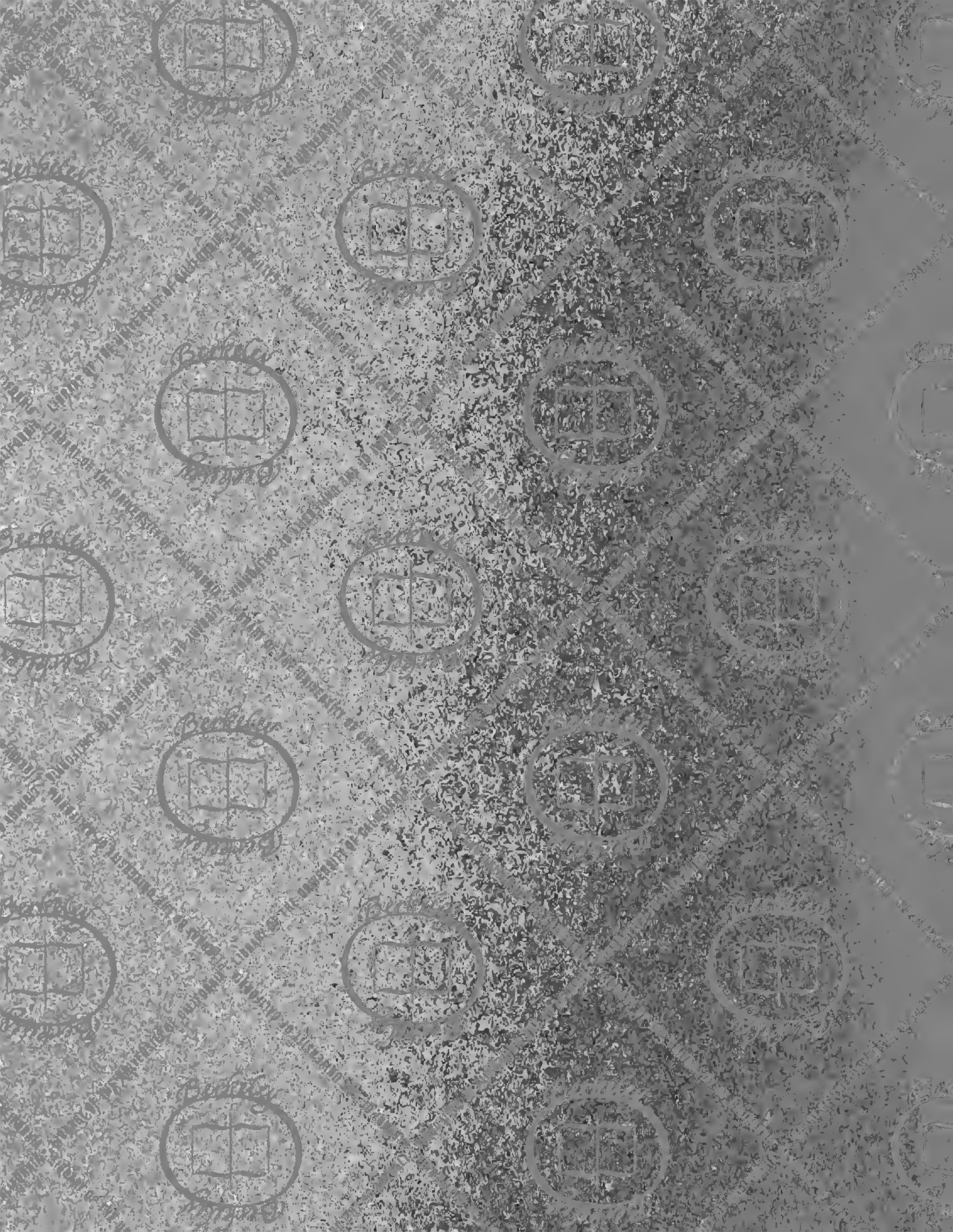


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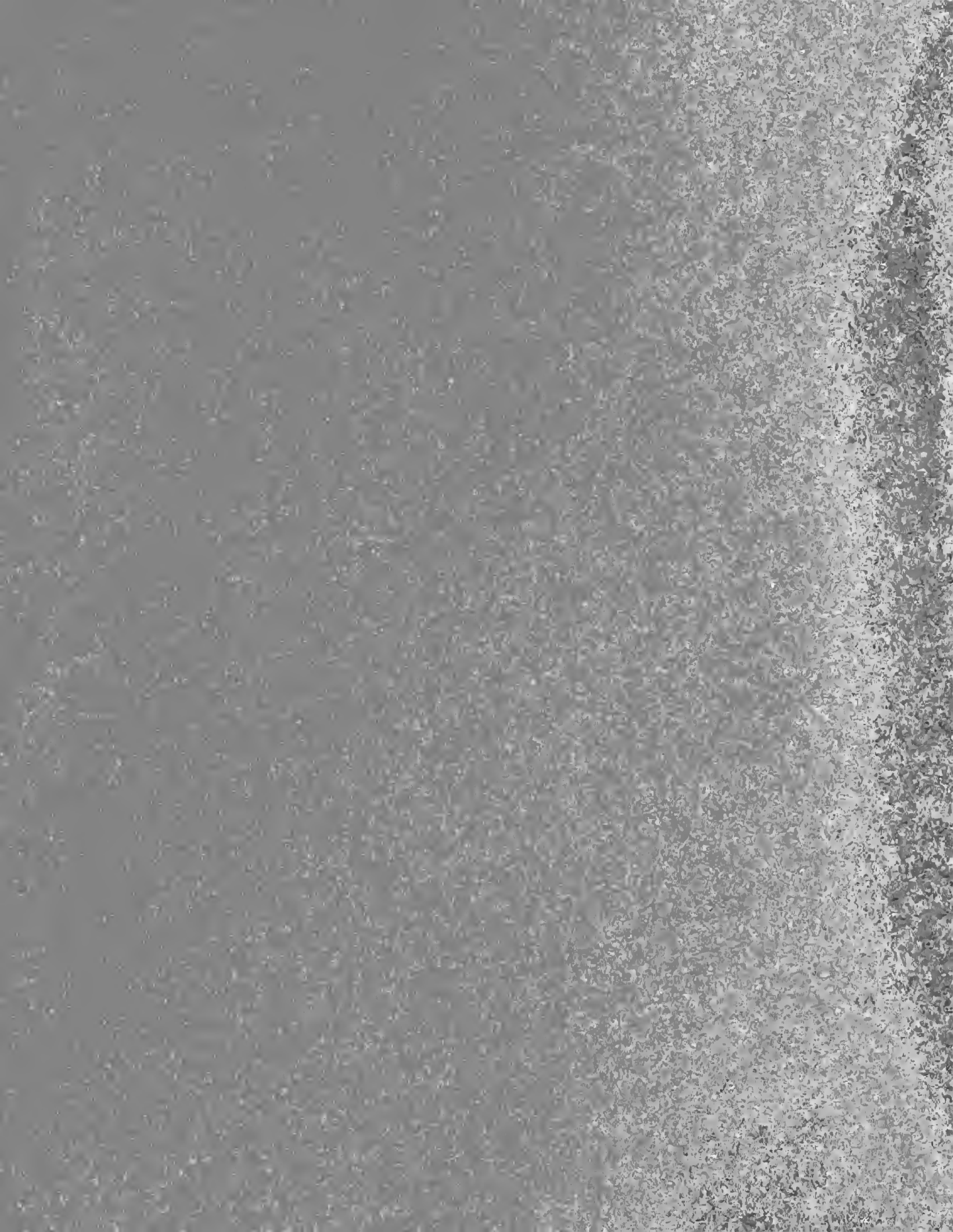
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Teachers' Meetings

By

Sixto Celestino Palaypay

A.B. 1921.

Thesis

Submitted in partial satisfaction of the requirements for the
degree of

Master of Arts

in

Education

in the

Graduate Division

of the

University of California

Dec. 1922

Approved..... F. W. HART
Instructor in charge.

