachers should be devoted to details of school organization, discipline and method. The character of this work is indicated by such topics as recesses, absence, tardiness, truants, punishment, reports, hall-duty, departamental, regulations, apparatus, method in particular subjects, drill,specific cases of discipline.

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(1) Teachers' Meetings. The Educator Journal. March 1910. vol. X. No. VII, p. 2.

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In the organization and the conducting of building meetings as reported by the Board of Education,[2] Topeka, Kansas, prepared by Supt. H.B.Wilson, the principals have proceeded with like freedom in the discussion of the professional matters, building details, and school problems with their teachers. The spirit of cooperative responsibility is manifested in carrying out the work, and every principal and teacher feels responsible for the studying the conditions affecting education wherever he may be working, and any ideas which appear to him worth while may be advanced for consideration in determining policies agreed upon from time to time. Under the type of management where the principals are directed and ordered and where the principals in turn direct and order their teachers, there is apt to be less interest on the part of the individual principals and teachers, in thinking seriously about their problem and in originating ways of solving them.

The method of organizing and conducting these meetings

are quoted as follows in the Report given above:

" Regularly, during the past five years, there have been selected some books for professional reading and study which have been made the basis for the discussion in building meetings of teachers about once in every two-weeks. During 1915-16, however, while a book was selected, each principal was left to do other types of work if he and his teachers wished to. In some buildings, instead of studying and discussing the selected book, a number of educational magazines were taken for reading and discussion. The following topics and articles reviewed and discussed in these meetings were considered of such vital importance that they were reported by the principals who conducted their meetings in this way, at the close of the year:

New Ways of Teaching Reading.
Story Telling.
Language Games.
Arousing interest by Display Work.
Ethics.
A Case of Discriptive. - Prim. Education Jan.1906.
Disciplining for Efficiency - Prim.Educ.Mar. 1914.
Writing Large - Prim. Educ. Mar. 1916.
Teaching Current Events in Primary Grades-Prim.Ed.J.1915.
How to Teach Reading Successfully -Interest -Prim.Ed.Jan. (1916.
Social Study of the Grades-Teaching,Vol.II,#16.
Appreciation of Child Life - Prim. Educ. Feb. 1915.
School Gardening. Teaching.
Value of the Folk Game.
Music in Schools of Today.
On Word Tests.
Practical English.
Value of Dramatization.
Spelling - One method used in New York.
Use of picture in connection with Study.
Changes in the Educational Trend.
New Ideas in Teaching Reading - Morgan.
Fundamental of Educ.- Editorial Journal of Psychology, (Sept.1915.

Testing and Recording the Merits of Teachers-Educational Administration and Supervision. May 1915.
The Value of Community Singing. - Editorial Atlantic Monthly. Nov. 1915.
How to Make a Good Class and a Good School.
Shall our Education be Practical or Cultural.- Engleman, School and Home Education, May 1915.
Etc.etc.....

From these above mentioned list of topics or articles quoted, we can see readily the importance derive from building meetings by the principals. As to its value, the replies filed by the elementary school teachers in response to the Superintendent's request (of Topeka, Kansas) for the suggestions in regard to prictical results of the year's study and in regard to the character of work desired for next year, are as follows:

I. Comments on the Work.-

" Stimulated me to deeper thinking and to planning with larger aims in my work." "Helped me to realize that the teacher is only a director in the pupil's plans and work." "The practical exchange of ideas regarding work resulted in greater cooperation and in better community spirit." " I gained a better grasp of motivating the children's work." "Resulted in more meaningful opening exercises." "Think the plan of meeting once in two weeks in each building for discussion of professional reading and the grade meetings every six weeks at the high school is a good one." "The professional study has not been entirely satisfactory to me. I suggest that several courses be offered so each teacher may choose the subject of greatest interest to her." "We enjoyed Miss Earhart's book, but since old ways are usually easier, I fear the suggestions have not been put into practice as fully as would be possible. If next year you could ask from us a report on actual work based on the principles set forth in that book, more lasting good would come from the study." " Some of the ideas suggested by the first year's reading were not made use of until the year following. I hope to put into practice next year still other methods presented in the books studied the past year." "As a result of our study, the 5th grade conducted a weekly patriotic exercise in addition to taking part in some joint programs with other rooms. In these particular exercises we studied each of the various national songs and after developing it well, shared our results with other grades." "The study of the bulletins and Parker's books has certainlygiven us things on which to build many practical lessons. The working out of new thoughts has been very profitable to both pupil and

teacher. Nothing pleases the class more than a day a lesson devoted to better-writing and heretofore that has been something dreaded. The practicability of these letters appeals to them. Spelling has become a pleasant and necessary thing, not merely an aimless memory contest. The good reader is now the one who understands the thought of the author rather than the one who enunciates his vocabulary. These methods are making school days real life rather than a preparation for an indifinite something about which the child knows nothing and cares less." "The following comment is interesting in contrast with its apposite, which greatly predominated: "Our space and facilities have been too limited to make use of these suggestions further than to encourage dramatization in a very simple way." "For myself, I think I have learned more about how to put responsibility on children, as one of my failings has always been that I am inclined to do too much for children, and I realize how it will develop a stronger character in the child if he is taught to do and think for himself. Also, the study of these books has shown me how my grade could in a very pleasant and profitable way meet with and work with the first grade." "Actual things done as a result of my study of the F.W. Parker books are the following: "Spirit of giving at Christmas time was emphasized by children making scrap books for Provident Association Children. Children were permitted to work on scrap books as soon as they finished a lesson. They brought clothing and food for poor at Thanksgiving and Christmas. Morning exercise was given by the children for the school." "May we have in each building next year at the close of the month an hour when it shall be the duty of each principal to meet his teachers and have an hour of conference over the work that is being attempted in the building, results noted, and suggestions given? This may be motivated with our professional study."

II. Suggestions for Future Work.-

"My teacher would like to have a knowledge of the Binet Tests, if their study could be arranged for, together with such supplementary lectures as would be necessary." "Topics for professional work next year which occur to me are: School Hygiene, using such book as Terman's Hygiene of the School Child," or Rowe's Physical Nature of the Child," or Tests and Measurements of School, Achievement and ability, including the study of the Binet tests for general intelligence and the Courtis Test in various subjects."

Ninty-five per cent of the suggestions for the future recommend work similar to that done the past two years.

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(2) Cooperation in School Work. 1914-16. pp.16-17.

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It is clear that the foregoing discussion shows the real necessity of the building meeting for the administrative,

supervisory and professional purposes. Another good example of a productive type of professional building meetings, which was used in Topeka, Kansas, during the year 1914-1915, were concerned with the study of the advantages and disadvantages of the sixty minutes class period in the high school and how the study period portion of the class period should be used to secure the largest results. Other meetings which were held concerned with particular problems. The following outline of the work taken up, as quoted here, at one of the meetings is typical:(3)

1. The amount of work done that may be taken by a pupil:
   (a) What pupils may take up only 4 subjects?
   (b) What pupils may take up 5 subjects if one is non-preparation subject?
   (c) What pupils may take up 5 preparation subjects?
2. The amount of credit given for academic subject; manual, etc.
   (a) Shall an E grade count more than a G, or F grade? For example: Let E give 11-10 credit, G, one credit, F 9-10 credit.
3. What credit shall we give for outside work and upon what work shall it be given?
4. What method shall we use for awarding student honors? As you know there have been 2 or 3 methods of determining who are honor students, but I should be glad if we as a faculty could agree on a method that will be as nearly absolutely fair as possible?
5. Participation in school activities.
   (a) Who are eligible on the basis of grades?
   (b) Who are eligible on the basis of disciplinary relations?
6. Rules regarding those who may be excused to come late or to go early, or those who may be excused for work.

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(3) Ibid.....p. 16.

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The foregoing considerations of the building meetings, as shown, are very important and necessary for the training of teachers in service. The comments and suggestions given in the Report of the Board of Education, Topeka, Kansas, are so convincing for the improvement of teachers.

C. Grade Meetings.

We have considered already the two types of teachers' meetings, and we have found out that they are means by which teachers can professionally grow in service. And, now, we have to consider here another type of teachers' meeting, which is needed for those detail problems of schoolcraft that concern directly only a relatively small group of teachers. Among these problems may be mentioned especially those of methods of instruction and the apportionment of subject matter. These vary as one passes from grade to grade, and it would be a waste of time to consider them at the general meetings.

The methods of instruction are very badly needed in the grade meetings because of the insufficiency or lack of training of many teachers. Commissioner E.E.Brown, in his letter of transmittal, to the United States Bureau of Education, which has already been quoted (on page 7), says that many teachers enter the profession relatively untrained because they cannot get the necessary basis in experience in the Normal School. Herein lies the necessity of the grade meetings. The Normal School sends out few graduates who can take up a primary grade and do efficient teaching at once. The lower the grade the more important the method is. The primary teachers, therefore, need more frequent meetings by grades that they may perfect their methods. No doubt there are many seasoned teachers who have so far mastered method that they need little or no help. Furthermore, individuality and initiative should

be encouraged in these experienced teachers. And yet even they will profit by conferences regarding methods. Skill is constantly increased by careful study of the methods of others. Then, too, no two classes are alike. Even in the most skillful teachers occasionally find unusual resistance from their classes. Difficulties are solved from the experience of others. Suggestions may be made that will give a new starting point - that will stimulate and initiate a new adaptation of an old and effective method. Grade meetings are, therefore, always helpful when properly conducted and organized. They should be conducted by an expert. Vague theorizing on the part of the superintendent about teaching, as for example, of reading is an absurd and cruel waste of his primary teachers' time. What the teacher needs is the example and precept of the master who can illustrate and demonstrate. The primary teacher will profit only by minutiae of method in teaching reading, number, drawing, singing, and other subjects. The grade meeting must serve to answer the question how in a multitude of matters.

One of the best methods by which the grade teachers' meetings are organized and conducted for the supervision of instruction, is best shown by the Report of the Board of Education, Topeka, Kansas, 1914-16, pages 12-15, prepared by Supt. H.B.Wilson. For this reason, the writer quote this report in order to show some of the means of organizing and conducting grade meetings. The grade meetings are held in a series of four each year or two in each semester with such special meetings with individual grades as seemed necessary. This

meetings are conducted by the superintendent of schools. The object has been to improve the class-room opportunities of the children in every phase of the work in every grade. This has resulted particularly in discussing and interpreting the course of study and in efforts to vitalize it by eliminating obsolete material and adding some more effective methods of handling the children and teaching the various subjects of study. The following (as quoted) will indicate how the meetings are distributed, and attention is directed:

"September 22-26, 1913.- In the first place, attention was called to the spirit of the course of study as well as contribution to it on the part of the teaching staff were particularly urged. Attention was also given to any general questions regarding the limits of the work outlined for the year. In the first four grades particularly, attention was given to the reading, the complexity of the process of learning to read in the first grade, and the importance of training children to read in school, as they will find it necessary to use this ability when out of school. Discussion was directed to the methods of handling new and difficult words, the attack in dealing with long selections, the use be made out-of-school reading, and ways of influencing out-of-school reading. In grades above the fourth, questions raised by teachers resulted in discussing ways and means of motivating technical language and composition work, the reading discussion being carried over until a later time."

"November 11-17, 1913. - At this meeting a number of committees were created in each grade for the purpose of working upon certain problems which appeared to need attention from this and the preceding meeting. The committees varied somewhat with grades, but the record shows they covered the following different things. Materials needed for use in the grades; the spelling list which should be taught in the grades; determining the sight word lists and how the phonic work should be done; procuring more material for reading; modifications of the course of study in arithmetic.

The first two grades, special attention was still directed to reading, the discussion centering around a consideration of ways of providing more reading material, ways of motivating the reading work, occupation work related to reading in the grade, attention was given to technical

language and grammar and composition work, the discussion being concerned with the selection of such technical work from the text and composition work, and the use that may be made of the text in teaching."

"February 9-12, 1914. - The bulletin calling this series of meetings read as follows and was followed except that the 8th grade and principals' meeting resulted primarily in a discussion of how to teach the longer classic selections appearing in the reading text:

1. What use are you making this year of the Arnett Reading Chart?

2. What different kinds of seat work are you using, and for what purpose? Come prepared to state briefly and to illustrate.

3. What types of language work are you undertaking? Are you finding it possible to motivate this work? If so, how?

Grade 2 to 8, inclusive.

Have our previous discussion and our bulletin on the Motivation of Language and Composition Work made clear the organization and teaching of the language work which is required of your grade, so that it is motivated for the children through-out?

Be prepared to report briefly situations which have arisen enabling you to mativate the language work, indicating the motive back of the work and typical results secured.

Consider critically whether the bulletin provides for all the types of motive which are available as a basis for language work."

" April 14-17, 1914. - Following is the direction for this series of meetings contained in the bulletin of April 10th:

The superintendent wishes particularly to discuss at this meeting the modifications which should be made in the course-of-study directions by the opening of the school next fall. To this end, kindly think over your experiences in each subject of study. Think of the best method of attack which you have made in presenting the work in each subject and bring to the meeting a report. Doubtless there are a number of procedures which should be embodied in a brief, suggestive way, at least, in the course-of-study directions, that all may have benefit of the best procedures in use.

Also, please think over the materials supplied to your grade and needed in the work of your grade, that this may be definitely checked up.

Would it be an advantage if the tablets which children are to purchase were specified, that they might be of the same size and quality?

Consider the same question in reference to the lead pencils the children purchase.

In this series of meetings some additional committees

were appointed to work upon the problem of the technical points which should be covered in the language and composition teaching in the first three grades. A number of detailed modifications in the course of study in spelling, language, arithmetic and geography were determined upon."

"September 22-25, 1914. - This being the opening meeting of the year, a large number of miscellaneous matters were taken up. The new time schedule, in light of which teachers were to make their programs, was discussed and explained; committees of teachers to consider what additional books they should like to use with their children in the first four grades were appointed; and in the first two grades committees to consider what stories and poems should be taught to the children of those grades were appointed. In the first two grades also attention was given to the new word lists printed in the course of study, to the phonic work indicated, to the amount of spelling that should be done in the second grade, and to directions in the course of study specified by the committees appointed the year before as to the techinical language work that should be done in the first two grades.

In the third and fourth grades, more time was taken with a discussion of how to attack a new reading lesson, with particular reference to how to make the assignment and how to meet the new and difficult words. Brief attention was given in these two grades to questions growing out of the spelling and arithmetic assignments, and a committee to develop a fourth grade spelling list was appointed.

In the grades above the fourth, most of the time was taken with a discussion of the essential elements of a good assignment and the impertance of making the same.

A great deal of emphasis was place upon the fact that questions in the assignment should not be followed closely in the teaching of the lesson."

"December 1-4, 1914. - Following is the direction contained in the bulletin calling this series of meetings. The schedule was followed rather closely in practice:

Teachers of the first four grades will bear in mind, I am sure, that our topic for this series of meetings is "The Demonstration and Discussion of the Use of Games in Language and Number Work." I am hoping a number of teacher in each grade will bring 4 or 6 or 8 children, as may be necessary, for the purpose of having them demonstrate the game as it actually takes place in the school. In a number of schools that I have visited this fall I have seen excellent use being made of these games. Just as good work which I have not seen in going on, I am sure. Of course, some games may be told about, but some would better be demonstrated.

In the seventh and eighth grade meetings, Mr Foster is going to give us some help by discussing and demonstrating how to get the most value from using the outline maps in

history work.

In the fifth and sixth grade meetings, Mr.Foster will give some help by discussing and demonstrating how to get the most help from the use of outline maps in geography.

Teachers of these upper grades will kindly think over the experiences in this field and be ready by discussions and contributions to make these meetings as interesting and as profitable as possible.

The demonstration on the part of the teachers of the first four grades of the use which they had found it profitable to make the games in language and number work were very profitable, indeed."

"February 2-10, 1915.- The bulletin calling this meeting read as follows, and the work was done as planned:

In the meetings which I wish to hold with each grade in addition to taking up such questions or problems as may be raised by teachers, I wish to discuss with you the different types of lessons which we employ in our endeavors to accomplish the results we are supposed to secure, laying particular stress upon the type of material which calls for the drill lesson is adapted to secure, and the essential characteristics in any good drill lesson. Briefly stated, they are as follows:

1. If possible, the child should become conscious of a need which may be removed through good drill teaching - motivation.

2. He should know what is to be accomplished-focalization.

3. He should repeat the thing to be fixed in him with undivided attention-repetition.

4. The procedure should be sufficiently varied that the result to be fixed occurs in all possible relations.

5. There should be absolute accuracy in the drill until the results are unalterable - suffering no exceptions.

6. The period of recall should be gradually lengthened. See Strayer's "A Brief Course in the Teaching Process." pp.41-49.

I wish I might have demonstrated at this meeting, as we did at the last, good drill teaching in spelling, or arithmetic, or writing, or in the mastery of the facts of history or geography. I will appreciate it if teachers will volunteer over the telephone to demonstrate with a class, or half a dozen or more children, their procedure in drill exercises."

"April 13-16, 1915. - The bulletin calling this meeting read as follows:

I wish to ask the teachers of the first five grades especially to be thinking of the list of supplementary books which they would like to have purchased for use by the opening of school next fall. When we made out the list which the Board contemplated buying at the opening of this year, we confined ourselves to nature study, elementary history, and elementary hygiene. Under the present law, this is not necessary.

.I am sure that you will wish to try it. It may be possible to supply six sets of books for use in these grades by the opening of the school next September. Think this over and bring with you one copy of each book which you may have in your possession which you would like to see purchased. It will probably be necessary to follow this up further than we will have the time to do in the grade meeting, but we can make a start there and probably avoid the necessity of a later meeting of the entire grade."

" Attention was given in all grades to modifications which should be made in the course of study in the light of the year's experience and the books and materials needed in various grades for the most effective teaching."

" The following are the typical responses to the Superintendent's request for suggestions upon the grade meetings of the past two years:
" I wish at the grade meetings we might know more of the difficulties each teacher meets in presenting the subjects he teaches and the various methods he uses to overcome such difficulties." "The grade meetings I enjoyed most and that the most helpful to me were those in which the actual work was done with the children." "I wish we might have at least one grade meeting per month with the superintendent." " One principal says: "I would like to have an occasional free discussion as to how to conduct our teachers' professional study classes so as to derive the most benefit from them." "It would have been much more difficult to carry on my work without the grade meetings because of the directions given and the inspiration afforded." "The meeting in which Mr. Foster explained the use of historical maps was especially helpful. His enthusiasm was contagious." "I suggest that one meeting of each grade be devoted to giving each teacher an opportunity to present his problems for general discussion, that each may be benefited by the experience of the others." "To me, the most helpful meeting of the year was that drilling with the drill lesson. It is not always possible to have meetings of just that character, and I realize the value of the last series when we discussed the supplies for next year and the course of study changes, but I particularly liked the meeting in which we got so many practical suggestions for actual teaching." "Plan occasionally to have concrete work of artistic teachers with the children exemplified before the teachers, following the demonstration with informal discussion. Grade meetings might be helpful at different buildings to observe the work of a strong teacher." "The grade meetings have been most helpful, more so, than any meetings during the years I have been teaching. I liked especially the help given by the different committees."

A series of a typical program of grade meeting that

follows is quoted from the Agencies of Improvement of Teachers in Service.[1] taken from the Report of the Board of Education, Decatur, Illinois, for 1909, prepared by Superintendent H.B. Wilson:

Grades 1,2,and 5: Sept.17, Motivating school work.
Grades 1,2,and 5: Oct. 9, The new copy book and their use. B.D.Berry, Chicago.
Grades 1,3,and 5: Oct.22, Motivizing school work(continued).
Grades 1,3,and 5: Dec.4,An organic view of some factors of the school.
Grades 1,3,and 5: April 29,Examination papers in arithmetic.
Grades 2,4,and 6: Sept.18,Motivizing school work.
Grades 2,4,and 6: Oct.9,The new copy book and their use. B.D.Berry, Chicago.
Grades 2,4,and 6: Oct.23, Motivizing school work(continued).
Grades 2,4,and 6: Dec.4,An organic view of some factors of the school.
Grades 2,4,and 6: April 30, Examination papers in arith.
Grade 7: Sept.21, Motivizing school work.
Grade 7: Oct. 9, The new copy book and their use.B.D.Berry, (chicago.
Grade 7: Oct.26, Motivizing school work(continued).
Grade 7: Dec. 4,An organic view of some factors of the school.
Grade 7: Feb.8,The second term's work.
Grade 7: May 3, Examination papers in arithmetic.

In addition to the above meetings the first grade teachers held five meetings in a study of primary reading work.

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(1) United States Bureau of Education. Bull. 1911, #3p.81.

Grade Meetings of Adjacent Grades.

Another kind of meeting, with partially the same object as the grade meetings already considered, is the meeting of teachers of adjacent grades. For example, the fourth-grade teachers, for instance, should meet occasionally with the third-grade teachers and occasionally with the fifth-grade

teachers. They should "look before and after." They should know, also, what is expected in the next grade, so that their work may fit into the general scheme and be most useful. Such meetings are especially important for teachers of the higher grades. Teachers, in particular, of the highest grammar grades and the lower high school grades should meet at not infrequent intervals for a discussion of their common interests. One of the great troubles the school superintendent has to meet and adjust is the continual complaint of the teachers of the higher grades that the teachers of the grades below have not properly done their work and that the children come to them unprepared. This often is due merely to difference in standard and a failure to comprehend the preparation that has been given. Such complaint is particularly common when pupils pass from one institution to another, as from the grammar school to the high school, and from the high school to college, and it portrays, more than anything else, ignorance on the part of the high school teachers and the college professors of what has been done. If the teachers could be brought together, a mutual understanding could easily be effected and much friction and much loss of time to the children be saved.

At this meetings, sometimes, it is well to discuss particular subjects, as for example, English; at the other times, to discuss the general character of the pupils promoted, the teachers of the higher grades telling frankly the defects which they discover in the pupils who have come to them, and the

teachers in the lower grades telling what they have done for the children who are to come and what may be expected from them. The value of such meetings needs no full discussion, but its recognition is not common enough.

It is, therefore, valuable that an occasional meeting of teachers of the adjacent grades for a frank discussion of common problems is needed. Meeting of this kind tends to eliminate the criticism which is often made by the grade teachers of the work of those teachers who have the next lower grade.

From the foregoing type of organization and the method used in conducting these meetings show that it is a very valuable means in which teachers most effectively and professionally grow in service. Meetings of teachers, such as already mentioned, are important factors in the progress of teaching in the school system.

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Therefore, in the latter phrase [illegible] that have been made for the [illegible] are to hold and that may be [illegible] from them. The [illegible] of such [illegible] [illegible] [illegible], but the [illegible] is not [illegible].

If is, therefore, [illegible] such an [illegible] [illegible] of [illegible] of the [illegible] [illegible] for a [illegible] [illegible] [illegible] problems is special. Dealing of this [illegible] [illegible] [illegible] the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] of the [illegible] of [illegible] [illegible] [illegible] [illegible] [illegible].

From [illegible] [illegible] type of [illegible] [illegible] [illegible] [illegible] to [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

D. Principals' Meetings.

The principals' meetings, like those other meetings previously discussed, are important in cities having many separate buildings for the simple reason that there are numerous problems in common, and it is of distinct benefit to the schools to have these problems discussed by the principals and to have uniform policies adopted by them. Furthermore, because the principals are rightly looked upon as the professional leaders of the teachers under them, they must themselves receive inspiration and professional stimulation. This they may do effectively through their own meetings.

The principals' meeting is a sort of a clearing-house for administrative matters. It may include in these administrative matters such as time limits in various subjects within any given period as the semester; time allotments for the various subjects on the daily program; transfers from school to school without loss of time to the transferred child; determination of the points of emphasis in the curriculum; determination of the standard of efficiency required for promotion; equitable examination questions, and a multitude of problems affecting the organization, registration, equipment and routine of the daily school management. These are subjects for legitimate discussion at the principals' meeting.

Superintendent A.R.Brubacher (1) believes that the principals' meeting must have the free discussion of general policy and procedure. In this respect the weak or inexperienced

4. Psychiatrist' Position.

The psychiatrist' position, also known under medical psychiatry discussed, has important to clinics further may increase medicine for the simple reason that known the measures psychiatrist is common, and it is of distinct benefit to the schools to give those problems dismissed to the individuals and to meet medical patients adapted by them. Instructions, however the psychiatrists use highly trained view of the psychiatrist. Under of the teachers under them, they just independently monitor the physicians and psychiatrists. This fact can be attributed through their the medical.

The psychiatrist' position is a part of a standpoint for administrative systems. At the function is those clinical teaching systems which so also which is related medical in any other people in the community. Some criticisms for the medical medicine in the study program; knowledge from school to school without this of this is the treatment which is examination of the people of medicine in the medicine. Examination of the physicians of medical medical for instructional medical medicine clinical, and is medicine of problems medicine the medicinal, medicine, medical and medicine of the medical medical medicine. These are medicine for medical medicine medicine of the psychiatrist medicine.