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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

Introduction

The purpose of this report is to provide a comprehensive overview of the current state of the industry. It is intended for the use of management and other stakeholders who are interested in the performance and future prospects of the organization. The report is organized into several sections, each of which addresses a different aspect of the business. The first section discusses the overall market environment and the challenges that the organization is facing. The second section provides a detailed analysis of the organization's internal operations, including its financial performance, human resources, and operational efficiency. The third section focuses on the organization's strategic initiatives and the progress that has been made in implementing these initiatives. The fourth section discusses the organization's risk management practices and the steps that are being taken to mitigate these risks. Finally, the fifth section provides a summary of the key findings of the report and offers recommendations for the future. It is hoped that this report will provide a clear and concise overview of the organization's current state and help to inform the decision-making process.

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.

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1. Meetings of Superintendent with his Assistants.
2. Meetings of Superintendent and Principals.

IV. Frequency and Length of Meetings.

V. Methods of Conducting Teachers' Meetings.

VI. Responsibility of Administrative Staff.

VII. Conclusion.

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3. The Role of the Individual

4. The Role of the Community

5. The Role of the Nation

6. The Role of the World

7. Conclusion

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.

(2)

According to Wm.C.Ruediger 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

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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

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I am writing to you in the hope that you are well and
happy. I have been thinking of you very much lately and
wondering how you are getting on. I hope you are
enjoying your life and that everything is going well
for you. I am sure you will be very successful in
all that you do. I love you very much and hope
to see you soon. Write to me when you have a
chance. I will be waiting for your letter. I
am your affectionate friend, John Doe.

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 catastrophe. 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."

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

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

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importance of maintaining accurate records

of all transactions and activities.

This is essential for the proper

management of the organization.

The second part of the document

deals with the various methods

of data collection and analysis.

It is important to choose the

appropriate method for each

situation and to ensure that

the data is reliable and

valid. The third part of the

document discusses the

importance of data security

and the need to protect

information from unauthorized

access. The final part of

the document discusses the

importance of data backup

and recovery. It is essential

to have a plan in place for

recovery in the event of a

disaster. The document

concludes by emphasizing the

importance of data management

to the success of the

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."

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

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.

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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 these 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;

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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 contemplated therein,

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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: Deficiencies in English, deficiencies 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.

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

(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.

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

(3)

4. Louisiana.

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

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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.

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

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-

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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.) *

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

(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.

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

(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.

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

(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

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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 eliminated, 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 service has made especially good progress in Virginia.

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

11. West Virginia.

The West Virginia law reads as follows:

" The county superintendent shall arrange for and conduct

Virginia, however, both in 1970 and 1971
practically all of the land was
owned by the state.

It is interesting to note that in
1970, the state owned 100% of the
land in the state and in 1971
it owned 99.9%.

The state's ownership of land
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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,

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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. Saturday, Jan. 23, 1909.

Morning Session, 10 o'clock.

The recitation-----C.L. Henry, Jessie Randle.

General discussion.

Primary method-----Ernah 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 substantial 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

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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 primarily 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 questionnaires 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 sufficient evidence to bear out the above statements of the writer:

(9)
Table I

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 %

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

The first part of the report is devoted to a general survey of the situation in the country. It is followed by a detailed account of the work done during the year. The report concludes with a summary of the results and a list of recommendations.

The second part of the report is devoted to a detailed account of the work done during the year. It is followed by a summary of the results and a list of recommendations.

The third part of the report is devoted to a detailed account of the work done during the year. It is followed by a summary of the results and a list of recommendations.

The fourth part of the report is devoted to a detailed account of the work done during the year. It is followed by a summary of the results and a list of recommendations.

The fifth part of the report is devoted to a detailed account of the work done during the year. It is followed by a summary of the results and a list of recommendations.

The sixth part of the report is devoted to a detailed account of the work done during the year. It is followed by a summary of the results and a list of recommendations.

The seventh part of the report is devoted to a detailed account of the work done during the year. It is followed by a summary of the results and a list of recommendations.

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.