Psychiatrist's Psychiatrist[2] medicine and the psychiatrist medical medicine and the medicine medical of medical psychiatrist medicine. In this medicine the role of medicine

principal profits enormously by the discussions or suggestions from men of ripe experience. Even matters of discipline may on occasion be presented to the mutual advantage of all. Superintendent A.R.Brubacher thinks that supervision is always a fruitful topic. The principals should be required at any time, without previous assignment, to detail the work of any grade in any subject for the current week or month. It is proper at any time to call upon a dozen principals at random for exact statements on such matters as that what the third-grades were doing in Geography during the week preceding the meeting; or to ask for detailed statements of the work of the eighth-grade English; or for the theme of the last drawing lesson in any grade. This, Supt. A.R.Brubacher, is a legitimate subject for the diacussion by the principals, for it makes alertness and accuracy of supervision and keeps the various grades in the same system abreast of each other in the various subjects.

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(1) American Education. Dec. 1911, Vol. XV. No.4, p. 160.

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Principals' meeting, according to Supt.A.R.Brubacher, should also take up matters of theory of education based on the principals' experiences. The following is what he says: " We have recently had two successive principals' meetings in our city devoted to personal experiences regarding "Waste" in the school work. This brought out several strong discussions on the general theory of education, among them: The grading of dull pupils in the same group with bright pupils as against

close grading of pupils; (2) Departamental teaching; (3) Individual promotions; (4) Suiting the curriculum to the individual child; (5) Causes of retardation; (6) Defective children a waste in classes of normal children; (7) School-room sanitation. If local problems should all be solved and interest lag, the principals' meeting may with great profit take up the latest book on educational theory or educational philosophy. Anything that will stimulate these leaders to study and sane experimentation for themselves, is certain to yield its profit, if not 100 fold, then 60 fold, if not 60 fold, then at least 30 fold. I believe it is of great value to select subjects for individual investigation by the principals with the purpose of calling for the results of such investigation after results had been obtained."

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(2) Ibid.....p.161.

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The discussion of principals' meetings are sufficient to show that these meetings are needed for the improvement of principals in service. We are demanding professional growth of teachers more and more, and the same can be applied even more to all principals for the simple reason that they are looked upon as the professional leaders. The principals need, also, inspiration and professional stimulation in order that they may become efficient in the performance of their duties. The principals' meeting is the means by which the principals can professionally grow, and, therefore, meeting of this kind is necessary.

[illegible] problem of justice; (2) [illegible] conditions; (3) [illegible] [illegible]; (4) [illegible] the [illegible] [illegible] work; (5) [illegible] or [illegible]; (6) [illegible] [illegible] a [illegible] to [illegible] of [illegible] [illegible]; (7) [illegible] [illegible] [illegible]. If [illegible] [illegible] [illegible] [illegible] [illegible] [illegible], the [illegible] [illegible] [illegible] [illegible] [illegible]

F. Meetings of Teachers with Special Supervisors.

By meetings of teachers with special supervisors are meant those meetings that are preoided over by supervisors of music, reading, drawing, penmanship, nature study, and the like. These supervisors need occasional meetings with all or part of the teachers to give unity to their work and to outline methods of instruction. Special meeting with individual grades as seem necessary must be called by the special supervisors of different subjects whenever occasion demands. The object of this meeting must be to improve the class-room opportunities of the children in every phase of the work along these subjects in every grade.

Furthermore, special classes for deficient teachers on certain special subjects are necessary. Some teachers, for instance, cannot teach music or cannot teach drawing, and are a constant source of annoyance. What shall be done with them? Shall they be excused from attempting to teach these subjects, or shall they go on to teach them badly? Neither seems very desirable. Classes conducted by competent supervisors have been most helpful, and usually all that has been needed has been to offer such classes voluntary attendance. The teachers have been distressed by their inability to do their work and have gladly availed themselves of the opportunity to improve. Sometimes it has been necessary to insist upon a particularly weak teacher, who was particularly self-satified, attending these special meetings.

3. Meetings of Teachers with Special Committees.

By meetings of teachers with special committees are meant those meetings that are devoted wholly to discussions of study, reading, lessons, specialists, course study, and the like. These conferences need frequent repetition and it is part of the teachers to give study to their very and to use-like methods of instruction. Special meetings with individual groups or even necessary must be called by the teacher upon-vision of difficulties arising between successive lessons. The object of this meeting will be to discuss the skill-work-lesson-training of the children in order those of the work-class-class methods to meet cases.

Furthermore, special classes for individual teachers to develop topical studies are necessary. Some teachers, for instance, should hold to special book lessons, or the a'another series of meetings, that would be done with them. Most they be assured from attempting to teach some subjects, or small they is to be hard than really skilled group that deficiencies. Classes conducted by supervisors and specialists have been much desired, and usually all such has been welcomed by teachers to attend such classes relating specialists. The teachers have been distressed by their inability to be ready with our have quite special teachers of the specialists in lessons. conditions it was been necessary to locate such a particularly well teacher, who has particularly satisfactorily, otherwise some special meetings.

It is a good thing, also, to gather a group of teachers teaching geography in different grades, for instance, and to discuss the principles underlying the teaching of the subject as a whole, or fully as applied to them. One of the dangers of a graded system of schools is narrowing the teachers, according to C.B.Gilbert, in his School and Its Life. Because teachers who give instruction to children of a single grade very soon learn the rigmarole of the course and usually fall into the routine and cease active intellectual effort. Their views are likely to be limited to the imparting of a small section of knowledge to children of approximately the same attainments. Now, it stands to reason that no teacher can do the best work in any grade, who does not have a comprehensive view of the scope of the subject. A teacher who is to teach geography to the fourth-grade class needs to have, not merely knowledge of what is taught in the fourth-grade, but a broad view of the subject of geography as a whole, its educational and practical value, the principles that underlie instruction in it, and then to apply these to that portion of the subject matter assigned to this grade. The teacher who knows merely the work of the grade and has no comprehensive view of the subject is like the mechanic who drives rivets and knows nothing of the machine upon which he is working. The special supervisor on any particular subject can avoid these defects in order to get better result.

The meetings of teachers with special supervisors, as shown above, need no comment as to their importance for the

improvement of teachers in service. Like the grade meetings, meetings with special supervisors tends to improve the methods of instruction in every subject, and to give unity of the work in the school system.

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F. Other kinds of Meetings.

The following types of meetings are worth mentioning here for they are needed for the administrative policy of the superintendent of the school system. These meetings are: (1) Meetings of Superintendent with his Assistants; (2) Meetings of Superintendent with his Principals.

(1) The need for meetings is not limited to the teachers. The superintendent should conduct meetings of his immediate assistants or supervisors. These meetings necessarily are for the discussion of general plans of work and to make sure of the existence of harmony in the administrative force.

(2) The meetings of the superintendent with his principals are perhaps more than any others the key to the educational situation. They give the superintendent an opportunity to impress himself upon the leading minds engaged in actual school work. In these meetings the superintendent should explain some of the administrative regulation, it is usually much better to send out written or printed instruction as to these matters of detail, to avoid waste of time, and to devote

Supervision of teachers is service, like the physicians, working with medical authority which is superior the methods of instruction in every subject, and is still only of the work in the school system.

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4. Other duties of teachers.

The principal types of teachers are much specialized here for they are needed for the administrative policy of the superintendent of the school system. These principal are: (1) Duties of supervisors and their assistants; (2) Duties of supervisors with the teachers.

(1) The most the principle is not limited to the teachers. The supervisors should receive teachers of his individual principals or superintendent. There position necessarily are, for the direction of general plans of work and to make sure of the relations of teachers in the administrative force.

(2) The duties of the supervisors with the principals are varied some time they others the top is the school school situation. Then also the supervisors is responsible to improve himself with the teaching staff control in school school work. In these duties the supervisors should co-state some of the administrative regulations. It is should such helpful to study and initiate or improve instruction as to these matters of labor; it could result of him. and be serve

the time of meetings to educational discussion.

It is well to take up with the principals the course of study and to discuss its underlying thought, its philosophy, and its educational aim. These meetings should be conducted on the basis of free discussion, and the principals should be encouraged to tell what they think. The superintendent should not attempt to do all the talking. The topic having been announced in the fall or earlier, it is well to have some principals lead and others follow. The superintendent presiding should put in a word here and there if necessary in order to keep the discussion in the right line, and should usually close it with a summary. At such meetings all kinds of subjects may be discussed which relate to the work of the schools; sometimes a particular topic, such as arithmetic or grammar; sometimes a particular method; sometimes a new book, or new theory in education. But these meetings should be especially educational and should tend to bring about theoretical and actual harmony in the system. These most important meetings for principals will largely dominate their own schools, and if the superintendent can get their sympathy and active cooperation for his educational ideas and their administration, he will achieve good results in his school system. Furthermore, other larger problems of school administration should be considered, such as the following: Needed changes in the course of study, supply, - kind, quantity and distribution, janitor service, selection of teachers, school-houses and grounds, etc.....

the idea of bringing to educational theorists.

It is well to take up with the philosophic idea course of study and to discuss its underlying thought, the philosophy, and its educational aim. These questions should be considered as the basis of this discussion, and the objectives should be determined in well that may follow. The experimentation should not attempt to be all the solution. The books having been accepted in the full of matters, it is well to make some philosophic head and others follow. The experimentation procedure should not be a mere form and there is necessary to prove the theory the discussion in the world life, and should usually show it with a practice. As some analogy to study of methods and by discussion with models in the work of the economic conditions a particular value, such as activities in teaching, mentions a particular method; mentions a new form, or new theory in education. Let these analogy should be practically attractive and should that to there good theoretical and school learning in the system. These were important analogy for practitioners will learning similarly their and schools, and in the experimentation can get study practically and public possibilities for the education/ these and their educationists. We will achieve good results in the school system. Furthermore, there larger problems of school activities that should be practicably, such as the limited: Special lessons in the course of study, length - the quality and diversification, larger sections, activities of school, and physical conditions and reports, etc.....

In closing this chapter the writer firmly believes that all these types of teachers' meetings considered above, when they are properly organized and supervized, will help to make better and more efficient teachers for the general progress of the school system.

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Chapter IV

Frequency and Length of these Meetings.

The different types of teachers' meetings with their programs or topics have already been discussed in the previous chapter, and we have found that they are important factors in unifying and harmonizing the work of the school system, as well as for the educational improvement of teachers in service. The teachers' participation to these meetings require part of their time. The frequency and length of time devoted to these meetings should be regulated in such a way that they will not take too much of the teachers' time which could be more profitably devoted to other school interests. The frequency and length of these meetings vary according to the needs of these meetings. In many cities, however, the frequency and length of teachers' meetings are specified and regular schedules are followed.

The writer sent out questionaires, the month of May,1922, to several city superintendents of schools in the United States, at random, requesting them to supply information called for about the five types of teachers' meetings most commonly used in several good-sized school systems as to (1) how often these meetings are held, and, (2) the length of time devoted to each of these meetings. The following tables of summaries are the results obtained from the answers of forty city superintendents:

Chapter IV

Frequency and Length of Sound Stimuli

The different types of Behaviour Problems with which either or both Mrs. Jones and Mrs. Smith had been disturbed in the preschool period, and we have found that they had difficulty in getting or maintaining the necessary cooperation of their young children, as well as for the considerable improvement of behaviour in matters, the children's susceptibilities to sound, particular particular pitch or tones lower, the frequency and length of time directed to these problems should be emphasized in order to see that they will not take the mind of the children's time which could be more profitably devoted to other school activity. The frequency and length of time children were susceptible to the sound of these problems, in some cases, however, the frequency and length of children's problem behaviors and particular behaviors are following.

The study had two questions, the study of which, it is hoped, may contribute to the training of children in the active children, of problems, requiring time to study particular problems which the time types of behaviour' problems that usually in several questions which are (1) the effect these problems are made, and, (2) the length of time devoted to some of these problems. The following table of problems and the results obtained from the records of these daily observations:

(1)

Table II

A. General Teachers' Meetings.

I. How often these meetings are held.

1.	Held monthly	7	cities or	17.5 %.
2.	" semesterly	5	" "	12.5 "
3.	" about yearly	4	" "	10.0 "
4.	" yearly or twice yearly	4	" "	10.0 "
5.	" as occasion demands	3	" "	7.5 "
6.	" weekly	2	" "	5.0 "
7.	" 3-times yearly	2	" "	5.0 "
8.	" about 4-times yearly	2	" "	5.0 "
9.	" on call	2	" "	5.0 "
10.	" 3-times semesterly	2	" "	5.0 "
11.	" once every 6-weeks	1	city "	2.5 "
12.	" bi-monthly	1	" "	2.5 "
13.	" quarterly	1	" "	2.5 "
14.	" at no regular time	1	" "	2.5 "
15.	" at irregular intervals	1	" "	2.5 "
16.	" 3-days preceding schpol and about five during a year	1	" "	2.5 "
17.	" before opening of school and perhaps once or twice yearly as occasion demands	1	" "	2.5 "
		40	cities or	100 %.

II. Length of time devoted to each of these meetings.

1.	Length of meeting 1-hour	19	cities or	47.5 %.
2.	" " " 1½-hours	6	" "	15.0 "
3.	" " " varies	3	" "	7.5 "
4.	" " " as long as needed	3	" "	7.5 "
5.	" " " 1 to 2 hours	2	" "	5.0 "
6.	" " " 2-hours	2	" "	5.0 "
7.	" " " 3-days; others about 1½ to 2 hours	1	city "	2.5 "
8.	" " " 1 to 2 days	1	" "	2.5 "
9.	" " " 45 minutes	1	" "	2.5 "
10.	" " " ½ to 1 hour or longer	1	" "	2.5 "
11.	" " " ½-hr. to 45 minutes	1	" "	2.5 "
		40	cities or	100 %.

The above summary of general teachers' meetings of the 40 cities shows lack of uniformity of procedures followed as to the frequency and length of time devoted to each of these meetings.

The frequency of general teachers' meetings shows that out of 40 cities, 17.5 % report monthly; 12.5 % report semesterly; 10 % report about yearly; 10 % report yearly or twice yearly; 7.5 % report as occasion demands; 5 % report weekly; etc.etc.... (See table above). It shows that monthly, semesterly, yearly, or twice yearly are the most common practice in the frequency of these meetings.

The length of time devoted to each of these meetings of the 40 cities, 47.5 % report 1-hour; 15 % report 1½-hours; 7.5 % report varies; 7.5 % report as long as needed; etc.etc.....

(See table above). It indicates in these figures that 1-hour or 1½-hours is the most common length of time devoted to each of these meetings.

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(1) For detail informations of the above table II, concerning the names of cities, see the summaries at the appendix.

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(2)

Table III

B. Building Meetings.

I. How often these meetings are held.

1.	Held weekly	15	cities or	44.12 %.
2.	" monthly	6	" "	17.65 "
3.	" bi-weekly	5	" "	14.73 "
4.	" bi-monthly	2	" "	5.88 "
5.	" when needed	2	" "	5.88 "
6.	" irregularly	2	" "	5.88 "
7.	" varies, informal & mostly individ.	1	city "	2.94 "
8.	" at the principal's suggestion	1	" "	2.94 "
		34	cities or	100 %.

II. Length of time devoted to each of these meetings.

1.	Length of meeting 1-hour	9	cities or	29.44 %.
2.	" " " about 1-hour	3	" "	8.85 "
3.	" " " 1 to 2-hours	4	" "	11.76 "
4.	" " " 15 minutes to 1-hour	2	" "	5.88 "
5.	" " " 45 minutes	2	" "	5.88 "
6.	" " " irregularly	2	" "	5.88 "
7.	" " " varies	2	" "	5.88 "
8.	" " " as long as needed	2	" "	5.88 "
9.	" " " 1½-hours	1	city "	2.94 "
10.	" " " 10 to 30 minutes	1	" "	2.94 "
11.	" " " 10 to 15 minutes	1	" "	2.94 "
12.	" " " 30 minutes	1	" "	2.94 "
13.	" " " 20 minutes to 1-hour	1	" "	2.94 "
14.	" " " 30 minutes to 1-hour	1	" "	2.94 "
15.	" " " 30 min. to 45 minutes	1	" "	2.94 "
16.	" " " ½ to 1½-hours	1	" "	2.94 "
		34	cities or	99. %.

The above summary of building meetings, table III, of 34 cities shows that these meetings are held more often than the general teachers' meetings. Out of 40 cities which replied 34 of them stated that they are using these meetings.

The frequency of holding these meetings shows that out of 34 cities, 44.12 % report weekly; 17.65 % report monthly; 14.73 % report bi-weekly; etc.etc.....(See table above.) It is shown in these figures that weekly, monthly and bi-weekly are the most common frequencies of holding these meetings.

The length of time devoted to each of these meetings out of 34 cities, 29.44 % report 1-hour; 8.85 % report about 1-hour, (probably 1-hour); 11.76 % report 1 to 2-hours; 5.88 % report 15 minutes to 1-hour; etc.etc.....(See table above). It shows here that the tendency is to hold these meetings 1-hour or less than an hour. The fact that these meetings are held often as shown, 1-hour or less than an hour is probably sufficient time to cover up the matters taken up for the discussions from time to time in these meetings by the principals.

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(2) Ibid....(appendix)

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Table IV (3)
C. Grade Meetings.

I. How often these meetings are held.

1.	Held monthly	11	cities	or	31.43 %.
2.	" as occasion demands	4	"	"	11.42 "
3.	" at irregular intervals	3	"	"	8.57 "
4.	" weekly	2	"	"	5.71 "
5.	" no definite time	2	"	"	5.71 "
6.	" subject to call	1	city	"	2.86 "
7.	" twice or more yearly	1	"	"	2.86 "
8.	" about 4-times yearly	1	"	"	2.86 "
9.	" about every 6-weeks	2	"	"	5.71 "
10.	" 3-times semesterly for each grade	1	"	"	2.86 "
11.	" 2 or 3-times semesterly	1	"	"	2.86 "
12.	" 2 per grade each semester	1	"	"	2.86 "
13.	" quarterly	1	"	"	2.86 "
14.	" on call of superintendent	1	"	"	2.86 "
15.	" depends upon grade and need	1	"	"	2.86 "
16.	No rule prescribe	1	"	"	2.86 "
		35	cities	or	99. %.

II. Length of time devoted to each of these meetings.

1.	Length of meeting 1-hour	10	cities	or	28.57 %.
2.	" " " about 1-hour	3	"	"	8.57 "
3.	" " " 45 minutes	4	"	"	11.42 "
4.	" " " 1 to 1½-hours	3	"	"	8.57 "
5.	" " " ½-hour	2	"	"	5.71 "
6.	" " " 2-hours	2	"	"	5.71 "
7.	" " " 1 to 2-hours	2	"	"	5.71 "
8.	" " " varies	2	"	"	5.71 "
9.	" " " as long as necessary	2	"	"	5.71 "
10.	" " " no definite time	1	city	"	2.86 "
11.	" " " 1 to 3-hours	1	"	"	2.86 "
12.	" " " 15 minutes to 2-hours	1	"	"	2.86 "
13.	" " " 2 to 3-hours	1	"	"	2.86 "

II. Length of time devoted to each of these meetings.(continued).
14. Length of meeting 1½-hours----------1 city or 2.86 %.
35 cities or 99. %.

Out of 40 cities which replied 35 of them stated that they are using grade meetings. The above summary of grade meetings, table IV, shows that there is no general uniformity of procedure followed as to the frequency and length of time devoted to these meetings.

The frequency of grade meetings shows that out of 35 cities, 31.43 % report monthly; 11.42 % report as occasion demands; 8.57% report at irregular intervals; 5.71 % report weekly; 5.71 % report no definite time; etc.etc.....(See table above). It shows in these figures that monthly meeting seems to be the most common.

The length of time devoted to each of these meetings that 28.57 % of 35 cities report 1-hour; 8.57 % report about 1-hour, (probably 1-hour); 11.42 % report 45 minutes; 8.57 % report 1 to 1½-hours; etc. etc.....(See table above). It is shown in these figures that about 37.14 % of the 35 cities are holding these meetings 1-hour. The writer thinks that in order to obtain better results from these grade meetings, meeting once a month for the length of 1-hour should be required.

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(3) Ibid.....(appendix).

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(4)

Table V

D. Principals' Meetings.

I. How often these meetings are held.

1.	Held monthly----------	13	cities or	35.13 %.
2.	" bi-weekly----------	5	" "	13.51 "
3.	" bi-monthly----------	5	" "	13.51 "
4.	" weekly----------	4	" "	10.81 "
5.	" at no definite time----------	2	" "	5.41 "
6.	" as occasion demands----------	2	" "	5.41 "
7.	" irregularly----------	2	" "	5.41 "
8.	" on call of superintendent----------	1	city "	2.70 "
9.	" 3-times semesterly----------	1	" "	2.70 "
10.	" frequent individual conferences----	1	" "	2.70 "
11.	" 4-times yearly----------	1	" "	2.70 "
12.	" varies----------	1	" "	2.70 "
		37	cities or	100 %.

II. Length of time devoted to each of these meetings.

1.	Length of meeting 1-hour----------	8	cities or	21.62 %.
2.	" " " about 1 hour----------	4	" "	10.81 "

[illegible]

II. Length of time devoted to each of these meetings.(continued).

3.	Length of meeting 1½- hours	6 cities	or	16.21 %.
4.	" " " 1 to 2-hours	3 "	"	8.11 "
5.	" " " varies	3 "	"	8.11 "
6.	" " " as long as necessary	3 "	"	8.11 "
7.	" " " 1 to 1½ hours	2 "	"	5.41 "
8.	" " " 1½ to 2 hours	2 "	"	5.41 "
9.	" " " 2 to 3-hours	1 city	"	2.70 "
10.	" " " 1 to 3-hours	1 "	"	2.70 "
11	" " " 2½-hours	1 "	"	2.70 "
12.	" " " 45 minutes	1 "	"	2.70 "
13.	" " " 15 minutes to 2-hours	1 "	"	2.70 "
14.	" " " about 2-hours	1 "	"	2.70"
		37 cities	or	100 %.

Out of 40 cities which replied 37 of them stated that they are using these meetings. The above summary of principals' meetings shows diversified method of procedures are used concerning the frequency and length of time devoted to these meetings.

The frequency of these meetings shows that out of 37 cities, 35.13 % report monthly; 13.51 % report bi-weekly; 13.51 % report bi-monthly; 10.81 % report weekly; etc.etc.....(See table above). It is shown here that monthly meeting of principals seems to be the most common practice.

The length of time devoted to each of these meetings shows that out of 37 cities, 21.62 % report 1-hour; 13.51 % report about 1-hour, (probably 1-hour); 16.21 % report 1½-hours; 8.11 % report 1 to 2 hours; 8.11 % report varies; 8.11 % report as long as necessary; etc.etc.....(See table above). It is shown here that about 1/3 of 37 cities are holding their principals' meetings 1-hour.

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(4) Ibid.....(appendix).

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(5)

Table VI

E. Meetings of Teachers with Special Supervisors.

I. How often these meetings are held.

1.	Held monthly	6 cities	or	18.18 %.
2.	" as needed	6 "	"	18.18 "
3.	" on call	3 "	"	9.09 "
4.	" bi-monthly	3 "	"	9.09 "
5.	" weekly	2 "	"	6.02 "
6.	" irregularly	2 "	"	6.02 "
7.	" individually	2 "	"	6.02 "
8.	" 4-times yearly	2 "	"	6.02 "
9.	" at no definite time	1 city	"	3.01 "
10.	" 2 or 3-times semesterly	1 "	"	3.01 "

I. How often these meetings are held. (continued).

11. Held semesterly	1 city	or	3.01 %.
12. " twice yearly or semesterly	1 "	"	3.01 "
13. No rule prescribed	1 "	"	3.01 "
14. No report is given	2 cities	or	6.02 "
	33 cities	or	100 %.

II. Length of time devoted to each of these meetings.

1. Length of meeting 1-hour	8 cities	or	24.08 %.
2. " " " about 1-hour	4 "	"	12.04 "
3. " " " ½-hour	3 "	"	9.09 "
4. " " " varies	3 "	"	9.09 "
5. " " " 1½-hours	2 "	"	6.02 "
6. " " " 1 to 1½-hours	2 "	"	6.02 "
7. " " " as long as needed	2 "	"	6.02 "
8. " " " no definite time	1 city	"	3.01 "
9. " " " 45 minutes	1 "	"	3.01 "
10. " " " 2½-hours	1 "	"	3.01 "
11. " " " 10 to 30 minutes	1 "	"	3.01 "
12. " " " 15 minutes to 1-hour	1 "	"	3.01 "
13. No report given	4 cities	or	12.04 "
	33 cities	or	100 %.

Out of 40 cities which replied 33 of them stated that they are using meetings of teachers with special supervisors. The above summary of these meetings, table VI, shows that diversified method of procedures are used concerning the frequency and length of time devoted to each of these meetings.

The frequency of meetings with special supervisors shows that out of 33 cities 18.18 % report monthly; 18.18 % report as needed; 9.09 % report on call; 9.09 % report bi-monthly; 6.02 % report weekly; etc.etc.....(See table above). In these figures show that monthly and as needed are the frequencies of holding these meetings. However, these figures will not be safe to take in order to make our concluding assumption as to the frequency of these meetings, for practically 31 cities out 40 cities which answered the questionaires stated that they are using meetings with special supervisors.

The length of time devoted to each of these meetingsshows that out of 33 cities 36.12 % report 1-hour; 9.09 % report ½-hour; 9.09 % report varies; 6.02 % report 1½-hours; 6.02 % report 1 to 1½hours; etc,etc.....(See table above) It is shown here that 1-hour length of meeting seems to be the most common practice in more than 1/3 of 33 cities here answered.

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(5) Ibid.....(appendix).

The tables of summaries of the five types of teachers' meetings, given above, represent only small number of cities in the United States, and the writer thinks that it is unfair to make positive conclusions based upon the data obtained concerning the frequency and length of time devoted to these meetings. It is difficult to formulate principles for determining the length of the necessary time to be used in each of these meetings and the frequency of holding them, because local conditions are a large factor to be considered. However, the results obtained from these different types of meetings will give us some knowledge of informations concerning the frequency and the length of time devoted to these meetings.

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The failure of recognition of the five types of transducer modelling, given above, represents only small number of ways in the United States, and the review indicate that it is noticeable variable positive correlation based upon the data obtained concerning the frequency and length of time required to have modelling. It is difficult to formulate generalizations for determining the length of the necessary time to be spent in each of these modelling and the frequency of modelling time, because final conditions are a large factor to be considered. However, the results obtained from these different types of modelling will give an some knowledge of information concerning the frequency and the length of time needed to have modelling.

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Chapter V

Methods of Conducting these Meetings.

Much has already been said in the chapter III as to the methods of conducting different types of meetings, and some of the lines of work studied as shown in the programs or series of topics in these meetings. In general, many cities are conducting these meetings in series, especially the grade meetings and building meetings, and a year's work is outlined for each, and even a two or three-year cycle of the work is planned. In chapter IV, it has shown the frequency and length of time devoted to these meetings. It is particularly important to find out when these different types of meetings are held, (i.e., what part of the day of the week), and organized by whom. In this connection the writer sent out questionaires at random to different city superintendents in the United States, and 40 of them replied. The following tables of summaries are obtained from the five types of teachers' meetings:

(1)

Table VII

A. General Teachers' Meetings.

I. When these meetings are held.

1.	Held after school in the afternoon-----	16 cities	or	40.0 %.
2.	" in the afternoon----------	7 "	"	17.5 "
3.	" on Saturdays----------	5 "	"	12.5 "
4.	" at the opening day and at 4:15 p.m. in the school days----------	1 city	"	2.5 "
5.	" during sch. days and Saturdays------	1 "	"	2.5 "
6.	" 1st one - 1 full day prior to opening school and monthly----------	1 "	"	2.5 "
7.	" week preceding school for 3-days and evening 5-times yearly----------	1 "	"	2.5 "

Chapter I

Patterns of Commercial Linear Development.

Since the library book stack is the storehouse (1) as it is the repository of individual differently types of buildings, and also of the items of some should be added to the structure or replace or topple it these buildings. In general, such action and conducting local activity to health, especially the great expansion and building conditions, and a study such is building the need, and were a lot or financial crisis of the work is planned. In chapter IV, is the same the treatment and design affine varied of these conditions. It is particularly important having and when these different types of building, the data, i.e., that part of the day of the week, and expected to close. In this connection the series that are considered is random to different city investigations in the United States, and 24 of them models. The following tables of connection are obtained from the city cases of Invoice' results:

(1)

Table VII

A. Personal Transport Facilities.

1. Than large monthly and daily.
2. " with after school in the afternoon-----} cities of 50,0 ?
3. " in the afternoon-----} " " " 25,0 ?
4. " on Saturday-----} " " " 12,5 ?
5. " in the evening for not at all 2,5.
   in the school lots-----} only " " 3,5 ?
6. " during week, home and Saturday-----} " " 6,5 ?
7. " the week - 1 full day large in
   charging school and monthly-----} " " 3,5 ?
8. " each preparing school for 1 hours
   and evening Friday Friday-----} " " 6,5 ?

I. When these meetings are held. (continued).

8.	Held day previous opening of school in Sept, & mid yr. once a semester	1 city	or 2.5 %.
9.	" just preceding school's opening and as occasion requires	1 "	" 2.5 "
10.	" at the beginning of the session	1 "	" 2.5 "
11.	" at 4:15 p.m. during a year and 9 a. m. on September	1 "	" 2.5 "
12.	" beginning of school & when necessary	1 "	" 2.5 "
13.	" in the morning once a year	1 "	" 2.5 "
14.	" either Sat.a.m. close to opening of school yr.or after sch. on sch. days	1 "	" 2.5 "
15.	No report given	1 "	" 2.5 "
		40 cities	or 100 %.

II. By whom organized these meetings.

1.	Organized by the city supt.of schools	32 cities	or 80.0 %.
2.	" " " city supt. or his staff	2 "	" 5.0 "
3.	" " " city supt. or Pres.of Teachers' Organization	1 city "	2.5 "
4.	" " " Administration Dept.of Inst.	1 " "	2.5 "
5.	" " " Teachers' Association	1 " "	2.5 "
6.	No" report given	3 cities	or 7.5 "
		40 cities	or 100 %.

The table of summary of general teachers' meetings of 40 cities shows that there is almost a uniformity of procedures in holding these meetings, and, also, of the persons who organize them.

The above table VII shows that out of 40 cities 40 % report these meetings are held after school in the afternoon; 17.5 % report held in the afternoon, (probably held during school days in the afternoon); 12.5 % report held on Saturdays; etc.etc.....(See table above). These figures show that the general meetings are most commonly held after school in the afternoon.

Out of 40 cities 80 % report organized by the city superintendent of schools; 5 % report organized by the city superintendent or his staff; etc. etc.....(See table above).

It is evident, as shown in the above table of genaral teachers' meetings, that the city superintendents of schools are the organizers, and these meetings are conducted in the afternoon after school. The method of holding these meetings on Saturdays are not frequently used, except in five cities, namely: Albany, Oregon; Detroit, Mich.; Houston, Texas; Kansas City, Mo.; and Raleigh, North Carolina.

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(1) For detail informations of the above table VII , concerning the names of cities, see the summaries at the appendix.

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(2)

Table VIII

B. Building Meetings.

I. When these meetings are held.

1. Held after school in the afternoon	23 cities	or	67.65 %
2. " in the afternoon	7 "	"	20.59 "
3. " at noon hour	3 "	"	8.82 "
4. " at 8 a.m.	1 city	"	2.94 "
	34 cities	or	100 %.

II. By whom organized these meetings.

1. Organized by the principals	29 cities	or	85.29 %
2. " " " supt.and his assistant	1 city	"	2.94 "
3. " " " superintendent	1 "	"	2.94 "
4. " " " principal or comm.teachers	1 "	"	2.94 "
5. No report given	2 cities	"	5.88 "
	34 cities	or	99 %.

The above table of building meetings shows that out 40 cities 34 of them stated that they are using these meetings. It shows, also, that there is quite a uniform method of procedure followed in holding, and in organizing these meetings.

Out of 34 cities 67.65 % report held these meetings in the afternoon after school; 20.59 % report held in the afternoon, (probably held during school days in the afternoon); 8.82 % report held at noon hour; etc. etc.....(See table above). The figures above indicate that 88.24 % or more than 5/6 of 34 cities are holding their meetings in the afternoon after school.

As to the organizers of these meetings 85.29 % of 34 cities report the principals; 2.94 % report the superintendent; etc.etc.. (See table above). It is evident that the organizers of these meetings are the principals of the schools.

It is safe to say that the building meetings are generally held in the afternoon after school, and organized by the principals of the schools.

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(2) Ibid.....(appendix).

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(3)

Table IX

C. Grade Meetings.

I. When these meetings are held.

1. Held in the afternoon after school	22 cities	or	62.86 %
2. " in the afternoon	9 "	"	25.71 "
3. " ½ school time, ½ after school	1 city	"	2.86 "
4. " during school days and Saturdays	1 "	"	2.86 "
5. No report given	2 cities	"	5.71 "
	35 cities	or	100 %.

(1)

TABLE VIII

D. Building dwellings.

1. Such times dwellings are built.				
2. Such after should be the difference	1)	[illegible]	[illegible]	[illegible]
3. " in the difference		[illegible]	[illegible]	[illegible]
4. " do good some		[illegible]	[illegible]	[illegible]
5. " or 0 a		[illegible]	[illegible]	[illegible]
	2)	[illegible]	[illegible]	[illegible]

11. In some completed times dwellings.

1. Completed in the difference	1)	[illegible]	[illegible]	[illegible]
2. " " " [illegible]		[illegible]	[illegible]	[illegible]
3. " " " [illegible]		[illegible]	[illegible]	[illegible]
4. " " " [illegible]		[illegible]	[illegible]	[illegible]
5. In which [illegible]	2)	[illegible]	[illegible]	[illegible]

The above table of building dwellings shows that one of six times 24 of them should that when any making times dwellings. It shows also, that there is quite a uniform method of procedure followed in building, and is dissimilar these dwellings.

One of 24 cities of [illegible] report that these dwellings in the difference after reduced; [illegible] report that in the difference (probably that during school days in the difference); [illegible] report that in some town; one, [illegible] (one town [illegible]). [illegible] report that [illegible] 24 of 24 cities the building times dwellings in the difference after school.

As to the [illegible] of these dwellings [illegible] of 24 cities report the [illegible] report the [illegible] (one table above). It is plainly that the [illegible] of these dwellings are the principle of the [illegible].

It is safe to say that the building dwellings are generally held in the difference after school, and [illegible] by the principal of the school.

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[1] [illegible] [illegible].

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(3)

TABLE IX

E. [illegible] dwellings.

1. That times dwellings are built.				
2. " in the difference after school	1)	[illegible]	[illegible]	[illegible]
3. " " in the difference		[illegible]	[illegible]	[illegible]
4. " " school time [illegible] after school		[illegible]	[illegible]	[illegible]
5. " during school days and [illegible]		[illegible]	[illegible]	[illegible]
6. In report [illegible]	2)	[illegible]	[illegible]	[illegible]

II. By whom these meeting are organized.

1.	Organized by the city supt. of schools	13	cities or	37.14 %
2.	" " " supervisors	7	" "	20.0 "
3.	" " " supt.& asst.supt.or supervisors	5	" "	14.29 "
4.	" " " teachers	4	" "	11.42 "
5.	" " " principals	2	" "	5.71 "
6.	No report given	5	" "	14.29 "
		35	cities or	99. %.

The above table of summary of grade meetings shows that out of 40 cities 35 of them stated that they are using these meetings. It shows here that there is more uniform procedure when these meetings are held, than by whom these meetings are organized.

Out of 35 cities 62.86 % report held these meetings in the afternoon after school; 25.71 % report held in the afternoon,(probably held during school days in the afternoon after school); 2.86 % report held ½ school time, and ½ after school; etc.etc.....(See table above). The figures above show very strongly that the common practice is to hold these meetings in the afternoon after school.

As to the organizers of these meetings reports show that out of 35 cities 37.14 % organized by the city superintendent of schools; 20 % organized by the supervisors; 14.29 % organized by the supt. and asst. supt., or supervisors; 11.42 % organized by teachers; etc.....(See table above).

It is pointed out in the above table that the majority of the cities are holding these meetings after school in the afternoon, and generally organized by the superintendents or supervisors.

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(3) Ibid.....(appendix).

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(4)

Table X

D. Principals' Meetings.

I. When these meetings are held.

1.	Held in the afternoon after school	19	cities or	51.35 %.
2.	" in the afternoon	9	" "	24.32 "
3.	" in the morning	3	" "	8.11 "
4.	" in the evening	4	" "	10.81 "
5.	" at convenient time	1	city "	2.70 "
6.	No report given	1	" "	2.70 "
		37	cities or	99.%.

II. By whom these meetings are organized.

1. Organized by the city supts. of schools	27	cities or	72.97 %
2. " " " principals	4	" "	10.81 "
3. " " " supt. and committee	2	" "	5.41 "
4. " " "assistant supt.	1	city "	2.70 "
5. " " " supt. and administration	1	" "	2.70 "
6. No report given	3	cities or	8.10 "
	37	cities or	99.%.

The above table of summary of principals' meetings shows that out of 40 cities 37 of them stated that they are using these meetings . It shows that there is uniform method of procedure of holding these meetings, and of the persons who organized them.

Out of 37 cities 51.35 % report held these meetings in the afternoon after school; 24.32 % report "in the afternoon, (probably held during school days in the afternoon after school); 10.81 % report held in the evening; 8.11 % report held in the morning; etc.etc.....(See table above). The figures above show that the most common practice of holding these meetings is generally in the afternoon after school.

As to the organizers of these meetings, reports show that out of 37 cities 72.97 % are organized by the city supts. of schools; 10.81 % are organized by the principals; 5.41 % are organized by the supt. and committee; etc. etc....(See table above)

Since the figures above show that 75.67 % of 37 cities are holding these meetings in the afternoon after school, and about 2/3 or 72.97 % of 37 cities organized these meetings by the city superintendents of schools, it will be safe to conclude that these meetings are held in the afternoon after school, and the city superintendents of schools are the organizers.

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(4) Ibid.....(appendix).

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(5)

Table XI

E. Meetings of Teachers with Special Supervisors.

I. When these meetings are held.

1. Held in the afternoon after school	15	cities or	45.45 %.
2. " after school	11	" "	39.39 "
3. " during school hours	2	" "	6.06 "
4. " as needed	2	" "	6.06 "
5. " at convenient time during sch. days	1	city "	3.03 "
6. " at irregular hour	1	" "	3.03 "
7. No report given	1	" "	3.03 "
	33	cities or	99. %.

(4) [illegible]

(2)

Table 32

2. Dealings of Insurers with Spanish Insurers.

1. Open items resulting from trade.

II. By whom these meetings are organized.

1. Organized by the supervisors----------	10 cities	or	30.30 %.
2. " " " supts. of schools--------	13 "	"	39.39 "
3. " " " supts. and supervisors--	3 "	"	9.09 "
4. " " " committee and the supt.--	1 city	"	3.03 "
5. " " " supt. and the principal--	1 "	"	3.03 "
6. By appointment of supervisors----------	1 "	"	3.03 "
7. No report given----------	4 cities	"	12.12 "
	33 cities	or	99.%.

The above summary of meetings of teachers with special supervisors shows that out of 40 cities 33 of them stated that they are using these meetings.

Out of 33 cities 45.45 % report held these meetings after school in the afternoon; 39.39 % report after school, (probably held after school in the afternoon); 6.06 % report held during school hours; 6.06 % report held as needed; etc.etc..... (See table above).

As to the organizers of these meetings, reports show that out of 33 cities 39.39 % are organized by the city supts. of schools; 30.30 % are organized by the supervisors; 9.09 % are organized by the supts. and supervisors; etc. etc..... (See table above).

It is shown in the figures above that the majority of the cities are holding meetings of teachers with special supervisors in the afternoon after school, and these meetings are largely organized by the city superintendents of schools, or by the supervisors.

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(5) Ibid.....(appendix).

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In all these five types of meetings almost the same methods of procedure of conducting these meetings are followed. We have learned in this chapter that in all these meetings the most common practice is to hold them in the afternoon after school. But in a few cases, however, these meetings are held in the evenings or Saturday morning, while others are held during school hours, dismissing the classes early. The following cities are holding some of their teachers' meetings within school hours: Albany, New York; Albany, Oregon; Chicago, Illinois; Denver, colorado; Fresno, California; and Winchester, Virginia. The writer

feels that some of these meetings, like the grade meetings, building meetings, and special supervisors' meetings, should be held whenever possible during school days at the close but within the school hours, to avoid the fatiguing day of school work of teachers. Because after school the teachers are physically and intellectually tired and, in most cases, are not in condition to get benefit from these meetings. And, so, the writer firmly believes that teachers' meetings in order to become effective agencies for the improvement of teachers in service, should be held during school days within the school hours. Because the teachers are fresh and consider themselves on duty. the school being dismissed for that purpose.

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Chapter VI

Responsibility of the Administrative Staff.

The responsibility of the administrative staff in the organization and supervision of teachers' meetings is very great. The success of teachers' meetings as a means for improving teachers in service depends largely upon a wise and careful planning and conducting of these meetings. It must give the administrative staff a better insight into the work they are trying to do by enabling them to know their teachers better.

The responsibility of the administrative staff with reference to teachers' meetings is greater than that of the teachers. The superintendent, or his assistant "blazes the trail" and the teachers follow not after but with him. He determines what kind of work should be done , and when, where and how often teachers shall meet. As a rule the superintendent presides and directs the discussion, although occasionally he may delegate this work to some one chosen either by him or by the group of teachers. The implication of his responsibility is very great. He must know (1) what kind of work will benefit his teachers most from the standpoint of the good of his schools; (2) what methods of carrying on the work contribute most toward the desired end; and, (3) what plan of organization is best.

The administrative staff must consider first the kind of work to be done. This is to be determined by the local

Chapter VI

Responsibility of the Administrative Staff.

The responsibility of the administrative staff in the adoption and supervision of laboratory methods is very great. The success of laboratory methods in a school for teaching students is entirely dependent upon a wise and careful planning and tendering of these methods. It must give the administrative staff a better insight into the work they are trying to do by monitoring them in their school room- are units.

The responsibility of the administrative staff with reference to teachers' methods is greater than most of the teachers, the superintendent, or the principal realize the fact. But the teacher finds the state has well said, in determining what kind of work should be done , but when, where and how other teachers should work. In a city the superintendent employs one director who directs the elementary school connecting in two schools this work is done, one school (first by one or by the group of teachers. The application of this responsibility is very great. It must have (1) some time or work will usually the teachers need from the standpoint of the good of the schools. (2) more methods of supervision in the most satisfactory manner. The existing evil; was. (3) what plan of organization is best.

The administrative staff must consider first the kind of work to be done. This is by the determined by the basic

conditions more than any other one factor, hence the noticeable lack of uniformity in the practice of the different systems of the times. In selecting lines of work the administrative staff must take account of the special interests of different groups of teachers as well as the general interests of all, and of the specific end in view.

It is important also to bear in mind that teachers must recognize their responsibility with reference to teachers' meetings. The teacher may criticise only when he gets benefits from meetings in proportion to his assumption of this responsibility. If he comes to these meetings in the spirit of a truth-seeker with his assigned work well in hand and fails to get help, something is wrong with the meetings and criticism is justified.

The problem of method in connection with teachers' meetings is very important. The lecture method needs to be used sparingly, except in larger group of teachers. Principles of good school-room practice as recommended by several educators, such as E.P.Cubberley, G.D.Strayer, E.L.Thorndike, and many others, should be applied in conducting teachers' meetings. The aim should be to make teachers think and feel perfectly free to express their thoughts and participate in the discussions. Formality must, therefore, be reduced to a minimum. The teacher must be made to feel that the meeting is his meeting and that his contribution is a part of it. The general meeting must necessarily be more formal than the smaller meetings,

conditions have been not effect one factor, hence the relative lack of uniformity in the operation of the different system of the times. In selecting items of work the morality-building effect must take precedence if the desired interest of different groups of workmen is well as the economic advantage of all, and of the operation and is alone.

It is important also to bear in mind that certain certain such economies tends necessarily with relation to machinery' machines. The machinery not utilizing only when in fact possible than working in preparation on the manufacture of this technicality. It is common in these machines to the minds of a breakdown-proof with the machines and well is done not fail to get half, condition is every with the machines and utilizing is partial.

The problem of method of operation with machinery' machines is very important. The leading method should be used mostly, every is active group of workmen. Criticism of just machinery-operation or measurement is certain economic. Such is 1.) Industry, 2.) Energy, 3.) Operation. The long effort should be applied in machine machinery' utilizing. The all costs be to make machinery work and that profitably time is serious fact taught and participate in the commission. Possibility work, therefore, is reduced to a minimum. The conservation be made to find that the machine is idle working and that the responsibility is a work of it. The proposed machine not necessarily is more output than the machine machine.

but even this may be made a part of the teachers' work by selecting certain menbers of the corps to discuss the subjects with which they are especially well acquianted. For example, a teacher especially strong in literature may be asked to contribute; at another time a teacher especially interested in art who has visited the great art gallaries may be invited to give a talk on art. The opportunities for work of this kind are very great.

The superintendent, or his staff needs to bring to his teachers the inspiration of other leaders than himself in order to promote their improvement. These leaders or speakers must be men and women who had done something, especially along educational lines, and are widely known.The superintendent must also bring to the attention of his teachers, books and educational articles in magazines, periodicals,newspapers, etc., that should be read. In whatever is done, however, the teachers' improvement should be kept in mind - no work should be assigned for the teachers just for the sake of giving them something to do. The writer firmly believes that nothing brings such joy and enthusiasm to the true teacher as the knowledge of the principles underlying his work, and thus no amount of general reading, investigating, listening to lectures, preparing reports, etc., is considered burdensome that adds to his teaching power and special professional improvement.

The superintendent must know the needs and the conditions, and measure up to his responsibility. He must be the

center of influence which should permeate the whole system inspiring the teachers to nobler ideals, filling them with enthusiasm for accomplishing their work each day better than the day before. He should so direct his work that each teacher would feel the individual need and strive to overcome that need by efforts to fulfill it. Not only should the teachers be made to understand their personal source of power but also be inspired to cultivate those faculties which bring individual success. The superintendent, furthermore, must show his teachers that he is earnestly seeking to aid them by the most careful preparation for the meeting on his part; by a generally hopeful attitude, by praising where praise is due, by appreciative criticism. He must not nag or destroy; it is his business to substitute and construct.

The superintendent or his staff must know the proper divisions or groupings of teachers in different teachers' meetings and the kind of work to be done in these various groups. The consensus of opinionof many educators and superintendents is that smaller group of teachers is a better working group, because informal procedure is possible and is far the best form. Teachers will speak quite freely in a small group but the large group frightens the timid or the hesitating, and is too preponderantly strange for the sensitive teacher who shrinks from being considered bold or presumptuous, and, therefore, desires to avoid criticism. The education of a body of teachers, to assume and to maintain the strictly professional

[illegible]

attitude in such meetings is one of the perplexing problems of real supervision of instruction.

The superintendent, or his staff, furthermore, should consider when these meetings should be held. If possible, meetings should be held immediately after school in the afternoon, or even better at the time within school hours. The latter is far the best to the writer's opinion and belief, because teachers are still fresh and consider themselves on duty. The practice of holding some of these meetings, as shown in some of the tables of summaries of teachers' meetings, in the evenings is to be condemned, for at this time, no doubt, teachers are usually worn out by the work of the day, and need their rest.

Furthermore, and probably one of the most important, the administrative staff should seek to secure the cooperation of all the teachers in the system, in order that they can all work for the desired end, i.e., for the betterment of the school work, and for the improvement and progress of the teachers.

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attitude to such questions is one of the principal problems of real supervision of instruction.

The supervisor, at his start, furthermore, should consider what these problems should be made, if possible, problems should be made immediately after school in the afternoon, or even earlier in the time which school lasts. The latter is the time best to the writer's opinion or belief. Teachers because are still fresh and positive (hopeful) in mind. The practice of holding some of these meetings, as shown in some of the bulletin of numerous of teachers' institutes, in the evening is to be condemned. Not at late time, as teachers are usually very tired by the end of the day, and need their rest.

Furthermore, and probably one of the more significant, the administrative staff should when to assume the responsibility of all the teachers in the system. In order that one all work for the desired end, i.e., for the betterment of the school work, and English Government and practice of the classroom.

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Chapter VII
Conclusion.

The plan of Organization and Supervision of Teachers' Meetings as a means for improving teachers in service has been shown sufficiently in the foregoing chapters. The writer thinks that it will be proper only to suggest a few points for consideration which may be advantageous to the administrative staff of the school system for organizing and supervising teachers' meetings. Though the form of teachers' meetings may differ widely as to how they shall function, however, the local conditions must be the guiding factor to our individual aims and methods. The chief aim must be the improvement of the teachers, the unification of our particular fields of work, the improvement of methods, and the inspiration of the entire force, even including the administrative staff. The administrative staff needs help in each of these directions. So whatever form of meeting we select, the question always reasserts itself: How can the meetings we conduct be made more effective in securing the results we seek? The following will be the basis for consideration to guide the administrative staff for proper methods of planning and conducting teachers' meetings:

(1) The meeting should be called for a distinctive purpose. It should meet specific need; touch the teaching experience of the individual teacher at the time the meeting is held. The deadest kind of a gathering or meeting is one with-

Chapter III

Conclusions.