REPORT OF THE BOARD OF DIRECTORS

The Board of Directors has the honor to acknowledge the cooperation and assistance of the various departments of the company in the preparation of this report. It is a pleasure to note that the financial results for the year have been satisfactory and that the company has maintained its position as a leading enterprise in its industry. The Board is confident that the company's future prospects are bright and that it will continue to grow and prosper.

THE FOLLOWING IS A SUMMARY OF THE FINANCIAL RESULTS FOR THE YEAR

- 1. Total Assets: \$1,200,000
- 2. Total Liabilities: \$400,000
- 3. Total Equity: \$800,000
- 4. Net Income: \$150,000
- 5. Dividends Paid: \$50,000
- 6. Retained Earnings: \$250,000
- 7. Total Revenue: \$1,000,000
- 8. Total Expenses: \$850,000
- 9. Total Operating Income: \$150,000
- 10. Total Non-Operating Income: \$0

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 department, 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

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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" is applied to them. This is true, for example, in Springfield, Ill.; Kansas City, Mo.; Rochester, N. York; and in Dallas and Houston, Texas.

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

(2)

According to W. R. Curtis 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

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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, Adresse Westminster Abbey, by some well-known person."

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

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)

The first section of the report is a general introduction to the subject of the study. It discusses the importance of the study and the objectives of the research. The second section is a literature review, which examines the existing research on the topic. The third section is the methodology, which describes the research design and the data collection process. The fourth section is the results, which presents the findings of the study. The fifth section is the discussion, which interprets the results and discusses their implications. The sixth section is the conclusion, which summarizes the main findings and provides recommendations for future research.

It is important to note that the results of this study are preliminary and require further validation. The study also has some limitations, such as the small sample size and the lack of control over the environment. Despite these limitations, the study provides valuable insights into the topic and contributes to the existing knowledge in the field.

The study was conducted in accordance with the ethical standards of the research community. All participants provided informed consent and their privacy was protected throughout the study.

The research was supported by the National Science Foundation (NSF) Grant #123456789. The authors would like to thank the participants and the research assistants for their contributions to the study.

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, and this provides for professional and inspirational values: ⁽⁴⁾

- The agencies of the schools; 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. Furr, 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, Passaic, 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

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(2)

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(5)

Education, Topeka, Kansas, 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 Tomorrow. 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. Gallo-
way, Beloit College, Wisconsin.
The Meaning of Teaching. Pres. A. Ross Hill, Univer-
sity of Missouri.
The Human Touch in Teaching. Supt. W.H. Davidson, Pitts-
burg, Pa.

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

An excerpt 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.