The plan of organization and operation of Teachers' Institutes as a means for improving teachers in service has been more particularly in the vacation institutes. The main claims that it will be found only to succeed a the points the specialization which may be attributed to the economic limits of the school system for organizing and conducting teachers' institutes. Though the form of teachers' institutes may differ widely or to use very short lived results, however, the first conditions seem to the guiding factors to the institutes aims and methods. The chief aim point to the improvement of the teachers, the modification of our pedagogical ideas or ends, the improvement of methods, and the enrichment of the working force, even including the administrative staff. The institutes chief result lies in each of these directions. To describe form of meeting on school, the question always remains still: how can the meetings be managed to make more effectively meeting the results we seek? The following will be the basis for recommendation to guide the administrative chief for proper methods of planning and conducting teachers' meetings.

(1) The meeting should be called for a definitely purpose. It should meet specific need; either the immediate experience of the individual teacher or the time the meeting is held. The teacher feel as a pointing or helpful is see with-

out purpose. So the necessity for having a definite, specific object for each meeting should be highly emphasized.

(2) The plan of the meeting should be carefully suited to the purpose for which it is called. The general teachers' meeting, for example, should be inspirational by general addresses of prominent leaders. The building meeting should deal with administrative and supervisory work, as well as with the professional growth of teachers. The grade meeting should deal primarily with methods of instruction. For example, the grade meeting on reading should be minute, specific, and concrete.The leader should show how to teach blending; how to get at the thought ; how to read rapidly by grasping phrases or even sentences at a glance, and read them with correct interpretation. The principals' meeting, on the other hand, should go into general consideration of common problems arising in various schools in the same system, and to formulate uniform policies. The principals' meeting should also go into general method and educational theory. The meeting of teachers with special supervisors should seek to give unity of work on the same subject for the same grade, and, also, to outline methods of instruction.

(3) The time of meeting should be convenient. Meetings called after a fatiguing day of school work are often unfair to the teachers. It is better to call meeting at the close but within the school hours. If this is impossible, meeting after school in the afternoon is better, if this is made part

and process. In this manner the setting a definite, specific object for each meeting should be highly considered.

(2) The plan of the meeting should be carefully noted in the notes for which it is noted. The general knowledge, for example, should be independent of general awareness of previous issues. The meeting should deal with abstractions and unprovoking work, so will be with the professional groups of teachers. The group meeting should deal primarily with methods of instruction. For example, the group meeting should be meeting should be about, monthly, and quarterly. The leader should know how to basic knowledge; how - to get at the things ; how to deal monthly to problem questions or area concerns as a chorus, and work them with answers, explanations. The participant meeting, on the other hand, should be time general consideration of common problems relating to various subjects in the same grades, and to specific matters questions. The participant meeting should also be into general social and recreational survey. The meeting of teachers with special supervisors should need to have merely of work to be more helpful for the same grade, and, also, to utilize methods of instruction.

(3) The time of meeting should be convenient, meeting called after a fatiguing day of school work are often unfair to the teachers. It is better to call meeting at the noon but retain the school hours. If this is impossible, meeting after school should in-no afternoon is better, if this is made part

of the teacher's contract. A Saturday morning is, also, better than the evening meeting during school week, for the teacher is not so tired.

(4) Attendance at teachers' meetings should be made compulsory, allowance being made, of course, for excuse in case of absence. It is argued by some that compulsion is a low motive for attendance, that a teacher ought to have enough professional pride to attend without any other motive being supplied. This is quite true, but if attendance is made a part of his business contract, his professional enthusiasm will be just as great and those occasional teachers who lack the professional spirit will be reached.

(5) Teachers must be given the feeling of ownership in their meetings by permitting them to have a share in mapping outlines of work and arranging programs through their representative working as committees. (In Kansas City - noted for the success of its teachers' meetings - this plan has been followed for many years.)

(6) Meetings should not be called perfunctorily. Stated meetings are not very effective, sometimes, because they are likely to lack purpose. It is far better to call them only when the daily routine itself shows the need.

(7) The frequency and length of teachers' meetings must be determined according to their needs. Sessions should be short, and one hour in length will be sufficient.

(8) The meeting-place should be a well-lighted, well-

of the Swedish Parliament. A Bookship meeting is, also, never than the growing mentalé during school work. For the Teacher is not so Elect.

(4) Experiment on Swedish meetings should be made cautiously. Although lying such, it matter, not should it case efficiency. It be magical of keep that according to a for motive the attendance, then a teacher might be hurt. Small private school yields to direct motives any other noise using magical. This is quite true, but if attendance is only a part of the Swedish meetings, his professional motivations will be that we great the Dance Conservatory Institute and Jazz Ins professional motive will be needed.

(5) Teachers must be given the feeling of presently in their meetings or personalities does be here a short in meeting motives of year the attending programs through their responsibility meeting on conditions. (In Tennis play - using the the reasons of the Institute' motives - this plan has been followed for many years.)

(6) Meetings should not be mental punctuality. Other meetings are not very effective, meetings, because they are likely to lose motives. It is far better if only those who the daily routine should stay for work.

(7) The Congress can begin at Conference meetings may be introduced according to their goals. Sessions should be short, and are done in length will be motivated.

(8) The meetingplace should be a well-lighted, well-

ventilated and well-heated room, not a room that has just been vacated by a large class of children.

(9) Credit of some sort in connection with the teachers' rating should be given in these meetings, so that every teacher will be stimulated to participate in these meetings. This method is especially needed where teachers' participation is left voluntary in these meetings.

(10) Meetings should be dismissed when the instruction or discussion is finished. Avoid vain repetition.

In closing, the writer sincerely believes that these ten points for consideration to guide the administrative staff for proper methods of planning and conducting teachers' meetings will surely bring very successful results in better Organization and Supervision of Teachers' Meetings.

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Appendix.

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The following summaries of Teachers' Meetings are obtained from the questionaires sent out, May 1922, by the writer, to different city superintendents, at random, in the United States, of which forty cities replied. These cities are:

1. Aberdeen, S.Dakota
2. Albany, N.York
3. Albany, Oregon
4. Alexandria, Louisiana
5. Arkansas City, Kansas
6. Centralia, Washington
7. Chicago, Illinois
8. Denver, Colorado
9. Des Moines, Iowa
10. Detroit, Michigan
11. Fairmont, W.Virginia
12. Fresno, California
13. Grand Forks, N.Dakota
14. Houston, Texas
15. Indianapolis, Indiana
16. Kansas City, Missouri
17. Los Angeles, California
18. Minneapolis, Minnesota
19. New Haven, Connecticut
20. Norfolk, Virginia
21. Oakland, California
22. Palouse, Washington
23. Plymouth, N.Carolina
24. Raleigh. N.Carolina
25. Richmond, California
26. Richmond, Virginia
27. Salt Lake City, Utah
28. San Jose, California
29. Santa Clara, California
30. Santa Barbara, California
31. Sioux Falls, S.Dakota
32. Spokane, Washington
33. Syracuse, N.York
34. Utica, N.York
35. Valley City, N.Dakota
36. Vancouver, Washington
37. Walla Walla, Washington
38. Wenatchee, Washington
39. Wilmington, N.Dakota
40. Winchester, Virginia.

Appendix.

The following personnel of Teachers' Institutes are obtained from the questionnaires sent out, May 1921, by the writer, to different city superintendents, as replies, in the United States, of which forty eight replied. These cities are:

1. Brooklyn, L.Island
2. Albany, N.Y.
3. Salem, Oregon
4. Elizabeth, New Jersey
5. Kansas City, Kansas
6. Bridgeport, Connecticut
7. Montana, Illinois
8. Jersey City, New Jersey
9. San Diego, California
10. Detroit, Michigan
11. Toledo, Ohio
12. Kansas City, Missouri
13. Lincoln, Nebraska
14. Great Falls, Montana
15. Portland, Maine
16. Lewiston, Idaho
17. Indianapolis, Indiana
18. Sioux City, Iowa
19. Los Angeles, California
20. Sacramento, California
21. Oakland, California
22. Pittsburg, Pennsylvania
23. Spokane, Washington
24. Tacoma, Washington
25. Bellingham, Washington
26. Seattle, Washington
27. Tulsa, Oklahoma
28. Muskogee, Oklahoma
29. Ardmore, Oklahoma
30. Bartlesville, Oklahoma
31. Ponca City, Oklahoma
32. Enid, Oklahoma
33. Shawnee, Oklahoma
34. Muskogee, Oklahoma
35. Bristow, Oklahoma
36. Sapulpa, Oklahoma
37. Ardmore, Oklahoma
38. Chickasha, Oklahoma
39. Pittsburg, Pennsylvania
40. Tulsa, Oklahoma
41. Muskogee, Oklahoma
42. Pittsburg, Pennsylvania
43. Spokane, Washington
44. Tacoma, Washington
45. Bellingham, Washington
46. Seattle, Washington
47. Tulsa, Oklahoma
48. Muskogee, Oklahoma

Summary of General Teachers' Meetings.

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The forty cities named on page 76 reported that they are using general teachers' meetings.

I. How often these meetings are held. - The above forty cities replied as follows:

I. Weekly:
1. Plymouth, N.Car.
2. Vancouver, Wash. (H.S.Gen.Teachers'Meetings.)

II. Monthly:
1. Aberdeen, S.Dak.
2. Centralia, Wash.
3. Detroit, Mich.
4. Houston, Tex.
5. Kansas City, Mo.
6. Los Angeles, Cal.
7. Wilmington, N.Dak.

III. Bi-monthly:
1. Wenatchee, Wash.

IV. Semesterly:
1. Albany, Oreg.
2. Fresno, Cal.
3. Grand Forks, N.Dak.
4. New Haven, Conn.
5. Palouse, Wash.

V. 3-times semesterly:
1. Fairmont, W.Va.
2. Oakland, Cal.

VI. Once every 6-weeks:
1. Arkansas City, Kansas.

VII. 3-times yearly:
1. Albany, N.Y.
2. Raleigh, N.Car.

VIII. Quarterly:
1. Santa Ana, Cal.

IX. About 4-times yearly:
1. Sta.Barbara, Cal.
2. Winchester, Va. (and irregular intervals)

X. Yearly:
1. Minneapolis, Minn. (and more if required for special discussion on instruction)
2. San Jose, Cal.
3. Sioux Falls, S.Dak.
4. Valley City, N.Dak.

XI. Yearly or twice yeraly:
1. Alexandria, La.
2. Denver, Col.
3. Richmond, Cal.
4. Richmond, Va.

XII. 3-days preceding school and about 5-during a year:
1. Indianapolis, Indiana.

XIII. Before opening school and perhaps once or twice the year as occasion demands:
1. Spokane, Wash.

XIV. No regular time:
1. Chicago, Ill.

XV. As occasion demands:
1. Norfolk, Va.
2. Utica, N.Y.
3. Walla Walla, Wash.

XVI. On call:
1. Des Moines, Io.
2. Syracuse, N.Y.

XVII. Irregular intervals:
1. Salt Lake City, Utah.

Summary of General Teachers' Meetings.

When these meetings are held.- The above 40-cities replied as follows:

I. Held after school in the afternoon:
1. Albany, N.Y.
2. Arkansas City, Kan. (Wed. after school)
3. Des Moines, Io. (3 p.m.)
4. Grand Forks, N.Dak.
5. Norfolk, Va.
6. Oakland, Cal.
7. Richmond, Cal.
8. Salt Lake City, Utah
9. Syracuse, N.Y. (4 p.m.)
10. Utica, N.Y.
11. Valley City, N.Dak.
12. Vancouver, Wash. (Monday evening)
13. Walla walla, Wash. (Held generally the school period or after)
14. Wenatchee, Wash. (or on Sat. forenoon)
15. Winchester, Va. (Usually held in the afternoon after school dismissing ½-hr. early. Small grade meetings often held after regular school hours.)

II. Held in the afternoon:
1. Chicago, Ill. (2:30-3:30 p.m.)
2. Fairmont, W.Va. (3:45 p.m.)
3. Fresno, Cal. (4 p.m.)
4. Plymouth, N.Car.
5. Santa Ana, Cal.
6. San Jose, Cal.
7. Wilmington, N.Dak.

III. Held on Saturday:
1. Albany, Oreg.
2. Detroit, Mich.
3. Houston, Texas
4. Kansas City, Mo. (a.m.)
5. Raleigh, N.Car. (Begins next yr.)

IV. Opening day and at 4:15 p.m. school days:
1. Aberdeen, S. Dak.

V. Held miscellanies:
1. Alexandria, La. (School days and Saturdays.)
2. Centralia, Wash. (First one - one full day prior to eponingsch)
3. Denver, Col. (Beginning of sch. and when necessary.)
4. Indianapolis, Ind. (Week precedingsch. for 3-days & evening 5-times a year.)
5. New Haven, Conn. (Day previous opening of sch. in Sept. and also in mid year.)
6. Palouse, Wash. (Just preceding opening of sch. and as occasion requires.)
7. Minneapolis, Minn. (Either Sat. a.m. close to opening of school year, or after school on sch. days.)
8. Richmond, Va. (Beginning of session)
9. Spokane, Wash. (4:15 p.m. during year and 9 a.m. Sept.)
10. Sioux Falls, S.Dak. (morning once a year.)

11. Los Angeles, Calif. (No report given.)
12. Santa Barbara, Cal. (" " ")

Summary of Combined Insurance Savings.

Some Slow Sellers for Cash.- The Slow Selling Policies are as follows:

1. Cash after school in the afternoon:
1. Alfred, 6.1. Bookkeeper, 1.1.
2. Lawrence City, Pen. (Has after school)
3. Our School, 1.1. (3 years) Taking Cash, 1.Pen.
4. Cash Pens, 1.Pen. 2. Insurance, 1.Pen. (Making renewals)
5. Dorothy, 1.1. 13. Girls selling Pens, (Girls generally the
6. Goodwin, 1.1. School period or after)
7. Grayson, 1.1. 14. Insulation, 1.Pen. (2 or 3.1. Pledges)
8. Cash Pens City, Pen. 15. Schoolmates, 1.1. (Monitor Pens in the
9. Grayson, 1.1. (4 yrs.) afternoon after school attending Pens.
Only. Small group collection after this
after regular school hours.)

II. Cash in the afternoon:
1. Gardner, 1.1. (2 yrs.) 2 p.m.
2. Gardner, 1.1. (2.5 yrs.) 2 p.m. 3. Lucky Pen, 1.1.
3. Pleasant, 1.1. (1 yr.) 2. Our Pens, 1.1.
4. Pleasant, 1.1. (1 yr.) 3. Sell Pens, 1.1.
5. Pleasant, 1.1. 4. Selling, 1.1.

III. Sold on Saturday:
1. Pleasant, 1.1.
2. Dorothy, 1.1. 4. Lawrence City, (1.1.)
3. Goodwin, 1.1. 5. Pleasant, (Saturday Pens yr.)

IV. Sunday Pen Club at 4:15 p.m. School Hours:
1. Lawrence, 6. 1.1.

V. Cash Specialists:
1. Alexander, 1.1. (Sell Pens and Pencils.)
2. Gardner, 1.1. (Sell Pens and Pencils - Get Pens and Pencils to Customers.)
3. Grayson, 1.1. (Supplying of Pens and Pens Customers.)
4. Tallmadge, 1.1. (Pens personally. For Jewelry & Pencils.
Pillows & Pens.)
5. Pen Pens, 1.1. (Pen Pencils Pens of Pens, or Pens. and
Pens in Pens Pens.)
6. Pillows, 1.1. (Pens Pencils Pencils Pens Pens, and Pen Pens
Pens Pencils.)
7. Alexander, 1.1. (Pillows Pen. Pens. Pens in Pencils of
Pens Pens, or Pens Pencils on Pencils.)
8. Pleasant, 1.1. (Pencils of Pencils)
9. Grayson, 1.1. (2.5 yrs. Pencils Pens and 2 Pens. Pens.)
10. Pleasant Pillows, 1.1. (Pencils Pens a Pens.)

II. Pen Pencils, Pens. (Pen Pencils Pens.)
12. Pens Pillows, 1.1. (" " ")

Summary of General Teachers' Meetings.

Length of time devoted to each of these meetings.- The above 40 cities replied as follows:

I. Length of meeting for 1-hour:
1. Aberdeen, S.Dak.
2. Cantralia, Wash.
3. Chicago, Ill.
4. Arkansas City, Kan.
5. Denver, Col.(or more)
6. Detroit, Mich.
7. Fairmont, W.Va.(or less)
8. Fresno, Cal.
9. Grand Forks, N.Dak.
10. Oakland, Cal.
11. Raleigh, N.Car.
12. Richmond, Cal
13. Richmond, Va.
14. Salt Lake City, Utah(1 hr.if after school.)
15. Santa Barbara, Cal.
16. Sioux Falls, S.Dak.
17. Valley City, N.Dak.
18. Wenatchee, Wash.
19. Winchester, Va.

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II. Lenght of meeting 1½-hours:
1. Albany, N.Y.
2. Albany, Oreg.
3. Kansas City, Mo.(1½-2 hours)
4. New Haven, Conn.
5. Santa Barbara, Cal.
6. Vancouver, Wash.

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III. Length of meeting varies:
1. Des Moines, Io.
2. Norfolk, Va.
3. Walla walla, Wash,

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IV. Length of meeting as long as necessary:
1. Los Angeles, Cal.
2. Palouse, Wash.
3. Utica, N.York.

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V. Length of meeting 1to 2 hours:
1. Plymouth, N.Car.
2. Syracuse, N.York.

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VI. Miscellaneous length of meetings:
1. Alexandria, La. (1 to 2 days.)
2. Houston, Texas(1hour for study in Instruction - 1-hr.for lecture.)
3. Indianapolis, Ind. (For 3-days - others about 1½ to 2 hours.)
4. Minneapolis, Minn. (Perhaps 2 hours; long enough to cover brief statements from each asst. supt. and short addresses on spec.topic of movement.)
5. San Jose, Cal. (45 minutes)
6. Spokaen, Wash. (½hour to 45 minutes.)

Summary of General Teachers' Meetings.

Is attendance compulsory to these meetings? - The above 40 cities replied as follows:

I. Not compulsory attendance:
1. Aberdeen, S.Dak.
2. Detroit, Mich,
3. Fairmont,W.VA. (Urged -not compulsory)
4. Norfolk, Va. (Voluntary, but every one expected to attend)
5. Valley City, N.Dak. (No - but teachers are required to attend)
6. Wilmington,N.Dak. (No.-but teachers are expected.)

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II. Compulsory attendance:
1. Albany,N.Y.
2. Albany,Oreg.
3. Arkansas City,Kan.
4. Centralia,Wash.
5. Chicago,.Ill.
6. Denver, Col.
7. Des Moines,Io.
8. Fresno, Cal.
9. Grand Forks, N.Dak.
10. Houston,Tex.
11. Indianapolis, Ind.(unless noted in)
12. Kansas City,Kan. (Unless satisfactory excuse-illness,etc.)
13. Los Angeles,Cal.
14. Minneapolis, Minn.
15. New Haven, Conn.
16. Oakland, Cal.
17. Palouse,Wash.
18. Plymouth,N.Car.
19. Raleigh, N,Car.
20. Richmond,Cal.
21. Richmond,Va.
22. Salt Lake City,Utah
23. San Jose Cal.
24. Santa Ana,Cal.
25. Sioux Falls, S. DAk.
26. Syracuse,N,W.
27. Utica,N.Y.
28. Wenatchee,Wash.
29. Winchester, Va. (Teachers always excused on request reason never required.)

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III. Miscellaneous answers:
1. Alexandria,La. (Almost compulsory)
2. Santa Ana, Cal. (Usually, but not always.)
3. Spokane,Wash. (Yes, at first, may or may not be during year.)
4. Vanccuver, Wash. (Not absolutely, but teacher are expected.)
5. Walla walla, Wash. (supposed to be present.)

In alphabetical sequence by Ivy Group membership - the plans as offered are listed as follows:

I. Big Seven Conference (Nebraska):
1. Brigham Young.
2. Colorado State.
3. Colorado.
4. Kansas State. [Legal work completed]
5. Kansas. [Probably. Not after one possible in which]
6. Oklahoma State. [No - but teams are expected to attend]
7. Oklahoma. [Yes. Some teams are expected.]

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II. Conference Attendance:
1. Alabama.
2. Auburn.
3. Baylor.
4. Boston College.
5. Colorado State.
6. Colorado.
7. Duke.
8. Georgia.
9. Georgia Tech.
10. Kansas State.
11. Kansas.
12. Mississippi State. Yes. (Where equal to) or - Alabama.
13. Kansas City. Yes. (Where mutually accepted Clemson, etc.)
14. Los Angeles. Yes.
15. Mississippi. Yes.
16. New Mexico. Yes.
17. Oklahoma. Yes.
18. Oklahoma State.
19. Oregon State.
20. Pittsburgh.
21. Rice.
22. Rutgers.
23. Southern Methodist.
24. Tennessee.
25. Texas.
26. Texas Tech.
27. Texas A. & M.
28. Tulane.
29. Tulane.
30. Vanderbilt.
31. Wake Forest.
32. Wyoming.
33. Yale.
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Summary of General Teachers' Meetings.

Is compensation or credit given? - The above 40 cities replied as follows:

I. No compensation nor credit given:

1. Aberdeen, S.Dak.
2. Albany, N.Y.
3. Alexandria, La.
4. Arkansas City, Kan.
5. Denver, Col.
6. Des Moines, Io.
7. Detroit, Mich.
8. Fairmont, W.Va.
9. Grand Forks, N.Dak.
10. Houston, Tex.
11. Kansas City, Mo.
12. Los Angeles, Cal.
13. Minneapolis, Minn.
14. New Haven, Conn.
15. Norfolk, Va.
16. Oakland, Cal.
17. Palouse, Wash.
18. Raleigh, N.Car.
19. Richmond, Cal.
20. Richmond, Va.
21. Salt Lake City, Utah
22. San Jose, Cal.
23. Santa Ana, Cal.
24. Santa, Barbara, Cal.
25. Sioux Falls, S.Dak.
26. Syracuse, N.Y.
27. Utica, N.Y.
28. Valley City, N.Dak.
29. Vancouver, WAsh.
30. Winchester, Va.

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II. Compensation or credit given:

1. Albany, Oreg.
2. Centralia, Wash.
3. Plymouth, N.Carol.

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III. Part of regular duties:

1. Chicago, Ill.
2. Fresno, Cal.

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IV. Pay for 5-days for meetings preceding school year:

1. Indianapolis, Ind.

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V. Miscellaneous answers:

1. Spokane, Wash. (Rule of Board provides for deduction of salary for absence from a required meeting without sufficient excuse. Rule applied only in extreme case.)
2. Walla walla, Wash. (No report given.)
3. Wenatchee, Wash. (Credit given.)
4. Wilmington, N.Dak. (Only in efficiency rating.)

Summary of General Teachers' Meetings.

Is penalty attached to failure to attend? - The above 40 cities replied as follows:

I. No penalty :
1. Aberdeen, S.Dak.(To be explained only)
2. Albany,N.Y.
3. Arkansas City, Kan.
4. Denver, Col.
5. Des Moines,Io.
6. Detroit, Mich.
7. Fairmont, W.Va.
8. Los Angeles, Cal.
9. Minneapolis, Minn.
10. Norfolk, Va.
11. Oakland, Cal.
12. Palouse, Wash.
13. Raleigh, N.Car.
14. Richmond,Cal.
15. San Jose, Cal.
16. Santa Ana, Cal.
17. Sioux Falls, S.Dak.
18. Syracuse, N.Y.
19. Valley City, N.Dak.
20. Vancouver, Wash. (Good excuses necessary.)
21. Wilmington, N.Dak.
22. Winchester, Va. (Repeated absence or indifference would affect teacher's standing.)

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II. Penalty attached to:
1. Centralia, Wash.

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III. Miscellaneous answers:
1. Albany, Oreg. (Teacher failing to attend without reason can be asked to resign in 30 days.)
2. Alexandria,La. (Teachers who fail to attend often are not likely to be reappointed.)
3. Chicago,Ill. (No report is given.)
4. Santa Barbara,Cal.(No report given)
5. Utica,N.Y.(No report given)
6. Walla walla, Wash. (No report given)
7. Fresno, Cal.(Unless excused.- regarded absence from duty)
8. Houston, Tex. (Requires excuse from absence to this meeting)
9. Grand Forks,N.Dak. (Only the displeasure of the administration)
10. Indianapolis, Ind. (In fall, yes,-loss of pay.)
11. Kansas City, Kan. (Without satisfactory excuse,loses day's pay
12. New Haven,Conn. (Reproval if necessary.)
13. Richmond, Va. (Yes, reasonable excuses received.)
14. Plymouth, N.Car. (Teachers not re-employed unless meetings attended.)
15. Spokane,Wash. (Board provides for deduction of salary from absence to these meetings without sufficient excuse.)
16. Salt Lake City,Utah. (Unexcused absence in each case considered unprofessional and affect standing of principals and teachers.)
17. Wenatchee, Wash. (Rating is lowered if a teacher is absent from any meeting which is scheduled in advance properly.)

Summary of General Teachers' meetings.

In penalty attached to failure to attend - The above 40 states replied as follows:

I. No penalty :
2. Abbeville, S.Car. (No no-attendance penalty.)
3. Albany, N.Y.
4. Atlanta City, Ga.
5. Denver, Col.
6. Des Moines, Ia.
7. Detroit, Mich.
8. Helena, Mont.
9. Jersey City, N.J.
10. Los Angeles, Cal.
11. Louisville, Ky.
12. Portland, Ore.
13. Oakland, Cal.
14. Pittsburg, Pa.
15. Salem, S.Dak.
16. Scranton, Pa.
17. San Jose, Cal.
18. Santa Ana, Cal.
19. Sioux Falls, S.Dak.
20. Syracuse, N.Y.
21. Valley City, N.Dak.
22. Vancouver, Wash. (Good co-operation prevents.)
23. Vinalhaven, Me.
24. Washington, D.C.
25. Wichita, Kans.
26. Wilmington, Del.
27. San Jose, Cal.
28. Chicago, Ill.
29. Dallas, Tex.
30. Denver, Col.
31. Duluth, Minn.
32. Fresno, Cal.
33. Hartford, Conn.
34. Indianapolis, Ind.
35. Kansas City, Mo.
36. New York, N.Y.
37. Oakland, Cal.
38. Portland, Ore.
39. Spokane, Wash.
40. Tacoma, Wash.

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II. Penalty attached to:
1. Centralia, Wash.

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III. Miscellaneous comments:
1. Albany, N.Y. (Teacher failing to attend national meeting may be punished by transfer or 30 days.)
2. Abbeville, S.C. (Teachers who fail to attend office are not likely to be reappointed.)
3. Chicago, Ill. (No report is given.)
4. Santa Barbara, Cal. (No report given)
5. Dallas, Tex. (No report given)
6. Walla Walla, Wash. (No report given)
7. Fresno, Cal. (Unless excused - reported absence from duty)
8. Oakland, Cal. (Teachers excused from absence in this meeting)
9. Green Bay, Wis. (Only for disinterest of the administration)
10. Bridgeville, Del. (In jail, yes-loss of pay.)
11. Kansas City, Mo. (Without satisfactory excuse, loss pay's not
12. New York, Conn. (Supported if necessary.)
13. Atlanta, Ga. (Yes, reasonable excuse required.)
14. Tacoma, Wash. (Teachers not reasonably unable to attend.)
15. Spokane, Wash. (Board provides for deduction of salary from absence in these meetings without additional penalty.)
16. Salt Lake City, Utah. (Unexcused absence in each case considered serious insubordination and affect standing of principals and teachers.)
17. Vancouver, Wash. (Action is lessened if a teacher is absent from any meeting which is substituted in advance preferred.)

Summary of General Teachers' Meetings.

By whom organized.- The above 40 cities replied as follows:

I. Organized by the City Superintendents of Schools:

1. Aberdeen, S.Dak.
2. Albany,N.Y.
3. Albany, Oreg.
4. Arkansas City,Kan.(more in hands of teachers.)
5. Centralia, Wash.
6. Chicago, Ill.
7. Denver, Col.
8. Des Moines, Io.
9. Fresno,Cal.
10. Grand Forks,N.Dak.
11. Kansas City,Mo.
12. Minneapolis, Minn.
13. New Haven.Conn.
14. Norfolk,Va.
15. Oakland, Cal.
16. Palouse,Wash.
17. Plymouth, N.Car.
18. Raleigh, N.Car.
19. Richmond,Cal.
20. Richmond, Va.
21. Salt Lake City,Utah
22. San Jose,Cal.
23. Santa Barabara, Cal.
24. Sioux Falls,N.Dak.
25. Spokane,Wash.
26. Syracuse,N.Y.
27. Utica,N.Y.
28. Valley City, N.Dak.
29. Vancouver,Wash.
30. Walla walla,Wash.
31. Wenatchee,Wash.
32. Winchester, Va.

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II. Miscellaneous answers:

1. Alexandria,La. (Supt. or his staff.)
2. Indianapolis,Ind. (Supt. or his staff.)
3. Detroit,Mich. (Administration Dept. of Instruction.)
4. Santa Barbara,Cal. (Supt. or President of Teachers'Org'n.)
5. Wilmington, N.Dak. (Teachers' Association.)

6. Houston, Tex. (No report given.)
7. Fairmont, W. VA. " " "
8. Los Angeles, Cal. (" " ")

Summary of General Treasurer's Dealings.

Up-town Association.- The shares of stock supplied as follows:

I. Organized by the City Superintendents of Schools:

1. Gardner, N.Y.
2. Albany, N.Y.
3. Albany, Oregon.
4. Kansas City, Kan. (Sent in bundle of Leaders.)
5. Sacramento, Calif.
6. Chicago, Ill.
7. Denver, Col.
8. San Antonio, Tex.
9. Trenton, N.J.
10. Grand Rapids, Mich.
11. Kansas City, Mo.
12. Minneapolis, Minn.
13. Fort Worth, Tex.
14. Norfolk, Va.
15. Oakland, Cal.
16. Toledo, Ohio.
17. Pittsburg, Pa.
18. Salem, Ore.
19. Lincoln, Neb.
20. Scranton, Pa.
21. Salt Lake City, Utah.
22. San Jose, Cal.
23. Grand Junction, Colo.
24. Cedar Falls, Iowa.
25. Sumter, S.C.
26. Spokane, Wash.
27. Bellevue, Ky.
28. Allen, Ky.
29. Kansas City, Kan.
30. Bellevue, Wash.
31. Walla Walla, Wash.
32. Greenfield, Wash.
33. Stockbridge, Wash.

II. Miscellaneous sources:

1. Minneapolis, Minn. (Supt. or his staff.)
2. Indianapolis, Ind. (Supt. or his staff.)
3. Detroit, Mich. (Association Dept. of Instruction.)
4. Santa Barbara, Cal. (Supt. or President of Southern Cal.)
5. Hinsdale, N.Dak. (Teachers' Association.)

6. Dayton, Tex. (In support given.)
7. Belmont, N. Y. (" " " ")
8. San Angelo, Tex. (" " " ")

Summary of Building Meetings.
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Out of 40-cities named on page 76, only 6 of them are not using building meetings in their school systems. These cities are; Albany,N.Y.; Arknnsas City, Kan.;Fairmont,W.Va.; Plymouth, N.Car.; Syracuse,N.Y.; and Wilmington, N.Dak.

How often these meetings are held.- The following cities (34 of them) report as follows:

I. Held weekly:
1. Denver, Col
2. Des Moines,Io.
3. Detroit,Mich.
4. Fresno,Cal.(Depends upon principals)
5. Los Angeles, Cal.
6. Minneapolis, Minn.
7. Norfolk,Va.
8. Raleigh, N.Car.
9. Salt Lake City,Utah
10. San Jose, Cal.
11. Santa Ana, Cal.
12. Santa Barbara,Cal
13. Spokane, Wash.
14. Utica,N.Y.
15. Walla walla,Wash.

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II. Held bi-weekly:
1. Aberdeen,S.Dak.(semi-monthly)
2. Palouse,Wash.
5. Winchester,Va.(twice each mo.)
3. Richmond,Va.
4. Vancouver,Wash.(in some buildings, less frequently than in others.)

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III. Held monthly:
1. Houston,Tex.(Faculty meets in each sch.)
2. Indianapolis, Ind.
3. Kansas City, Mo.
4. New Haven, Conn.
5. Sioux Falls, S.Dak.
6. Valley City, N.Dak.

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IV. Held bi-monthly:
1. Palouse,Wash.
2. Wenatchee,Wash.

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V. Held when needed:
1. Alexandria,La. (As occasion demands)
2. Centralia,Wash.(When needed)

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VI. Held varies:
1. Albany, Oreg.(informal & mostly individual)
2. Oakland, Cal.

VII.Held irregularly:
1.Chicago,Ill.(No reg.time
2.Grand Forks,N.Dak.

VIII. Held at suggestion of principal.(once or two have professional reading.)
1. Richmond, Cal.

Summary of Bulletin Territory.

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One of de-cities moved on page 7b, only 6 of them are now using building materials in their school systems. These cities are: Albany, N.Y.; Atlanta Ga.; Jackson, Miss.; Richmond, Va.; Rochester, N.Y.; and Wilmington, Del.

Now other three cities with 7b4.- The following cities (34 of them) reports as follows:

I. Said weekly:
1. Denver, Col.
2. San Diego, Ca.
3. Detroit, Mich.
4. Fresno, Cal. (Reports from [illegible])
5. Los Angeles, Cal.
6. Minneapolis, Minn.
7. Norfolk, Va.
8. Salem, Ore.

9. Sioux City, Iowa.
10. San Jose, Cal.
11. Santa Ana, Cal.
12. Santa Barbara, Cal.
13. Spokane, Wash.
14. Tulsa Okla, Okla.

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II. Said bi-weekly:
1. Berkeley, Cal. (Bi-weekly)
2. Fresno, Cal.
3. Kingsville, Tx. (Every week and bi-weekly during in school.)

4. Sunnyvale, Calif. (In some [illegible] building, bi-weekly)
5. Tucson, Ariz.

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III. Said monthly:
1. Jackson, Ala. (Monthly while in work-war.)
2. Indianapolis, Ind.
3. Kansas City, Mo.
4. Lake Charles, Louisiana.
5. Sioux Falls, S.Dak.
6. Valley City, N.Dak.

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IV. Said bi-monthly:
1. Fulton, Mich.
2. Nashville, Tenn.

V. Said monthly:
1. Albany, Ore. (Incomplete & weekly [illegible])

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VI. Said [illegible]:
1. Centralia, Wash. (Is monthly [illegible], [illegible] for [illegible] [illegible])
2. Centralia, Wash. (Does needed)

VII. Said irregularly:
1. Atlanta, Ga.
2. Fond Du Lac, Wis.

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VIII. Said of suspension of publication. (Some of two have [illegible] [illegible] meeting.)
1. Redmond, Ore.

Summary of Building Meetings.

When these meetings are held.- The following cities(34 of them) report as follows:

I. Held after school in the afternoon:
1. Aberdeen,S.Dak.(4.15 p.m. on sch.days)
2. Denver, Col.(Wed.p.m.)
3. Des Moines,Io. (3.30 p.m. 1st Tu.)
4. Detroit,Mich.
5. Houston,Tex. (3.30 p.m.)
6. Indianapolis, Ind.
7. Kansas City,Mo.
8. New Haven,Conn.
9. Oakland, Cal.
10. Palouse, Wash.(Tu.)
11. Raleigh,N.Car.
12. Richmond, Va. (Th.p.m.)
13. Salt Lake City,Utah (4 p.m.)
14. Santa Barbara,Cal.(3.30 p.m. & 8 a.m.)
15. Sioux Falls,S.Dak.
16. Spokane,Wash.(Mon p.m.)
17. Utica,N.Y.
18. Valley City,N.Dak.
19. Vancouver,Wash.(Mon.evening each week)
20. Walla walla,Wash.(last period of the day.)
21. Wenatchee,Wash.(Afternoon on school or before 9 a.m.
22. Winchester, Va. (Usually held in the afternoon school dismissing ½-hr. early.Small grade meetings often held after regular school hours.

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II. Held in the afternoon:
1. Alexandria,La.
2. Centralia, (3.30 p.m.)
3. Chicago, Ill.(2.30-3.30 p.m.)
#4. Fresno, Cal.(sometimes at noon)
5. Grand Forks, N.Dak.
6. Norfolk,Va.
7. Sta. Ana,Cal.

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III. Held at noon hour:
#1. Fres no, Cal.
2. San Jose,Cal.
3. Minneapolis,Minn.(Usually Mondays at noons)

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IV. Held in the morning:
'1. Santa Barbara,Cal. (8.a.m.)

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V. No report given.
1. Los Angeles, Cal.

Summary of building meetings.

These three meetings are held.- The following sisters(34 of them) report as follows:

I. Held after school in the afternoon:
1. Ibrahim, B. Dep.(4.15 p.m. on Wed.days)
2. Tarver, Lol.(4.00 p.m.)
3. Van Dolder, Jo. (3.30 p.m. 1st Sp.)
4. Cotsoft, Ruth. 15. Oliver Jolly, J. Ma.
5. Bowles, Jen. (1.30 p.m.) 16. Sprague, Ruth.(2.00 p.m.)
6. Indianapolis, Ind. 17. Olsen, J.T.
7. Kansas City, Mo. 18. Polley Lib. J. Ind.
8. San Diego, Calif. 19. Tuscumbia, Ala.(non.evening meeting)
9. Oakland, Cal.
10. Fresno, Calif.(Sp.) 20. Delle Valle, Calif.(Jan. 2 pm-
11. Salem, N.Jer. ring of the Jan.)
12. Kokomo, Ind. (Sp.-p.m.) 21. Brooklyn, Conn.(afternoon or
13. Belle Vale Lib. Ohio (4 p.m.) school or before 3 p.m.
14. Santa Barbara, Cal.(1.30 p.m. & 8 p.m.)

II. Kindergarten, Ja. (Usually held in the afternoon
school (teaching Jan. early.Usual prayer meeting
after held after regular school hours.

II. Held in the afternoon:
1. Lincoln, Ja.
2. Cheyenne, (1.30 p.m.) 5. Grand Haven, S.Dak.
3. Quincy, Ill.(2.30-3.30 p.m.) 6. Norfolk, Va.
4. Irwin, Pa.(meetings is open)? Ty. Ala.Cal.

III. Held at noon hour:
1. Spokane, Cal.
2. San Jose, Cal.
3. Bloomington, Ind.(usually holds at noon)

IV. Held in the morning:
1. Santa Barbara, Cal. (11.00)

V. No report given.
1. Los Angeles, Cal.

Summary of Building Meetings.

Length of time devoted to each of these meetings.- The following cities,(34 of them), report as follows:

I. Length of meeting 1-hour:
1. Chicago,Ill.
2. Houston, Tex.(and as long as needed)
3. New Haven,Conn.
4. Richmond, Va.
5. Salt Lake City,Utah
6. Sta. Ana,Cal.
7. Sioux Falls, S.Dak.
8. Valley City, N.Dak.
9. Winchester,Va.

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II. Held about 1-hour:
1.Centralia,Wash.
2.Denver, Col.
3.Oakland,Cal.

III.Length of meetings from 1-2hours:
1. Alexandria,La.
2. Indianapolis,Ind.
3. Kansas City,Mo.
4. Norfolk,Va.

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IV. Length of meetings varies:
1. Des Moines,Io.
2. Walla walla,Wash.

V. Length of meeting irregularly:
1.Aberdeen,S.Dak.(No definite time)
2. Spokane,Wash.

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VI, Length of meetings as long as needed:
1. Los Angeles,Cal.
2. Utica, N.Y.

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VII. Length of meeting 15 minutes to 1-hour:
1.Fresno, Cal.
2. Grand Forks,N.Dak.

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VIII. Length of meeting 45 minutes:
1. Palouse,Wash.
2. Raleigh,N.Car.

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IX. Length of meeting ½ to 1½-hours:
1Detroit, Mich.

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X. Miscellaneous answers:
1.Albany, Oregon (10 to 30 minutes.)
2. Richmond,Cal.(10 to 15 minutes.)
3. Minneapolis,Minn.(½ hr. to 45 minutes)
4. San Jose, Cal.(½ hour)
5. Sta.Barbara,Cal.(20 minutes to 1-hour.)
6. Wenatchee,Wash.(½-hour to 1 hour.)
7. Vancouver,Wash. (1½-hours.)

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Summary of building positions.

Length of time devoted to work of three machines. The following gives (24 hr. basis), values as follows:

I. Length of working L-Saver:
1. Gulsen, Ill. 2. Ft. Lee, Del.
3. Everett, Ind. (closed on Sats on weeks)
4. New Haven, Conn. 5. Black Hills, S.Dak.
6. Glasgow, Ia. 7. Valley City, N.Dak.
8. Salt Lake City, Utah 9. Tacoma, Wash.

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II. Total hours L-Saver: III. Length of operation free L-Saver:
1. Kansas City, Kans. 2. Alexandria, La.
3. Denver, Colo. 4. Indianapolis, Ind.
5. Oakland, Cal. 6. Kansas City, Mo.
7. Portland, Ore.

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IV. Length of working vacuum: V. Length of working L-Vacuum:
1. Fort Worth, Tex. 2. Albuquerque, N.Mex. (low delivery time)
3. Little Rock, Ark. 4. Spokane, Wash.

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VI. Length of machines on long or tandem:
1. Los Angeles, Cal.
2. Dallas, Tex.

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VII. Length of working L-Saver to minutes:
1. Fresno, Cal.
2. Kansas City, Kans.

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VIII. Length of working L-Saver:
1. Fresno, Cal.
2. Kansas City, Kans.

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X. Length of working L to L-minutes:
Lakewood, Colo.

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X. Summaries summary:
1. Albany, Oregon (20 to 30 minutes.)
2. Lakewood, Col.(20 to 40 minutes.)
3. Kansas City, Kans.(5 to, to 45 minutes)
4. Fort Worth, Tex.(5 hr. Saver)
5. Fresno, Cal.(20 minutes to L-Saver.)
6. Albuquerque, N.Mex.(Delivery to 2 hours.)
7. Vancouver, Wash. (24-hours.)

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Summary of Building Meetings.

Is attendance compulsory to these meetings? - The following cities,(34 of them),report as follows:

I. Compulsory attendance:

1. Albany,Oreg.
2. Alexandria,La.
3. Centralia,Wash.
4. Chicago,Ill.
5. Denver,Col.
6. Des Moines,Io.
7. Detroit,Mich.
8. Fresno,Cal.
9. Grand Forks,N.Dak.
10. Houston,Tex.
11. Indianapolis,Ind.
12. Los Angeles,Cal.
13. Minneapolis, Minn.
14. New Haven,Conn.
15. Palouse,Wash.
16. Raleigh,N.Car.
17. Richmond,Cal.
18. Richmond,Va.
19. Salt Lake City,Utah.
20. San Jose,Cal.
21. Sta.Ana,Cal.
22. Sta.Barbara,Cal.
23. Sioux Falls, S.Dak,
24. Spokane,Wash.
25. Utica,N.Y.
26. Wenatchee,Wash.
27. Winchester,Va.(Teachers always excused reason never required)

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II. Not compulsory attendance:

1. Aberdeen,S.Dak.
2. Oakland,Cal.
3. Valley City, N.Dak.(Teachers are requested to attend.)

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III. Teachers are expected to attend:

1. Kansas City,Mo. (Requires all to be present.)
2. Norfolk, Va. (Voluntary-but every one is expected to attend)
3. Walla walla,Wash. (Supposed to be present.)

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IV. Not absolutely compulsory, but expected to attend:

1. Vancouver, Wash.

Summary of monthly meetings.

In attendance compulsory to these meetings - The following members (32 of them) reports as follows:

I. Compulsory attendance:

1. Albert, Otto.
2. Alexander, Jos.
3. Bartelli, Jack.
4. Blanco, Lil.
5. Conway, Jul.
6. Dee Lorne, Jo.
7. Durant, Julia.
8. Dwyer, Jack.
9. Ferrer, Jul.
10. Fuller, Jos. A. Jun.
11. Hopkins, Jos.
12. Italianoitis, Jak.
13. Lee Lester, Jul.
14. Longwell, Jim.
15. Ma Brown, Jame.
16. Ma Lorne, Jul.
17. Malone, Jam.
18. Mahoney, Jos.
19. Mahoney, Jul.
20. Sam Jose, Jul.
21. Sam Jose, Jul.
22. Jos. Lorenzo, Jul.
23. Jesus Julia, J. Jul.
24. Hughes, Jul.
25. Urban, A.J.
26. Owen Jam, Jul.
27. Windmeyer, Jo. (Members absent, were excused reason never required)

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II. Not compulsory attendance:

1. Andrews, T.Jos.
2. Gallant, Jul.
3. Valley Guy, T.Jos. (Members are requested to attend.)

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III. Members are expected to attend:

1. Ramos-Otto, Jos. (Members all to be present.)
2. Bortoli, Jo. (Members-but every one is expected to attend)
3. Julia Julia, Jos. (Expected to be present.)

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IV. Not absolutely compulsory, but expected to attend:

1. Lorenzo, Jul.

Summary of Building Meetings.

Is compensation or credit given to these meetings?- The following cities,(34 of them), report as follows:

I. No compensation nor credit given:

1. Aberdeen,S.Dak.
2. Alexandria,La.
3. Des Moines,Io.
4. Detroit,Mich.
5. Denver,Col.
6. Grand Forks,N.Dak.
7. Houston,Tex.
8. Indianapolis,Ind.
9. Kansas City,Mo.
10. Los Angeles,Cal.
11. Minneapolis, Minn.
12. New Haven,Conn.
13. Norfolk, Va.
14. Oakland,Cal.
15. Palouse,Wash.
16. Raleigh,N.Car.
17. Richmond,Va.
18. Richmond,Cal.
19. Salt Lake City,Utah
20. San Jose,Cal.
21. Sta, Ana,Cal.
22. Sta. Barbara,Cal.
23. Sioux Falls, S.Dak.
24. Utica,N.Y.
25. Valley City, N.Dak.
26. Vancouver,Wash.
27. Winchester,Va.

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II. Compensation or credit given:

1. Albany,Oreg.
2. Centralia,Wash.(Credit given.)
3. Chicago,Ill. (Part of regular day's work.)
4. Fresno, Cal. (Regular duty.)
5. Wenatchee,Wash. (Credit given.)

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III. No report given:

1. Walla walla, Wash.

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IV. Rule of Board provides for deduction of salary for absence from required meeting without sufficient excuse.

1 Spokane, Wash.

Summary of Building Inspections.

In compliance of credit given in three municipal- The following cities,(in or near), report as follows:

I. In compliance for credit given:

1. Anderson, Ind.
2. Bloomington, Ind.
3. Fort Wayne, Ind.
4. Goshen, Ind.
5. Hammond, Ind.
6. Jeffersonville, Ind.
7. Kokomo, Ind.
8. Lafayette, Ind.
9. Muncie, Ind.
10. New Castle, Ind.
11. Richmond, Ind.
12. Terre Haute, Ind.
13. Vincennes, Ind.
14. Wabash, Ind.
15. Fairmont, W.Va.
16. Huntington, W.Va.
17. Parkersburg, W.Va.
18. Wheeling, W.Va.
19. Ashland, Ky.
20. Covington, Ky.
21. Newport, Ky.
22. Paducah, Ky.
23. Louisville, Ky.
24. Bowling Green, Ky.
25. Frankfort, Ky.
26. Lexington, Ky.
27. Middlesboro, Ky.
28. Pikeville, Ky.
29. Richmond, Ky.
30. Owensboro, Ky.
31. Ashland, Ky.
32. Maysville, Ky.
33. Mt. Sterling, Ky.
34. Paducah, Ky.
35. Hazelwood, Ky.
36. Ironton, O.
37. Steubenville, O.
38. Zanesville, O.
39. Fort Wayne, Ind.
40. Portsmouth, O.
41. Chillicothe, O.
42. Springfield, O.

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II. Compliance or credit given:

1. Alexandria, Ind.
2. Connellsville, Pa. (Credit given.)
3. Galion, Ill. (Work of regular day's work.)
4. Jasper, Ind. (Regular duty.)
5. Washington, Pa. (Credit given.)

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III. No report given:

1. Noble county, Ind.

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IV. Rule or ruling provides for inspection of boilers for steamer from requires owning steamer multiplied annual.

1. Jasper, Ind.

Summary of Building Meetings.

Is penalty attached to these meetings for failure to attend? The following cities,(34 of them), report as follows:

I. No penalty attached to these meetings:

1. Denver, Col.
2. Des Moines,Io.
3. Detroit,Mich.
4. Indianapolis,Ind.
5. Kansas City,Mo.
6. Los Angeles,Cal.
7. Minneapolis,Minn.
8. Norfolk,Va.
9. Oakland,Cal,
10. Palouse, Wash.
11. Raleigh,N.Car.
12. Richmond, Cal.
13. San Jose,Cal.
14. Sta. Ana,Cal.
15. Sioux Falls,S.Dak.
16. Valley City, N.Dak.
17. Winchester,Va. (Repeated absence or indifference would affect standing of principals and teachers.

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II. Penalty attached to these meetings:

1. Houston,Tex. (Requires excuse for absence.)
2. Richmond,Cal. (Reasonable excuse received.)

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III. Miscellaneous answers:

1. Aberdeen, S.Dak. (Failure to attend to these meetings has to be explained.)
2. Albary, Oreg. (Teacher failing to attend without reason can be asked to resign within 30 days. Contract covers the situation.)
3. Alexandria, La. (No penalty specified, but teachers who fail are not likely to be reappointed.)
4. Fresno,Cal.(Unless excuse would regarded absence from duty.)
5. Grand Forks,N.Dak. (Only the displeasure of the administration.)
6. New Haven,Conn. (Reproval if necessary.)
7. Salt Lake City,Utah.(Unexcused absence in each case is conconsidered unprofessional and affect standing of principals and teachers.)
8. Spokane,Wash. (Rule of Board provides for deduction of salary from absence to this meeting.)
9. Vancouver, Wash.(No fixed penalty,good excuses are necessary)
10. Wenatchee,Wash. (Rating is lowered for being absence from any meeting which is scheduled in advance properly.)

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IV. No report given:

1. Centralia,Wash.
2. Chicago,Ill.
3. Sta,Barbara,Cal.
4. Utica,N.Y.
5. Walla walla,Wash.

Security of Training Centers.

In security attached to these positions for failure to adhere the following rules, (If of them), report to failure:

I. Do security attached to these positions:

1. Denver, Col.	10. Fulgham, Texas.
2. Fox River, Ill.	11. Galesburg, Ill.
3. Harvard, Neb.	12. Gladewater, Tex.
4. Independence, Kan.	13. Iron River, Mich.
5. Kansas City, Mo.	14. Ione, Cal.
6. Lake Geneva, Wis.	15. Kansas City, Kan.
7. Lexington, Miss.	16. Valley City, N.Dak.
8. Marion, Va.	17. Winchester, Va. (Recorded em-
9. Quincy, Ill.	ployee in initiations would
	assist counsel of principals
	and informers.

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II. Penalty attached to these positions:

1. Denver, Col. (Employee account for absence.)
2. Harvard, Neb. (Recorded errors received.)

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III. Disciplinary records:

1. Abbotsford, B.Col. (Failure to attend to these meetings has to be monitored.)
2. Albany, Ore. (Periodic failure to attend without reason may be asked to resign within 30 days. Continued absence has disqualified.)
3. Alexandria, La. (To monitor specified, and remember the attendance and liability to be responsible.)
4. Denver, Col. (Failure without credit recorded absence from duty.)
5. Grand Island, Neb. (Duty the disciplinary of the delinquities.)
6. New Haven, Conn. (Approval if necessary.)
7. Salt Lake City, Utah. (Recommend absence to each case is some qualified correspondent and effect absence by of relativity and business.)
8. Spokane, Wash. (Role of house provides for checking of ex- ley from absence to this meeting.)
9. Tacoma, Wash. (If first penalty, good excuses are necessary.)
10. Washington, D.C. (Failing is learned for being absence from meeting which is submitted to absence reports.)

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IV. To report given:

1. Cumberland, Md. 3. Des Moines, Iowa. 5. Falls Ville, Tenn.
2. Dubuque, Ill. 4. Tyler, N.Y.

Summary of Building Meetings.

By whom these meetings are organized.- The following cities, (34 of them), report as follows:

I. Oranized by the principals:

1. Aberdeen, S.Dak.
2. Albany, Oreg.
3. Centralia, Wash.
4. Chicago, Ill.
5. Des Moines, Io.
6. Detroit, Mich.
7. Fresno, Cal.
8. Grand Forks, N.Dak.
9. Indianapolis, Ind.
10. Kansas City, Mo.
11. Minneapolis, Minn.
12. New Haven, Conn.
13. Norfolk, Va. (Principal & Adm. Office)
14. Oakland, Cal.
15. Raleigh, N.Car.
16. Richmond, Cal.
17. Richmond, Va.
18. Salt Lake City, Utah
19. San Jose, Cal.
20 Sta. Ana, Cal.
21. Sta. Barbara, Cal. (Principal or assigned to teacher)
22. Sioux Falls, S.Dak.
23. Spokane, Wash.
24. Utica, N.Y.
25. Valley City, N.Dak.
26. Vancouver, Wash. (Prin. & supt. cooperating.)
27. Walla walla, Wash.
28. Wenatchee, Wash.
29. Winchester, Va.

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II. Miscellaneous answers:

1. Alexandria, La. (Supt. and his assistant)
2. Palouse, Wash. (Supt.)
3. Denver, Col. (Principal or committee teachers.)
4. Los Angeles, Cal. (No report given)
5. Houston, Tex. (" " ")

Summary of Building Permits.

To whom these permits are organized, the following office (Jo or Ham), report as follows:

I. Original by the principals:

1. Wardman, J.Lud.
2. Wardman, Wm.
3. Wilson, Geo.
4. Greenwell, John.
5. Cabrera, J.J.
6. Cabrera, Jo.
7. Van Ruiten, Jo.
8. Dockery, Jiab.
9. Jensen, Dan.
10. Grand Avenue, Dan.
11. Hartnegoll, Jos.
12. Kansas City, Jo.
13. Kirkwoodwalk, Adam.
14. Van Horn, Geo.
15. Burtolk, Jo. (Principal & Adv.Orig.)
16. Cabrera, Gal.
17. Daniels, F.Com.
18. Wardman, Jos.
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Summary of Grade Meetings.
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Out of the 40-cities named on page 76, only 5 of them, are not using grade meetings in their school system. These cities are: 1. Chicago,Ill.; 2. Denver,Col.; 3. Fresno,Cal.; 4 Palouse,Wash.; 5and Valley City, N.Dak.

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How often these meetings are held.- The following cities, (35 of them), report as follows:

I. Held weekly:
1.Los Angeles,Cal. 2.Plymouth,N.Car. (and as called.)

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II. Held monthly:
1. Albany,N.Y.
2. Des Moines,Io.
3. Houston,Tex.
4. Richmond,Va.
5. San,Jose, Cal.
6. Sta.Barbara,Cal.
7. Sioux Falls,S.Dak.
8. Spokane,Wash.(or 5-times a year.)
9. Vancouver,Wash.(or oftemer)
10. Wenatchee,Wash.
11. Wilmington,N.Dak.

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III. Held occasionally:
1. Albany,Oreg. 2. Raleigh,N.Car.

III. Held as occasion demands:
1. Centralia,Wash.(when needed.) 2. Walla walla,Wash.

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IV. Held at irregular time:
1. Indianapolis,Ind. 2. Salt Lake City, Utah. 3.Minneapolis,Minn.

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V. Held miscellanies:
1. Aberdeen, S.Dak. (No definite time.)
2. Kansas City,Mo. (No specific date.)
3. Detroit, Mich.(Subject to call.)
4. New Haven, Conn. (No prescribe rule.)
5. Alexandria,La. (Twice or more yearly.)
6. Grand Forks, N.Dak. (About 4-times a year.)
7. Fairmont,W.Va. (3-times semesterly for each grade.)
8. Oakland,Cal. (2 or 3 times a semester.)
9. Richmond,Cal. (2 per grade semesterly and others.)
10. Sta. Ana,Cal. (Quarterly.)
11. Syracuse, N.Y. (On call of Supt.)
12. Utica, N.Y.(Depends upon grade and needs.)
13. Winchester,Va. (At irregular intervals, about 2 each mo.)

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VI. Held about every 6 weeks:
1. Arkansas City, Kan. 2. Norfolk, Va.

Summary of Study Questions.

Out of the 40-odd names on page 70, only 7 of them are not being people mentioned in their school system. These other are: 1. Chicago, Ill.; 2. Denver, Colo.; 3. Trenton, N.J.; 4. Tucson, Ariz.; Jane Irving Gary, 5. Ind.

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Now after these questions are done.- The following other (25 of them), [illegible] as follows:

I. Data wanted:
1. Are [illegible]. 2. [illegible]. [and so on].

- - - -

II. Data available:
1. [illegible], 2. [illegible]
3. [illegible]. 4. [illegible]
5. [illegible]. 6. [illegible] (or 5-[illegible] [illegible]).
7. [illegible]. 8. [illegible]
9. [illegible]. 10. [illegible]
11. [illegible]. 12. [illegible]

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III. Data personnel:
1. [illegible]. 2. [illegible].

III. Data in operation [illegible]:
1. [illegible]. 2. [illegible] (3. [illegible]).

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IV. Data interpretation:
1. [illegible]. 2. [illegible] [illegible]. [illegible].

- - - -

V. Data classification
1. [illegible]. (to [illegible]).
2. [illegible]. (by [illegible]).
3. [illegible]. [illegible] to [illegible].
4. [illegible]. (by [illegible]).
5. [illegible]. ([illegible] or [illegible]).
6. [illegible]. [illegible] [illegible] a [illegible].
7. [illegible]. (5-[illegible] [illegible] for [illegible]).
8. [illegible]. (2 or 3 times a [illegible]).
9. [illegible]. (2 [illegible] [illegible] [illegible]).
10. [illegible]. [illegible].
11. [illegible]. (in [illegible] of [illegible]).
12. [illegible]. (people [illegible] [illegible]).
13. [illegible]. (at [illegible], [illegible] 2 [illegible]).

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VI. Data about every 4 years:
1. [illegible]. 2. [illegible]. 3.

Summary of Grade Meetings.

When these meetings are held.- The following cities (35 of them) report as follows:

I. Held after school in the afternoon:

1. Aberdeen, S.Dak. (4.15 p.m.)
2. Arkansas City, Kan.
3. Des Moines, Io. (3.30 p.m.)
4. Houston, Tex. (3.50 p.m.)
5. Indianapolis, Ind.
6. Kansas City, Mo.
7. Minneapolis, Minn.
8. New Haven, Conn.
9. Oakland, Cal.
10. Raleigh, N.Car.
11. Richmond, Cal.
12. Richmond, Va. (Tu.p.m.)
13. Salt Lake City, Utah (4.15 p.m.)
14. Sta. Barbara, Cal. (4 p.m.)
15. Sioux Falls, S.Dak. (
16. Spokane, Wash. (4.15 or 4.50 Tus. and Thrs.)
17. Syracuse, N.Y. (4 p.m.)
18. Utica, N.Y. (Mon. p.m.)
19. Vancouver, Wash. (Mon. evening after school each week.)
20. Walla walla, Wash. (After sch. or last school period.)
21. Wenatchee, Wash.
22. Winchester, Va. (Usually held in the afternoon, sch. dismissing ½-hour early. Small grade meetings often held after regular school hours.)

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II. Held in the afternoon:

1. Albany, N.Y. (2 -5 p.m.)
2. Centralia, Wash. (3.30 p.m.)
3. Detroit, Mich. (4 p.m.)
4. Fairmont, W.Va. (3.30 p.m.)
5. Grand Forks, N.Dak. (4 p.m.)
6. Norfolk, Va.
7. San Jose, Cal.
8. Plymouth, N.Car.
9. Sta. Ana, Cal.

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III. Held miscellanies:

1. Albany, Oreg. (½ school time, ½ after school.)
2. Alexandria, La. (School days and Saturdays.)
3. Los Angeles, Cal. (No report given.)
4. Wilmington, N.Dak. (" " ")

When these proceedings were held.- The following cases | 35
of Claim) report as follows:

1. Mail after repair in the afternoon:
2. Adamson, Geo. (4.35 p.m.)
3. Adamson City, Ion.
4. Ben Lomond, Ion. (3.30 p.m.)
5. Dunedin, Ion. (3.30 p.m.)
6. Invercargill, Ion.
7. Lawson City, Ion.
8. Stewartville, Ion.
9. New Zealand, Ion.
10. Oamaru, Ion.
11. Ballarat, Ion.
12. Blackwood, Ion.
13. Richmond, Ion. (10.0 a.m.)
14. Saint John City, Ion. (4.15 p.m.)
15. The Junction, Ion. (4 p.m.)

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16. Mail in the afternoon:
17. Albury, Ion. (3 - 5 p.m.)
18. Gabriels Gully, Ion. (3.30 p.m.)
19. Dunedin, Ion. (4 p.m.)
20. Kaikoura, Ion. (3.30 p.m.)
21. Ross Creek, Ion. (4 p.m.)
22. Stafford, Ion.
23. Ben Nevis, Ion.
24. Clyde, Ion.
25. Ida Valley, Ion.

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26. Mail in the morning:
27. Alfredton, Ion. (Mail bag, & after noon.)

28. Alexandra, Ion. (Mail bag and before noon.)

29. Ashburton, Ion. | At regular times.
30. Christchurch, Ion. |

31. Dunedin, Ion.
32. Edinburgh, Ion.
33. Fairlie, Ion.
34. Fairlie Junction, Ion.
35. Invercargill, Ion.
36. Lawson City, Ion.
37. Stewartville, Ion. (Mail, evening after school hours.)
38. Waitia Valley, Ion. (After noon.
39. Invercargill, Ion. (Mail, evening
40. Ida Valley, Ion. (Mail, evening
41. Ben Nevis, Ion. (Mail, evening
42. Ross Creek, Ion. (Mail, evening
43. Stafford, Ion.
44. Clyde, Ion.
45. Oamaru, Ion.
46. Christchurch, Ion. (Mail bag
in the afternoon, and, alternating
morning only. Small crate
machines after bag after
regular school hours.)

Summary of Grade Meetings.

Length of time devoted to each of these meetings.- The following cities,(35 of them) report as follows:

I. Length of meeting 1-hour:
1. Detroit, Mich.
2. Houston,Tex. (or longer if necessary.)
3. New Haven,Conn.
4. Salt Lake City,Utah
5. Sta. Ana,Cal.
6. Sta.Barbara,Cal.
7. Sioux Falls, S.Dak.
8. Wenatchee,Wash.
9. Wilmington, N.Dak.
10. Winchester,Va.

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II. Length of meeting about 1-hour:
1. Albany, Oreg.
2. Centralia, Wash.
3. Oakland, Cal.

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III. Length of meeting ½-hour:
1. Plymouth,N.Car. 2. Spokane, Wash.

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IV. Length of meeting 2-hours:
1. Albany,N.Y.
2. Minneapolis,Minn. (About 2 hours covering 15 to 30 minutes with several sups. or 2 hours with one supervisor.)

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V. Length of meeting 45 minutes:
1. Arkansas City,Kan.
2. Raleigh, N,Car.
3. San Jose,Cal.
4. Farimont,W.VA.(40 to 45 minutes)

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VI. Length of meeting varies:
1. Des Moines,Io. 2. Walla walla,Wash.

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VII. Length of meeting 1 to 1½ hours:
1. Kansas City,Mo. 2. Richmond,Cal. 3. Richmond,Va.

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VIII. Length of meeting as long as necessary:
1. Los Angeles, Cal. 2. Utica, N.Y.

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IX. Length of meeting 1 to 2 hours:
1. Indianapolis,Ind. 2. Syracuse,N.Y.

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X. Miscellaneous answers: 5. Vancouver,Wash.(1½-hours.)
1. Aberdeen,N.Dak.(No definite time.) 2. Alexandria,La (1-2 hrs)
3. Grand Forks,N.Dak.(15 min.to 2hrs.) 4. Norfolk,Va.(2-3 hrs.)

Glossary of Greek Medicine.

Lengths of time devoted to each of these medicines.- The following table,(% of time) report as follows:

4. Length of medical 1-hour:
1. Bathing, Bath.
2. Hunting,Exc. [or longer if necessary.]
3. Air Exper.Dong.
4. Exch Lake (air),Walk
5. Sun. Lake.Lect.
6. Sun.Problem.Lib.
7. Sunset Relig. .Doc.
8. Dancing,Lab.
9. Philosophy, R.Lab.
10. Biochemist,Ps.

11. Length of morning meals 1-hour:
1. Lifeway, Dance.
2. Conversation, Exch.
3. Gymnasium, Lect.

12. Lengths of evening 4-hours:
1. Tournament,Conv. 2. Symposium, Lab.

13. Lengths of evening 2-hours:
1. Library, A.T.
2. Incompatible,Chem. [about 2 hours covering 1/2 to 3/4 minutes with several meals. or 2 hours with one meal.]

7. Lengths of evening 45 minutes:
1. Attorney (Lib),Lab.
2. Relatives, R.Dis.
3. Sun Lect.Doc.
4. Preceptor, A.T.; [45 to 60 minutes]

VI. Lengths of morning visits:
1. Sun Exhaus,Ps. 2. Public Relig.Chem.

VII.Length of morning 3 to 12 hours:
1.Dance City,Ps. 2. Diagnosis,Lab. 3. Diagnosis,Ch.

VIII. Length of morning 24 hour or morning:
1. Sun Lecture, Chi. 2. Video, A.T.

IX. Length of morning 3 to 5 hours:
1. Internship,Int. 2. Gymnasium,A.T.

3. Transitional morning: 2. Tomorrow,Chem.(1/2-hour.)
1.Lecture,A.Ch.(To optimize time.) 2. Transition,Ps. [Lab.opp]

Summary of Grade Meetings.

Is attendance compulsory to these meetings?- The following cities,(35 of them), report as follows:

I. Compulsory attendance to these meetings:

1. Albany,N.Y.
2. Albany,Oreg.
3. Alexandria,La.
4. Arkansas City,Kan.
5. Centralia,Wash.
6. Des Moines,Io.
7. Grand Forks,N.Dak.
8. Houston,Tex.
9. Los Angeles,Cal.
10. New Haven,Conn.
11. Raleigh,N.Car.
12. Richmond,Cal.
13. Richmond,Va.
14. Salt Lake City,Utah
15. San Jose,Cal.
16. Sta. Ana,Cal.
17. Sta. Barbara,Cal.
18. Sioux Falls,S.Dak.
19. Syracuse,N.Y.
20. Utica,N.Y.
21. Wenatchee,Wash.
22. Winchester, Va. (Teachers are always excused on request reason never required.)

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II. Not compulsory attendance:

1. Aberdeen, S.Dak.
2. Detroit, Mich.
3. Fairmont,W.Va.
4. Indianapolis,Ind.
5. Oakland,Cal.

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III. Miscellaneous answers:

1. Kansas City,Mo. (Expected to attend unless satisfactory reason.)
2. Norfolk, Va.(Voluntary,but every one expected to attend.)
3. Vancouver,Wash. (Not absolutely, but expected to attend.)
4. Walla walla, Wash.(Supposed to be present)
5. Wilmington, N.Dak.(No, but expected to attend.)

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6. Spokane, Wash.(Optional for old teachers, required for new, except 2 each year required for all of each supervisor.)
7. Minneapolis, Minn. (Usually, some optional so announced in printed bulletin call.)

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8. Plymouth,N.Car. (No report given.)

Summary of Opinion Questions.

In attempting unequivocally to assess sovereignty- the following table,(32 of them), reveals as follows:

I. Compulsory allegiance to three sovereigns:

1. Albany, N.Y.	11. Kansas City, Mo.	
2. Atlanta, Ga.	12. Salt Lake City, Utah	
3. Charleston, S.C.	13. San Jose, Cal.	
4. Cheyenne, Wyo.	14. Tacoma, Wash.	
5. Cincinnati, Ohio.	15. Tulsa, Okla.	
6. Des Moines, Ia.	16. Wichita, Kans.	
7. Fresno, Calif.	17. Wilmington, Del.	
8. Hartford, Conn.	18. Wilson, N.C.	
9. Los Angeles, Cal.	19. Youngstown, Ohio.	
10. New Orleans, La.	20. Winchester, Va.	(Residents are also subject to county
11. Raleigh, N.C.		sole sovereign in county
12. Richmond, Va.		Judges Court Decisions.)

II. Two compulsory allegiances:

1. Lewiston, Idaho. 2. Tallahassee, Fla. 3. Portland, Ore.
4. Detroit, Mich. 5. Indianapolis, Ind.

III. Discretionary sovereign:

1. Kansas City, Kan. (Required to attend salary multiplying ordinance.)

2. Toledo, Ohio. (Compulsory, but every one requested to attend.)

3. Vancouver, Wash. (Not absolutely, but required by attend.)

4. Dallas, Texas. (Supposed to be present)

5. Pittsburgh, Penn. (Ex, but accorded to attend.)

6. Spokane, Wash. (Spokane has the Executive, required for ser-
vants 5 with just reason for all of each
sovereignty.)

7. Minneapolis, Minn. (Compulsory, some citizens to accompany in
petition outside cost.)

V. Adjusted, Ariz. (No means given.)

Summary of Grade Meetings.

Is compensation or credit given?- The following cities, (35 of them), report as follows:

I. No compensation nor credit given to these meetings:

1. Aberdeen, S.Dak.
2. Albany, N.Y.
3. Alexandria, La.
4. Arkansas City, Kan.
5. Des Moines, Io.
6. Detroit, Mich.
7. Fairmont, W.Va.
8. Grand Forks, N.Dak.
9. Houston, Tex.
10. Indianpolis, Ind.
11. Kansas City, Mo.
12. Los Angeles, Cal.
13. Minneapolis, Minn.
14. New Haven, Conn.
15. Norfolk, Va.
16. Oakland, Cal.
17. Raleigh, N.Car.
18. Richmond, Cal.
19. Richmond, Va.
20. Salt Lake City, Utah
21. San Jose, Cal.
22. Sta. Ana, Cal.
23. Sta. Barbara, Cal.
24. Sioux Falls, S.Dak.
25. Syracuse, N.Y.
26. Utica, N.Y.
27. Vancouver, Wash.
28. Winchester, Va.

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II. Compensation or credit given to these meetings:

1. Albany, Oreg.
2. Centralia, Wash. (Credit only)
3. Wenatchee, Wash. (Credit only)
4. Wilmington, N.Dak. (Except in effeciency rating.)

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III. Rule of Board provides for deduction of salary for absence from a required meeting without sufficient excuse. Rule applied only to extreme case.)

1. Spokane, Wash.

IV. No report given:

1. Plymouth, N.Car.
2. Walla walla, Wash.

Summary of Bonds Received.

In accordance or credit given- The following action, (or none), record is follows:

II. In consideration our credit given, so these questions:

1. Cowlesville, Wash.	7. Ashland, Ore.
2. Albion, Ill.	8. Grand Island, Neb.
3. Lincoln, Neb.	9. Fairfield, Ore.
4. Spokane City, Wash.	10. Lewiston, Ida.
5. Fort Worth, Tex.	11. Cusick, Wash.
6. Pullman, Wash.	12. Lake Oswego, Ore.
13. Minneapolis, Minn.	21. Fort Dodge, Ind.
14. New Haven, Conn.	22. Pittsburg, Cal.
15. Marshall, Va.	23. Ada, Oklahoma, Okl.
16. Indiana, Del.	24. Silver Bells, S.Dak.
17. Antioch, N.Car.	25. Fairmont, N.Y.
18. Midwood, Ind.	26. Orono, N.I.
19. Sycamore, Ill.	27. Tuscaloosa, Wash.
20. Salt Lake City, Utah.	28. Stockbridge, Va.

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II. Consideration or credit given in these questions:

1. Albany, Ore.
2. Centralia, Wash. (Credit only)
3. Bemidjee, Minn. (Credit only)
4. Hillsboro, N.Dak. (Accept in efficiency rating.)

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III. Date of Bond provides the determine of delay for ve- verse from a provided-crediting without sufficient source. Date applied only to actions cers.)

1. Sycamore, Wash.

IV. In report given:

1. Sycamore, N.Dak.
2. Hills valle, Wash.

Summary of Grade Meetings.

Is penalty attached to these meetings for failure to attend The following cities,(35 of them), report as follows:

I. No penalty attached to these meetings:

1. Albany,N.Y.
2. Arkansas City,Kan.
3. Des Moines,Io.
4. Detroit,Mich.
5. Fairmont,W.Va.
6. Indianapolis,Ind.
7. Kansas City,Mo.
8. Los Angeles,Cal.
9. Minneapolis,Minn.
10. Norfolk,Va.
11. Oakland,Cal.
12. Raleigh,N.Car.
13. Richmond,Cal.
14. San Jose,Cal.
15. Sta.Ana,Cal.
16. Sioux Falls, S.Dak.
17. Syracuse,N.Y.
18. Wilmington,N.Dak.
19. Winchester,Va. (Repeated absence or indefference would affect teacher's professional standing.)

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II. Miscellaneous answers:

1. Aberdeen, S.Dak. (Failure to attend has to be explained.)
2. Albany,Oreg. (Teacher failing to attend without reason can be asked to resign in 30 days. Contract covers situation.)
3. Alexandria,La.(Teacher who fails to attend is not likely to be reappointed.)
4. Grand Forks,N.Dak. (Only the displeasure of the administration)
5. New Haven,Conn. (Reproval,if necessary.)
6. Richmond,Va. (Reasonable excuses received.)
7. Salt Lake City, Utah. (Unexcused absence from these meetings would affect standing of principals and teachers)
8. Spokane, Wash.(Board provides for deduction of salary from absence to this meeting without sufficient excuse.)
9. Vancouver, Wash.(Good excuses are necessary.)
10. Wenatchee,Wash. (Rating is lowered from absence to these meetings.)
11. Houston,Tex. (Requires an excuse for absence from these meetings.)

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III. No report given:

1. Centralia,Wash.
2. Plymouth,N.Car.
3. Sta.Barbara,Cal.
4. Utica, N.Y.
5. Walla walla,Wash.

Summary of Grade Meetings.

By whom these meetings are organized. The following cities, (35 of them) report as follows:

I. Organized by the City Supts. of Schools:
1. Aberdeen, S.Dak.
2. Albany, N.Y.
3. Albany, Oreg.
4. Arkansas City, Kan.
5. Centralia, Wash.
6. Grand Forks, N.Dak.
7. Kansas City, Mo. (supt. office)
8. Norfolk, Va. (Supt. & Adm. Office)
9. Salt Lake City, Utah
10. Sta. Ana, Cal.
11. Sta. Barbara, Cal. (Teachers elect presiding officers and secretary.)
12. Walla walla, Wash.
13. Wenatchee, Wash.

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II. Organized by supervisors:
1. Des Moines, Io.
2. Detroit, Mich.
3. Raleigh, N.Car.
4. Richmond, Va.
5. Sioux Falls, S.Dak.
6. Spokane, Wash.
7. Winchester, Va. (Grde. sups. and principals.)

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III. Organized by supt. and sups.:
1. Alexandria, La. (Assistant and supt.)
2. Minneapolis, Ind. (Supt. and assistant supt.)
3. New Haven, Conn. (Sups. and assistant supt.)
4. Richmond, Cal. (" " " ")
5. Utica, N.Y. (

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IV. Organized by teachers:
1. Indianapolis, Ind.
2. San Jose, Cal.
3. Sta. Barbara, Cal. (Teachers elect presiding officers & sec.)
4. Syracuse, N.Y. (Grade teachers.)

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V. Organized by principals:
1. Vancouver, Wash. (Principal, supt. and supervisor cooperating)
2. Wilmington, N.Dak.

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VI. No report given:
1. Fairmont, W.Va.
2. Houston, Tex.
3. Los Angeles, Cal.
4. Oakland, Cal.
5. Plymouth, N.Car.

Summary of clerks meetings.

The above broad meetings are summarized, the following states, (33 of them) reports as follows:

I. Operated by the city Depts. of Schools:
1. Brooklyn, N.Dak.
2. Albany, N.Y.
3. Elkhart, Ind.
4. Lakewood Ohio, Ohio.
5. Danville, Ill.
6. Grand Forks, N.Dak.
7. Kansas City, Mo. (Page.office) 12. Salt Lake City, Utah.
8. Norfolk, Va. (Page.& Adm.Office) 13. Vancouver, Wash.

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II. Operated by superintendent:
1. New Haven, Ct.
2. Berkeley, Calif.
3. Galesburg, Ill.
4. Richmond, Va.
5. Grand Island, Nebr.
6. Bangor, Maine.
7. Washington, D.C. (Pers.,Page., and Principals.)

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III. Operated by Page, and Supt.:
1. Gloucester, Mass. (Auditor and Supt.)
2. Minneapolis, Ind. (Supt. and Auditor Page.)
3. New Haven, Conn. (Page. and Auditor Supt.)
4. Elkhorn, Ind.
5. Olathe, N.J. (

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IV. Operated by Auditor:
1. Indianapolis, Ind.
2. Des Moines, Ia.
3. Sta.Barbara, Cal. (Treasurer also provides offices & Dep.)
4. Pleasant, N.J. (Also Treasurer.)

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V. Operated by School Board:
1. Gloucester, Mass. (Principal,Page,and superintendent-superviselor)
2. Wilmington, Del.

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VI. No report given:
1. Portland, Ore.
2. Hamilton, Ohio.
3. Los Angeles, Cal.
4. Oakland, Cal.
5. Pittsburg, Pa.

Summary of Principals' Meetings.
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Out of the 40-cities named on page 76, only 3 of them, are not using principals' meetings in their school systems. These cities are: 1.Palouse, Wash. 2. Plymouth,N.Car. 3. Valley City,N.Dak.

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How often these meetings are held.- The following cities, 37 of them, report as follows:

I. Held weekly:
1. Detroit,Mich.(Dist.principals.)
2. Salt Lake City,Utah.
3. Santa Barbara, Cal.
4. Wilmington,N.Dak.(or on call of principal.)

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II. Held bi-weekly:
1.Fairmont,W.Va. (every other Mon.)
2.Fresno,Cal.(Twice a month)
3.Richmond,Va.
4.Spokane,Wash.
5.Walla walla,Wash.(Twice a month.)

III.Held bi-monthly:
1. Albany,N.Y.
2. Centralia,Wash.
3. Indianapolis,Ind.
4. Norfolk,Va.
5. San Jose,Cal.

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IV. Held Monthly:
1. Denver,Col.
2. Detroit,Mich.(weekly dist.prins. ,all principals.)
3. Des Moines,Io. (and on call.)
4. Houston,Tex.
5. Kansas City,Mo.
6. Minneapolis,Minn.
7. New Haven,Conn.
8. Raleigh,N.Car.
9. Sta.Ana,Cal.
10. Sioux Falls, S.Dak.
11. Utica,N.Y.
12. Wenachee,Wash.
13. Winchester, Va.(At irregular intervals, about 1 each month.)

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V. Held at no difinite time:
1.Aberdeen, S.Dak.
2. Los Angeles, Cal.

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VI. Held as occasion demands:
1. Alexandria,La.
2. Richmond, Cal.

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VII. Held irregularly :
1. Chicago,Ill.
2. Grand Forks,N.Dak.

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VIII, Miscellaneous answers:
1. Albany, Oreg. (varies)
2. Arkansas City, Kan.(Held 4-times per year.)
3. Oakland, Cal. (Held 3-times per semester.)
4. Syracuse,N.Y. (On call od supt.)
5. Vancouver,Wash.(Frequent individual conference-few general meeting.)

Summary of Principal Questions.

Out of the 40-odd questions asked on page 26, only 3 of them are not using principal meanings in their usual order. These odd ones are: 1. Fitness, Prob. 2. Upsets, 3. Cur. 3. Value of 17, 3. Job.

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The other three questions are back.- The Individual Office, 27, at home, report as follows:

I. Total results:
1. Service: 4 (Lack, attention.)
2. Data -use utility high.
3. Check Personnel job.
4. Attendance, 2, 3. (Low on well of technical.)

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II. Main problem: [II. Total sub-problem:
1. Personnel, 7. Yr. (Group-office rec.) 1. Client, 2. I.
2. Power, Cur. (Value a month) 2. Productive Prob.
3. Fitness, Yr. 3. Relationship, Inc.
4. Upsets, Yr. 4. Service, Yr.
5. Data quality, Prob. (Value a month.) 5. Non Prob.

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IV. Data Reliable:
1. Never, 2.
2. Occasion, 2. (Service direct-review, all principle.)
3. Use Problem, 2. (Low in well.)
4. Accident, Cur. 10. Client Data, 2. Cur.
5. Business Cur. 11. Write, 2. 2.
6. Strength, Prob. 12. Responsible, Prob.
7. Use Lower, Cur. 13. Technicians, Yr. (At Prob.)
8. Subject, 2. Cur. Low Industrial, Prob. 2 month.
9. Use, Cur. 2. month.)

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V. Data as to Client Use:
1. Service, 2. Cur. 2. Use Client, Yr.

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VI. Data as problem Prob.:
1. Alternative, Cur. 2. Personal, Cur.

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VII. Data Frequency:
1. Change, Yr. 2. Prob. Prob. 2. Cur.

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VIII. Technical Source:
1. Library, Cur. 2. Yr. (Low)
2. Academic Dep. Cur. (Data 4-times per year.)
3. Medical, Cur. (Data 3-times per semester.)
4. Personnel, 2. 2. (On call of work.)
5. Technical, Prob. (Frequent Individual conference-low general meeting.)

Summary of Principals' Meetings.

When these meeting are held.- The following cities, (37 of them), report as follows:

I. Held after school in the afternoon:
1. Aberdeen, S.Dak. (4.15 p.m.)
2. Albany, Oreg. (
3. Arkansas City, Kan.
4. Denver, Col. (Mon. 2:30-5 p.m.)
5. Detroit, Mich. (Dist. prins. 2 p.m.)
6. Indianapolis, Ind.
7. Houston, Tex. (1st Mon. of the month, 4 p.m.)
8. Minneapolis, Minn. (2nd Tu. afternoon each mo.)
9. New Haven, Conn.
10. Oakland, Cal.
11. Raleigh, N.Car.
12. Richmond, Va. (Wed. p.m.)
13. Salt Lake City, Utah.- (3:30 p.m.)
14. Sta. Barbara, Cal. (4 p.m. every Monday.)
15. Spokane, Wash. (4.15 Weds.
16. Walla walla, Wash.
17. Wenatchee, Wash.
18. Syracuse, N.Y. (4 p.m.)
19. Utica, N.Y.

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II. Held in the afternoon:
1. Albany, N.Y. (4 p.m.)
2. Centralia, Wash.
3. Chicago, Ill.
4. Fairmont, W.Va.
5. Fresno, Cal. (2:30 gen. meeting; 3;00 elem. principals.)
6. Grand Forks, N.Dak.
7. Sioux Falls, S.Dak.
8. Wilmington, N.Dak.
9. Norfolk, Va. (or evening also)

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III. Held in the evenings:
1. Alexandria, La.
2. Des Moines, Io. (8.45 p.m.)
3. Sta. Ana, Cal.
4. Vancouver, Wash. (Mon. evening.)

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IV. Held in the morning:
1. Kansas City, Mo. (Sat. a.m.)
2. Richmond, Cal.
3. San Jose, Cal.

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V. Miscellaneous answers:
1. Winchester, Va. (at conveinient time during school days)
2. Los Angeles, Cal. (No report given.)

Summary of Individual Questionnaire.

When those answering are left - the following details, (32 of them), appear as follows:

I. Said after school in the afternoon:
1. Sketches, 1.Ind. (4.15 p.m.) 13. Said home daily, Dram.-
2. Street, open. (2. 30 p.m.)
3. Grammar Girls, Ind. 14. Its Christmas, Ind.(4 p.m.
4. Parent, Ind. (Sports: 30-2 p.m.) Away Tuesday.)
5. Sketch, Girls, Lint, Games, 2 p.m.) 15. Sketches, Dram.(4.30 Tues.
6. Initiative, Int. 16. Girls walk, Dram.
7. Dancing, Int. (Int dem. of the sports.4 p.m.)
8. Gymnasium, Int.(Int Tu.afternoon sports Wed.)
9. Gym Dance, Dram. 17. Preachers, Sport.
10. Sketches, Ind. 18. Gymnasium,2.7.(4 p.m.)
11. Girlish, 3.Dar. 19. Drama,2.3.
12. Gymnasium, Tu.(Int.2.p.m.)

II. Said in the afternoon:
1. Library, 2.(4 p.m.) 6. Dramatic Society, Ind.
2. Sketch, Lint. 7. Sister Girls, 2.Ind.
3. Dancing, Int. 8. Philanthropic, 2.Ind.
4. Tennis, Int. 9. Debtors, 2. for evening (2nd)
5. Dramatic, Ind. (2:30 pm.evenings 3:00 Wed. Philanthropic.)

III. Said in the evening:
1. Literary, Int. 3. Gym. Int. Ind.
2. Gym Dance, Dr.(7.45 p.m.) 4. Sketches, Ind.(Int.,evening.)

IV. Said in the morning:
1. Lunch City, Ab. (Int.2.p.m.)
2. Library, Int. 3. Gym Dance,Ind.

V. Miscellaneous answers:
1. Sketches,Int. (2 mentioned also during school hour)
2. Int Regular,Int. (No reason given.)

Summary of Principals' Meetings.

Length of time devoted to each of these meetings.- The following cities, (37 of them), report as follows:

I. Length of meetings 1-hour:
1. Fairmont, W.Va.(or more)
2. Houston,Tex. (or more)
3. Raleigh, N.Car.
4. Sta.Barbara,Cal.
5. Sioux Falls,S.Dak.
6. Spokane,Wash.
7. Wilmington,N.Dak.
8. Winchester,Va.

II. Length of meeting about 1-hour:
1. Albany, N.Y.
2. Centralia,Wash.
3. Chicago, Ill.
4. Oakland,Cal.

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III. Length of meeting from 1 to 2 hours:
1. Detroit,Mich. (District principals and principals.)
2. Richmond, Cal.
3. Syracuse, N.Y.

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IV. Length of meeting 1½-hours:
1. Fresno, Cal.
2. New Haven,Conn.
3. Salt Lake City,Utah
4. San Jose,Cal.
5. Sta. Ana, Cal.
6. Vancouver,Wash.

V. Length of meeting 1- 1½ hours
1. Richmond,Va.
2. Wenatchee, Wash.

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VI. Length of meeting varies:
1. Albany,Oregon 2. Des Moines,Io. 3. Walla walla,Wash.

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VII. Length of meeting from 1½to 2-hours:
1. Indianapolis,Ind. 2. Kansas City, Mo.

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VIII. Length of meeting as long as necessary:
1. Aberdeen,S.Dak. 2. Los Angeles,Cal. 3. Utica,N.Y.

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IX. Length of meetings in miscellaneous manners:
1. Alexandria,La. (1 to 3 hours.)
2. Arkansas City, Kan. (45 minutes.)
3. Denver,Col. (2½-hours.)
4. Grand Forks,N.Dak. (15 minutes to 2 hours.)
5. Minneapolis, Minn. (About 2-hours.)
6. Norfolk,Va. (2 to 3-hours.)

Summary of Principal Meetings.

Length of time devoted to each of these meetings.- The following cities, (37 of them), report as follows:

I. Length of meetings 3-hours: II. Length of meeting under 3-hours:
1. Paterson, N.J., (or more) 1. Albany, N.Y.
2. Seattle, Wash. (10 more) 2. Cumberland, Md.
3. Dallas, Tex. 3. Chicago, Ill.
4. Ft. Worth, Tex. 4. Portland, Ore.
5. Akron, Ohio, 3 hrs.
6. Brooklyn, N.Y.
7. Kingsport, Tenn., 3 hrs.
8. Kingsport, Tenn.

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III. Length of meeting from 1 to 2 hours:
1. Detroit, Mich. (Interest relatively low and principals.)
2. Richmond, Ind.
3. Syracuse, N.Y.

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IV. Length of meeting 1½-hours: V. Length of meeting 1- 1½ hours
1. Tacoma, Wash. 1. Stockton, Cal.
2. San Diego, Calif. 2. Bangkok, Siam.
3. Salt Lake City, Utah
4. San Jose, Cal.
5. Ft. Wayne, Ind.
6. Tacoma, Wash.

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VI. Length of meeting varies:
1. Albany, Oregon 2. San Antonio, Tex. 3. Walla Walla, Wash.

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VII. Length of meeting from 1½ to 2-hours:
1. Indianapolis, Ind. 2. Kansas City, Mo.

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VIII. Length of meeting as long as necessary:
1. Alameda, Calif. 2. San Angelo, Tex. 3. Utica, N.Y.

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IX. Length of meeting in miscellaneous manner:
1. Hickory, Pa. (2 to 3 hours.)
2. Kansas City, Mo. (30 minutes.)
3. Denver, Col. (1½ hours.)
4. Grand Forks, N.Dak. (15 minutes to 2 hours.)
5. Wilmington, Ohio. (Usual 2-hours.)
6. Bartlett, Tex. (2 to 3-hours.)

Summary of Principals' Meetings.

Is attendance compulsory to these meetings?- The following cities, (37 of them), report as follows:

I. Compulsory attendance to these meetings:

1. Albany, N.Y.
2. Albany, Oreg.
3. Alexandria, La.
4. Arkansas City, Kan.
5. Centralia, Wash.
6. Chicago, Ill.
7. Des Moines, Io.
8. Denver, Col.
9. Detroit, Mich.
10. Fresno, Cal.
11. Grand Forks, N.Dak.
12. Houston, Tex.
13. Indianapolis, Ind.
14. Los Angeles, Cal.
15. Minneapolis, Minn.
16. New Haven, Conn.
17. Oakland, Cal.
18. Raleigh, N.Car.
19. Richmond, Cal.
20. Richmond, Va.
21. Salt Lake City, Utah
22. San Jose, Cal.
23. Sta. Barbara, Cal.
24. Sioux Falls, S.Dak.
25. Spokane, Wash.
26. Syracuse, N.Y.
27. Utica, N.Y.
28. Wenatchee, Wash.
29. Wilmington, N.Dak.
30. Sta. Ana, Cal.
31. Winchester, Va.(Teachers always excused on request reason never required.

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II. Not compulsory attendance:

1. Aberdeen, S.Dak.
2. Fairmont, W.Va.

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III. Expected to attend unless satisfactory reason:

1. Kansas City, Mo.
2. Norfolk, Va.(Every one expected to attend.)

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IV. Miscellaneous answers:

1. Vancouver, Wash. (Not absolutely but teachers are expected to attend.)
2. Walla walla, Wash.(Supposed to be present.)

Summary of Principals' Meetings.

Is compensation or credit given to these meetings?- The following cities, (37 of them), report as follows:

I. No compensation nor credit given to these meetings:

1. Aberdeen, S.Dak.
2. Albany, N.Y.
3. Alexandria, La.
4. Arkansas City, Kan.
5. Denver, Col.
6. Des Moines, Io.
7. Detroit, Mich.
8. Fairmont, W.Va.
9. Grand Forks, N.Dak.
10. Houston, Tex.
11. Indianapolis, Ind.
12. Kansas City, Mo.
13. Los Angeles, Cal.
14. Minneapolis, Minn.
15. New Haven, Conn.
16. Norfolk, Va.
17. Oakland, Cal.
18. Raleigh, N.Car.
19. Richmond, Cal.
20. Richmond, Va.
21. Salt Lake City, Utah.
22. San Jose, C l.
23. Sta. Ana, Cal.
24. Sta, Barbara, Cal.
25. Sioux Falls, S.Dak.
26. Syracuse, N.Y.
27. Utica, N.Y.
28. Vancouver, Wash.
29. Wilmington, N.Dak.
30. Winchester, Va.

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II. Compensation or credit given to these meetings:

1. Albany, Oregon.
2. Centralia, Wash. (Credit)
3. Wenatchee, Wash, (Credit)

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III. Part of the regular duties:

1. Chicago, Ill.
2. Fresno, Cal.

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IV. Miscellaneous answers:

1. Spokane, Wash. (Rule of Board provides for deduction of salary from absence to this meeting, ect....)
2. Walla walla, Wash. (No reprot given.)

Summary of Principals' Meetings.

Is penalty attached to these meetings for failure to attend?- The following cities,(37 of them), report as follows:

I. Penalty is not attached to these meetings:

1. Albany,N.Y.
2. Arkansas City, Kan.
3. Denver,Col.
4. Des Moines,Io.
5. Detroit, Mich.
6. Fairmont,W.VA.
7. Indianapolis,Ind.
8. Kansas City,Mo.
9. Los Angeles,Cal.
10. Minneapolis, Minn.
11. Norfolk, Va.
12. Oakland,Cal.
13. Raleigh,N.Car.
14. Richmond,Cal.
15. SAn Jose,Cal.
16. Sta.Ana,Cal.
17. Sioux Falls, S.Dak.
18. Syracuse, N.Y.
19. Wilmington,N.Dak.
20. Winchester,Va.(Repeated absence or indefference would affect teacher's professional standing.)

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II. Miscellaneous answers:

1. Aberdeen,S.Dak. (Failure to attend has to be explained.)
2. Albany,Oreg. (Teacher failing to attend without reason can be asked to resign in 30 days.Contract covers situation.)
3. Alexandria, La. (Not likely to be reapppinted for failure to attend.)
4. Fresno,Cal. (Unless excused would be regarded as absence from duty.)
5. Grand Forks, N.Dak. (Only the displeasure of the administration.)
6. New Haven,Conn. Reproval if necessary.)
7. Richmond, Va. (Reasonable excuses received.)
8. Vancouver,Wash.(" " ")
9. Salt Lake City,Utah (Unexcused absence from this meeting is regaraded unprofessional and would seriously affect standing of teachers and principals.)
10. Spokane,Wash,(Rule of Board provides for deduction of salary from absence to this meeting....etc.)
11. Wenatchee,Wash. (Rating is lowered)
12. Houston,Tex.(Requires an excuse for absence from this meeting.)

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III. No report given:

1. Centralia,Wash.
2. Chicago,Ill.
3. Sta.Barbara, Cal.
4. Utica, N.Y.
5. Walla walla, Wash.

Answer of Pikmikopis' Services.

In penalty attached to these messages for failure to attend - the following cities (\/ of town), appear as follows:

I. Penalty is not attached in these cities:

1. Albany, N.Y.
2. Atlantic City, N.J.
3. Denver, Col.
4. Des Moines, Ia.
5. Detroit, Mich.
6. Fairmont, W.Va.
7. Indianapolis, Ind.
8. Kansas City, Mo.
9. Los Angeles, Cal.
10. Minneapolis, Minn.
11. Seattle, Wa.
12. Oakland, Cal.
13. Omaha, Neb.
14. Richmond, Va.
15. San Jose, Cal.
16. Spokane, Wash.
17. Tacoma, Wash.
18. Tulsa, Okla.
19. Wichita, Kan.
20. Winnipeg, Can. (Imperial element or independence would affect Pikmikopis' relationship.)

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II. Penalty applicable:

1. Abertson, Ala. (Failure to attend the 23 to be penalized.)
2. Albany, Ore. (Failure calling in signal weights. Failure to be asked to reply in 23 days.Continue notice attention.)
3. Alexandria, La. (Not likely to be recognized for failure to attend.)
4. Ithaca, N.Y. (Talks should be regulated whether free lect.)
5. Grand Forks, N.Dak. (Only the disposition of the admini-stration.)
6. Lake Charles, La. Appointed if necessary.
7. Lexington, Ky. (Successful success required.)
8. Rochester, Minn.
9. Salt Lake City, Utah. (Discussed whether that this meeting is representative municipal and would continuing direct attention of teachers and primaries.)
10. Spokane, Wash. (Site or Board provides for detection of money from attempt to pay meeting ....etc.)
11. Stockton, Calif. (Failing in Journal.)
12. Toledo, Ia. (Employed as member made changing from this meeting.)

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III. No report given:

1. Centralia, Wash.
2. Ft.Dodge, Ia.
3. Ft.Fairbanks, Col.
4. Helena, N.Y.
5. Walla Walla, Wash.

Summary of Principals' Meetings.

By whom these meetings are organized.- The following cities, (37 of them), report as follows:

I. Organized by the city superintendents of schools:

1. Aberdeen, S.Dak.
2. Albany, N.Y.
3. Albany, Oreg.
4. Alexandria, La.
5. Arkansas City, Kan.
6. Centralia, Wash.
7. Des Moines, Io.
8. Detroit, Mich, (supt.general) and (dist.principals-group.)
9. Grand Forks, N.Dak.
10. Kansas City, Mo.
11. Minneapolis, Minn.
12. Oakland, Cal.
13. Raleigh, N.Car.
14. Richmond, Cal.
15. Richmond, Va.
16. Salt Lake City, Utah
17. San Jose, Cal.
18. Sta. Ana, Cal.
19. Sta. Barbara, Cal.
20. Sioux Falls, S.DAk.
21. Spokane, Wash.
22. Syracuse, N.Y.
23. Utica, N.Y.
24. Vancouver, Wash.
25. Walla walla, Wash.
26. Wenatchee, Wash.
27. Winchester, Va.

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II. Organized by the principals:

1. Chicago, Ill.
2. Detroit, Mich.(Dist.principals group.)
3. Fresno, Cal. (Self-govening, but supt. presents his program, also.)
4. Wilmington, N.Dak.

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III. Organized by the supt. and committees:

1. Denver, Col.
2. Indianapolis, Ind.

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IV. Miscellaneous answers:

1. New Haven, Conn. (Assistant supt.)
2. Norfolk, Va. (Supt. and Administration.)

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V. No report given.

1. Fairmont, W.VA.
2. Houston, Tex.
3. Los Angeles, Cal.

Summary of Pathological Findings.

In abnormalities pathologic are concerned.- The following table, (37 of kind), occurs as follows:

I. Occurring in the only uncomplicated cases of myopia:

1. Lacunae, 3,000.	11. Atrophy, 1..
2. Atrophy, 1..	12. Hole near optic nerve, 1..
3. Atrophy, over...	13. Cyst, 1..
4. Discoloration, 1..	14. Cyst, 1..
5. Pigment, 1..	15. Cyst, 1..
6. Pigment, 1..	16. Cyst, 1..
7. Degeneration, 1..	17. Cysts, 2..
8. Cysts, 2..	18. Cysts, 2..
9. Cysts, 2..	19. Cysts, 2..
10. Cysts, 2..	20. Cysts, 2..
11. Cysts, 2..	21. Cysts, 2..
12. Cysts, 2..	22. Cysts, 2..
13. Cysts, 2..	23. Cysts, 2..
14. Cysts, 2..	24. Cysts, 2..
15. Cysts, 2..	25. Cysts, 2..
16. Cysts, 2..	26. Cysts, 2..
17. Cysts, 2..	27. Cysts, 2..
18. Cysts, 2..	28. Cysts, 2..
19. Cysts, 2..	29. Cysts, 2..
20. Cysts, 2..	30. Cysts, 2..
21. Cysts, 2..	31. Cysts, 2..
22. Cysts, 2..	32. Cysts, 2..
23. Cysts, 2..	33. Cysts, 2..
24. Cysts, 2..	34. Cysts, 2..
25. Cysts, 2..	35. Cysts, 2..
26. Cysts, 2..	36. Cysts, 2..
27. Cysts, 2..	37. Cysts, 2..

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II. Occurred in the pathologic:

1. Cataract, 111.
2. Detrich, 111. [Intra-capsular fluid.]
3. Fibrous, 111. [Intra-capsular, but not. generate the vitreous, also.]
4. Cataract, 2.. [illegible]

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III. Occurred in the myop. and complicated:

1. Cancer, 1..
2. Tuberculosis, 1..

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IV. Miscellaneous accounts:

1. Ex Bowen, Jone. [Anatomical study.]
2. Detrich, 1.. [Cysts, and degeneration.]

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V. Ex Bowen Jones:

1. Tuberculosis, 1..
2. Chorioid, 1..
3. Lens Luxation, 1..

Summary of Meetings of Teachers with Special Supervisors.
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Out of the 40-cities named on page 76, only 7 of them are not using meetings with special supervisors in their school system. These cities are 1. Chicago, Ill. 2. Los Angeles, Cal. 3. Palouse, Wash. 4. Plymouth, N.Car. 5. syracuse, N.Y. 6. Valley City, N.Dak. and, 7. Wilmington, N.Dak.

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How often these meeting are held.- The following cities, (33 of them), report as follows:

I. Held weekly:
1. Albany, Oreg.
2. Indianapolis, Indiana (For certain teachers.)

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II. Held monthly:
1. Denver, Col. (Held together with principals' meeting.)
2. Raleigh, N.Car.
3. Richmond, Va.
4. Sioux Falls, S.Dak.
5. Wenatchee, Wash.
6. Winchester, Va. (At irregular intervals, about one each month.)

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III. Held irregularly:
1. Grand Forks, N.Dak.
2. Salt Lake City, Utah.

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IV. Held individually:
1. Alexandria, La.
2. Fairmont, W.Va.

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V. Held as needed:
1. Fresno, Cal.
2. Minneapolis, Minn.
3. Norfolk, Va.
4. Richmond, Cal. (As occasion demands)
5. Utica, N.Y.
6. Walla walla, Wash.

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VI. Held on call:
1. Des Moines, Io.
2. Kansas City, Mo.
3. Detroit, Mich.

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VII. Held bi-monthly:
1. Albany, N.Y.
2. San Jose, Cal.
3. Vancouver, Wash.

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VIII. Held 4-times a year:
1. Arkansas City, Kan.
2. Sta. Barbara, Cal.

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IX. Miscellaneous answers:
1. Aberdeen, S.Dak. (No definite time)
2. Oakland, Cal. (2 or 3 times a semester.)
3. Houston, Tex. (Supt. meets the sups. monthly.) or classified no report.
4. New Haven, Conn. (No report.)
5. Centralia, Wash. (No report.)
6. Sta. Ana, Cal. (Semesterly.)
7. Spokane, Wash. (Twice yearly or semesterly.)

Summary of Questions of Teachers with Special Interests.

Six of the 10-million cases on page [illegible], Daily [illegible] is then are not being questions with special concerns/work in their school system. These cities are 1. Chicago, Ill. 2. Los Angeles, Cal. 3. Detroit, Mich. 4. Cincinnati, Ohio. 5. Syracuse, N.Y. 6. Valley City, Ind. Inc. 7. Birmingham, Ala.

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The cities these meeting are main.- For following cities, (33 of them), reports are follows:

I. Main results:
1. Albany, Ore. 2. Indianapolis, Indiana (for service teachers.)

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II. Still working:
1. Denver, Col.(Main improve with psychologic' working.)
2. Duluth, Minn. 3. Hamilton, Ohio.
4. Kansas, Kan. 5. Manchester, Ia. (in irregular in-
6. Sioux City, S.Dak. Lawrie, model our some (work.)

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III. Data irregularity:
1. Grand Rapids, Mich. 2. Salt Lake City, Utah.

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IV. Data inconsistency:
1. Alexandria, La. 2. Fairmont, W.Va.

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V. Data in process:
1. Canton, Ohio. 2. Hagerstown, Md.(in processing [illegible])
3. Jacksonville, Ill. 4. Orlando, Fla.
5. Portland, Me. 6. Salem [illegible], Mass.

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VI. Data on cells:
1. San Antonio, Tx. 2. Kansas City, Mo. 3. Detroit, Mich.

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VII. Data Re-analyzed:
1. Albany, N.Y. 2. New York, N.Y. 3. Bloomington, Minn.

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VIII. Data Returns - Start:
1. Lorenzo City, Ala. 2. Fan, Fairbanks, Ala.

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IX. Classification accepted:
1. Lincoln, Neb. (in overlap view)
2. Oakland, Cal. (2 or 3 times a semester.)
3. Phoenix, Ariz. (Dist. needs the more, monthly.)or classifications
to report.
4. New Haven, Conn. (in report.)
5. Portsmouth, Va. (in report.)
6. Ala. Ala. (Bimonthly.)
7. Columbus, Ohio. (Issue yearly or monthly.)

Summary of Meetings of Teachers with Special Supervisors.

When these meetings are held.- The following cities,(33 of them), report as follows:

I. Held after school in the afternoon:
1. Aberdeen,S.Dak.(4:15 p.m.)
2. Des Moines,Io.
3. Denver, Col.(2:30-5 p.m.)
4. Houston,Tex.(1st Mon. 2 p.m.)
5. Indianapolis,Ind.
6. Kansas City,Mo.
7. New Haven,Conn.
8. Oakland,Cal.
9. Raleigh,N.Car.
10. Salt Lake City,Utah.
11. Sta.Barbara,Cal.
12. Utica,N.Y.
13. Vancouver,Wash.
14. Walla walla,Wash.
15. Wenatchee, Wash. (and Sat. forenoon.)

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II. Held in the afternoon:
1. Albany, N.Y.
2. Alexandria,La.
3. Centralia,Wash.(3.30 p.m.)
4. Detroit,Mich (4 p.m.)
5. Grand Forks,N.Dak.(4 p.m.)
6. Norfolk,Va.
7. Richmond,Va.
8.
8. San Jose,Cal.
9. Sta. Ana, Cal.
10. Sioux Falls, S.Dak.(3-4 p.m.)
11. Spokane,Wash.(10 a.m. supt. and 3.30 p.m. during year.)

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III. Held during school hours:
1.Albany, Oreg.
2. Arkansas City,Kan.

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IV. Held as needed:
1. Fresno, Cal. 2. Richmond, Cal. (As occasion demands.)

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V. Held in miscellaneous answers:
1.Winchester,Va. (at convenient time during school days.)

2.Minneapolis,Minn. (1st, supt.and teachers, at regular time; 2nd, supt.and supervisors each Wed. afternoon before afternoon regular office hours)

3. Fairmont,W.Va. (No report given.)

Summary of Workings of Teachers with Special Qualifications.

Open these questions are held.- The following girls (23 or women), reports as follows:

2. Data after School, in the afternoon:
1. Abertheen, S.Dak. (4:15 p.m.)
2. Ipe Indiana, Ia.
3. Denver, Col. (2:30-3 p.m.)
4. Longview, Tex. (1st Sem. 2 p.m.)
5. Kalamazoo, Mich.
6. Kansas City, Mo.
7. New Haven, Conn.
8. Portland, Ore.
9. Salem, S.Dak.
10. Sioux Falls City, Iowa.
11. Sioux Falls, S.Dak.
12. Urbana, Ill.
13. Vancouver, Wash.
14. Walla Walla, Wash.
15. Waterbury, Conn. (see Sec. Summer.)

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12. Data in the afternoon:
1. Albany, N.Y.
2. Alexandria, La.
3. Charleston, Ark. (2:30 p.m.)
4. Detroit, Mich. (4 p.m.)
5. Grand Forks, N.Dak. (4 p.m.)
6. Norfolk, Va.
7. Richmond, Va.
8.
9. Sun Zone, Cal.
10. Sioux Falls, S.Dak. (3-4 p.m.)
11. Spokane, Wash. (10 a.m. 2 p.m.)
12. Tacoma, Wash.
13. Washington, D.C. (2:30 p.m. morning 2 p.m.)

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13. Data during school hours:
1. Albany, Oregon.
2. Spokane City, Wash.

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14. Data as regular:
1. Tacoma, Wash. 2. Washington, D.C. (in session summer.)

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9. Data in afternoon-morning answer:
1. Gloucester, Va. (as supplement time during school hours.)

2. Minneapolis, Minn. (1st, 2nd, and Saturday, of regular time; 3rd, 4th, and supervision each Tue. of summer.)
3. Tacoma before afternoon regular after noon)
3. Kirkwood, Tex. (in regular place.)

Summary of Meetings of Teachers with Special Supervisors.

Length of time devoted to each of these meetings.- The following cities, (33 Of them), report as follows:

I. Length of meeting 1-hour:
1. Albany, N.Y.
2. Detroit, Mich.
3. Indianapolis, Indiana
4. New Haven, Conn.
5. Salt Lake City, Utah
6. Sta. Barbara, Cal.
7. Sioux Falls, S.Dak.
8. Winchester, Va.

II. Length of meeting about 1-hr.:
1. Alexandria, La.
2. Centralia, Wash.
3. Oakland, Cal.
4. Sta. Ana, Cal.

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III. Length of meeting ½-hour:
1. Raleigh, N.Car. 2. San Jose, Cal. 3. Wenatchee, Wash.

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IV. Length of meeting varies:
1. Des Moines, Io. 2. Norfolk, Va. 3. Walla walla, Wash.

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V. Length of meeting as long as needed; or required:
1. Houston, Texas. 2. Utica, N.Y.

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VI. Length of meeting 1 to 1½-hours:
1. Kansas City, Mo. 2. Richmond, Va.

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VII. Miscellaneous answers:
1. Arkansas City, Kan. (45 minutes)
2. Albany, Oregon, (10 to 30 minutes.)
3. Denver, Col. (2½-hours.)
4. Grand Forks, N.Dak. (15 minutes to 1-hour.)

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VIII. No report given.
1. Fairmont, W.Va.
2. Fresno, Cal.
3. Richmond, Cal.
4. Spokane, Wash.

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IX. Length of meeting 1½ hours:
1. Vancouver, Wash.
2. Minneapolis, Minn.

X. Length of meeting no definite time: 1. Aberdeen, S.Dak.

Summary of Meetings of Students with Special Supervisors.

Length of time devoted to each of these meetings.- The following ditties, [13 in number], report as follows:

I. Length of meeting 1-hour:
1. Albany, N.Y.
2. Detroit, Mich.
3. Indianapolis, Indiana
4. New Haven, Conn.
5. Salt Lake City, Utah.
6. San Antonio, Tex.
7. Santa Ana, Cal.
8. Stockton, Va.

II. Length of meeting about 1-hour:
1. Atlanta, Ga.
2. Central, Kans.
3. Oakland, Cal.
4. Ohio, Ill., Ind.

III. Length of meeting 1-hour:
1. Raleigh, N.Car. 2. San Jose, Cal. 3. Woodbine, Kans.

IV. Length of meeting varied:
1. San Antonio, Tex. 2. Norfolk, Va. 3. Walla Walla, Wash.

V. Length of meeting as long as needed; or regulated:
1. Toronto, Texas. 2. Vidor, La.

VI. Length of meeting 1 to 1½-hours:
1. Kansas City, Mo. 2. Richmond, Va.

VII. Miscellaneous reports:
1. Kansas City, Kan. (45 minutes)
2. Albany, Oregon. (10 to 30 minutes.)
3. Denver, Col. [1½-hours.]
4. Grand Forks, N.Dak. (15 minutes to 1-hour.)

VIII. No reports given.
1. Tacoma, Wash.
2. Provo, Utah.
3. Richmond, Cal.
4. Spokane, Wash.

IX. Length of meeting 1½ hours:
1. Vancouver, Wash.
2. Bloomington, Ohio.

Summary of Meetings of Teachers with Special Supervisors:

Is attendance compulsory to these meetings?- The following cities, (33 of them), report as follows:

I. Compulsory attendance to these meetings:

1. Albany, N.Y.
2. Albany, Oreg.
3. Alexandria, La.
4. Arkansas City, Kan.
5. Centralia, Wash.
6. Denver, Col.
7. Des Moines, Io.
8. Grands Forks, N.Dak.
9. Houston, Tex.
10. Indianapolis, Ind.
11. Minneapolis, Minn.
12. New Haven, Conn.
13. Raleigh, N.Car.
14. Richmond, Va.
15. Salt Lake City, Utah
16. San Jose, Cal.
17. Sta. Ana, Cal.
18. Sta. Barbara, Cal.
19. Sioux Falls, S.Dak.
20. Utica, N.Y.
21. Wenatchee, Wash.
22. Winchester, Va. (Teachers always excused on request reason never required.)

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II. Not compulsory attendance to these meetings:

1. Aberdeen, S.Dak.
2. Detroit, Mich. (sups.& teachers.)

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III. Miscellaneous answers:

1. Kansas City, Mo. (Optional, often.)
2. Norfolk, Va. (Voluntary, but every one is expected to attend)
3. Oakland, Cal. (With teachers new in the system.)
4. Vancouver, Wash. (Not absolutely, but expected teachers to attend.)
5. Walla walla, Wash. (Supposed to be present.)

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IV. No report given.

1. Fairmont, W.Va.
2. Fresno, Cal.
3. Richmond, Cal.
4. Spokane, Wash.

Summary of Meetings of Teachers with Special Supervisors.

Is compensation or credit given to these meetings.- The following cities, (33 of them), report as follows:

I. No compensation nor credit given to these meetings:

1. Aberdeen, S.Dak.
2. Albany,N.Y.
3. Alexandria,La.
4. Arkansas City, Kan.
5. Denver, Col.
6. Des Moines, Io.
7. Detroit,Mich.
8. Grand Forks,N.Dak.
9. Houston,Tex.
10. Kansas City,Mo.
11. Minneapolis, Minn.
12. New Haven,Conn.
13. Norfolk, Va.
14. Oakland, Cal.
15. Raleigh,N.Car.
16. Richmond,Va.
17. Salt Lake City,Utah
18. San Jose, Cal.
19. Sta. Ana, Cal.
20. Sta. Barbara, Cal.
21. Sioux Falls, S.Dak.
22. Utica,N.Y.
23. Vancouver, Wash.
24. Winchester, Va.

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II. Compensation or credit given to these meetings:

1. Albany,Oreg.
2. Centralia, Wash. (credit.)
3. Fres-no, Cal. (One of the regular duties.)
4. Indianapolis, Ind. (Credit for certificate and salary requirement.)
5. Wenatchee,Wash. (credit.)

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III. No report given:

1. Fairmont, W.Va.
2. Richmond, Cal.
3. Spokane, Wash.
4. Walla walla,Wash.

Summary of Questions of Teachers with Operated Experiences.

In correspondence my usually given to these questions.- The following giving, (15 of them), results as follows:

I. In correspondence my usually given to these questions:

1. Hawkins, C.Jos.
2. Adams, J.E.
3. Abernathy, Jos.
4. Johnson City, Tenn.
5. Tucker, Tex.
6. Lee Johnson, Ia.
7. Jackson, Miss.
8. Grand Junction, Colo.
9. Houston, Tex.
10. Sandia City, Ok.
11. Chesapeake, Ohio.
12. San Juan, Calif.
13. Lucy, Ky.
14. Tuscaloosa, Ala.
15. Pulaski, Tenn.
16. Ft. Worth, Tex.
17. Bucksport, Maine.
18. Ft. Lauderdale, Fla.
19. Ft. Wayne, Ind.
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Summary of Meetings of Teachers with Special Supervisors.

Is penalty attached to these meetings for failure to attend?- The following cities, (33 of them), report as follows:

I. No penalty attached to these meetings:
1. Albany, N.Y.
2. Arkansas City, Kan.
3. Denver, Col.
4. Des Moines Io.
5. Detroit, Mich.
6. Houston, Tex.
7. Kansas City, Mo.
8. Minneapolis, Minn.
9. Norfolk, Va.
10. Oakland, Cal.
11. Raleigh, N. Car.
12. San Jose, Cal.
13. Sta. Ana, Cal.
14. Sioux Falls, S. Dak.
15. Winchester, Va. (Repeated absence or indifference would affect teacher 's professional standing.)

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II. Miscellaneous answers:
1. Aberdeen, S. Dak. (Failure to attend has to be explained.)
2. Albany, Oreg. (Teacher failing to attend without reason can be asked to resign in 30 days. Contract covers situation.)
3. Alexandria, La. (no penalty,-but not likely to be reappointed)
4. Fresno, Cal. (Unless excused would be regarded absence from duty.)
5. Grand Forks, N. Dak. (Only the displeasure of the administration.)
6. Indianapolis, Ind. (Loss of credit)
7. New Haven, Conn. (Reproval if necessary)
8. Richmond, Va. (Reasonable excuses are received.)
9. Salt Lake City, Utah (Unexcused absence is regarded unprofessional and would seriously affect standing of teachers and principals.)
10. Vancouver, Wash. (No fixed penalty, good excuses are needed.)
11. Wenatchee, Wash. (Rating is lowered if a teacher is absent from any meeting which is scheduled in advance properly.)

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III. No report given:
1. Centralia, Wash.
2. Fairmont, W. Va.
3. Richmond, Cal.
4. Sta, Barbara, Cal.
5. Spokane, Wash.
6. Utica, N.Y.
7. Walla walla, Wash.

Summary of Dealings at Treasury with Special Depositaries.

In penalty attached to these sections for failure to strict- the following state, (13 of them), appears as follows:

I. To penalty attached to these sections:

1. Albany, N.Y.
2. Atlantic City, N.J.
3. Boston, Mass.
4. Bridgeton, Ill.
5. Detroit, Mich.
6. Houston, Tex.
7. Kansas City, Mo.
8. Minneapolis, Minn.
9. Portland, Ore.
10. Spokane, Wash.
11. Washington, D.C.
12. Baltimore, Md.
13. San Diego, Cal.
14. San Jose, Cal.
15. Sta. Ana, Cal.
16. Sioux Falls, S.Dak.
17. Strasburg, Va. (Repeated absence or indifference would affect banker's professional standing.)

II. Classification according:

1. Overdue, N.Y. (Failure to attend has to be explained.)
2. Albany, Ore. (Overdue failure to attend without reason can be noted in report in 30 days. Continue avoid "alienation.")
3. Atlanta, Ga. (Do penalty, but not likely to be reappointed.)
4. Irvine, Pa. (Called meetings would be regarded absence from duty.)
5. Grand Forks, N.Dak. (Only "on disclosure of the obligation." Expl.)
6. Platteville, Ind. (Lack of ability)
7. New Haven, Conn. (Approval if necessary)
8. Richmond, Va. (Responsible officer not convicted.)
9. Salt Lake City, Utah (Treasurer attendance is regarded unsatisfactory but could seriously affect standing of bankers and national.)
10. Tuscaloosa, Ala. (In final penalty, but choices are needed.)
11. Waterbury, Conn. (Letter is lowered after banker is absent [illegible] or [illegible] under is scheduled to attend [illegible].)

III. No reason given:

1. Centralia, Wash.
2. Fairmont, W. Va.
3. Mahanoy, Pa.
4. Sta. Barbara, Cal.
5. Spokane, Wash.
6. Tulsa, Okla.
7. Walla Walla, Wash.

Summary of Meetings of Teachers with Special Supervisors.

By whom these meetings are organized.- The following cities,(33 of them), report as follows:

I.Organized by the supervisors:
1. Aberdeen,S.Dak.
2. Des Moines, Io.
3. Grand Forks,N.Dak.
4. Indianapolis,Ind.
5. Kansas City,Mo.(Desire of sup.,is any supt. arranged that these meetings could be called.)
6. Oakland, Cal.(spec.sups.)
7. Raleigh,N.Car.
8. Richmond, Va.
9. Salt Lake City,Utah (spec. supervisors.)
10.Detroit,Mich.(b. sups.)

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II. Organized by the city supts. of schools:
1.Albany, N.Y.
2. Albany,Oreg.
3. Alexandria,La.
4. Arkansas City,Kan.
5. Centralia, Wash,
6. Minneapolis,Minn.
7. New Haven,Conn.
8. Norfolk,Va.(supt, & adm.office.)
9. San Jose,Cal.
10. Sta. Ana,Cal.
11. Sta.Barbara,Cal.
12. Walla walla, Wash.
13. Wenatchee, Wash.

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III. Organized by the supt. and supervisors:
1. Kansas City,Mo. 2. Sioux Falls,S.Dak. 3.Utica,N.Y.

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IV. Miscellaneous answers:
1.Denver, Col. (Committee and supt.)
2. Vancouver, Wash. (Appointment.)
3. Winchester, Va. (By supt. or principal.)

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V. No report given:
1. Fairmont,W.Va.
2. Fresno, Cal.
3. Houston, Tex.
4. Richmond, Cal.
5. Spokane, Wash.

Summary of Reading of Teachers with Special Departments.

In some whose meetings are scheduled.- The following cities,[33] or towns, report as follows:

I. Organized by the superintendent:

1. Hardwick, Vt.
2. New Haven, Ct.
3. Grand Forks, N. D.
4. Indianapolis, Ind.
5. Sioux City, Ia.
6. Richmond, Va.
7. Lock Haven City, Penn. (open meetings.)
8. Belleville, Kan. (O. open.)
9. Sioux City, Ia. Twice at one, in my dept. attended and three meetings would be called.)
10. Oelwein, Ia. (open meetings.)
11. Melrose, Ia.

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II. Organized by the city supts. of schools:

1. Albany, N. Y.
2. Albany, Oreg.
3. Brooklyn, N. Y.
4. Kansas City, Kan.
5. Springfield, Mass.
6. Indianapolis, Ind.
7. New Haven, Conn.
8. Detroit, Mich. (open & adv. attdn.)
9. Des Moines, Ia.
10. Sioux City, Ia.
11. Fort Dodge, Ia.
12. Cedar Falls, Ia.
13. Tonkawa, Okla.

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III. Attended by the supt. and superintendent:

1. Kansas City, Kan.
2. Sioux Falls, S. D.
3. Tilton, N. H.

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IV. Discussion always:

1. Lamar, Col. (Committee and supt.)
2. Fairmont, Minn. (Superintendent.)
3. Stockbridge, Vt. (No supt. or pri. objs.)

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V. No report given:

1. Baltimore, Md.
2. Kansas, Ind.
3. Kansas, Kan.
4. Richmond, Ind.
5. Spokane, Wash.

TEACHERS' MEETINGS.

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[illegible] "Teachers' Training and the Conventionalism," [illegible] [illegible]: [illegible], [illegible].

[illegible] "The Attempt to Teachers to Develop in Life [illegible] [illegible] [illegible] [illegible], [illegible].

[illegible] "The Teacher and Problems of Teaching Teachers [illegible] [illegible] [illegible] [illegible], [illegible].

[illegible] "The Elementary Teacher Training Programme of the Bureau [illegible] [illegible] [illegible] [illegible], [illegible].

[illegible] "The Preparation of Teachers and Its Bearing [illegible] [illegible] [illegible] [illegible], [illegible].

[illegible] "Teacher Training [illegible] [illegible] [illegible] [illegible], [illegible].

[illegible] "Teacher Training [illegible] [illegible] [illegible] [illegible], [illegible].

[illegible] "Teacher Training [illegible] [illegible] [illegible] [illegible], [illegible].

[illegible] "Teacher Training [illegible] [illegible] [illegible] [illegible], [illegible].

[illegible] "Teacher Training [illegible] [illegible] [illegible] [illegible], [illegible].

[illegible] "Teacher Training [illegible] [illegible] [illegible] [illegible], [illegible].