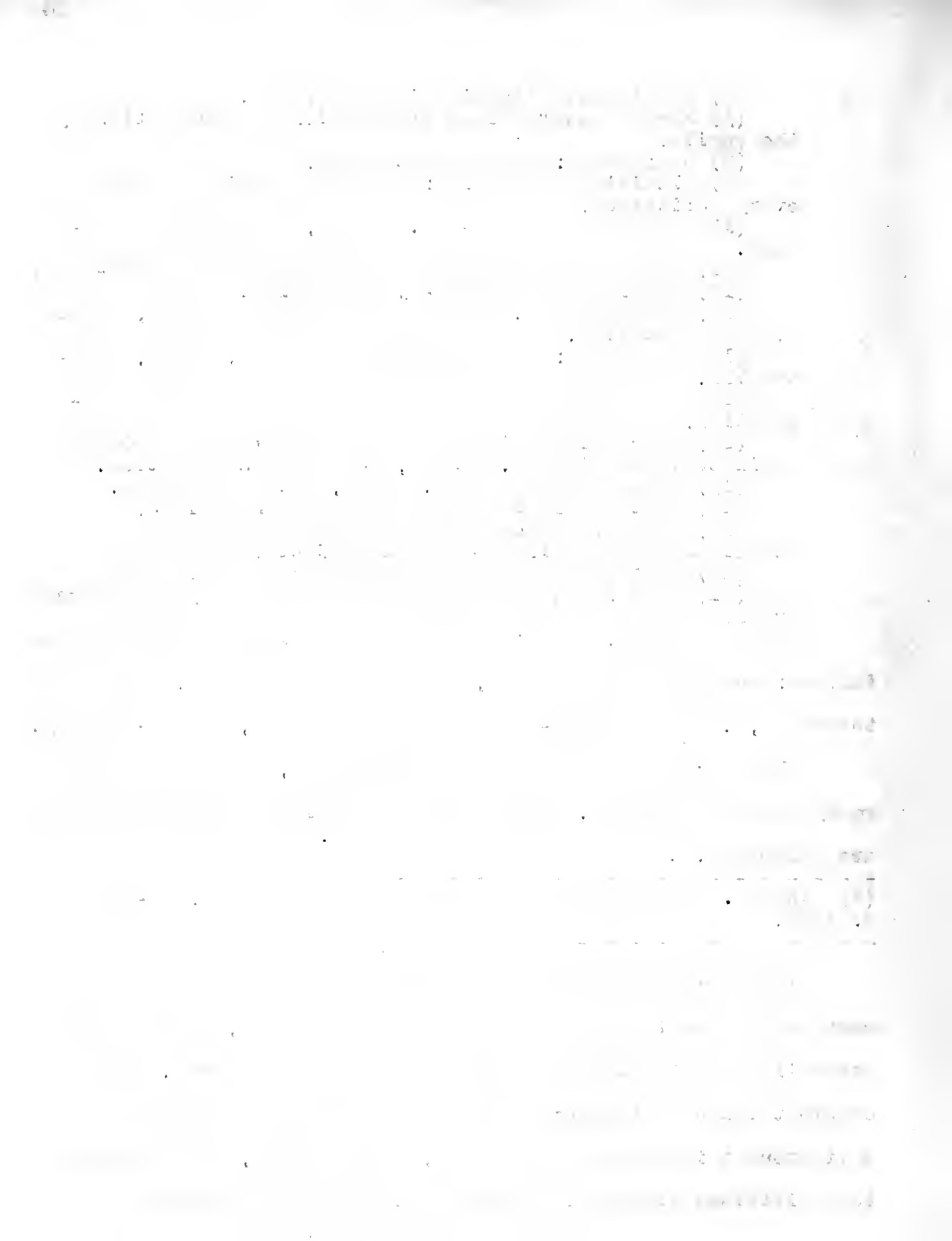
- (6) How to get attention in repetition.
 (7) How to secure right preparation for recitation by the pupils?
 (8) Assignment: When and how much?
 (9) Individual Teaching: Can every pupil be tested in every recitation?
 (10) Helps in preparation. Bagley, Classroom Management.
 (11) Should the recitation 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.

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

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 acquainted 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

1914

The first thing I did was to
 go to the bank and see
 how the money was getting on.
 I found it was all right
 and I was glad to hear
 that. I then went to the
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 that the business was
 doing well and that
 I should be satisfied.
 I then went to the
 store and saw the
 goods. They were all
 right and I was glad
 to see them. I then
 went to the factory and
 saw the workers. They
 were all busy and
 I was glad to see
 them. I then went to
 the school and saw
 the children. They were
 all happy and I was
 glad to see them.
 I then went to the
 church and saw the
 people. They were all
 happy and I was glad
 to see them. I then
 went to the hospital and
 saw the patients. They
 were all getting better
 and I was glad to see
 them. I then went to
 the court and saw the
 judge. He was a good
 man and I was glad
 to see him. I then
 went to the city and
 saw the people. They
 were all happy and I
 was glad to see them.
 I then went to the
 country and saw the
 fields. They were all
 green and I was glad
 to see them. I then
 went to the mountains
 and saw the peaks. They
 were all high and I
 was glad to see them.
 I then went to the
 sea and saw the waves.
 They were all blue and
 I was glad to see them.
 I then went to the
 sky and saw the clouds.
 They were all white and
 I was glad to see them.
 I then went to the
 earth and saw the soil.
 It was all brown and I
 was glad to see it.
 I then went to the
 sun and saw the rays.
 They were all golden and
 I was glad to see them.
 I then went to the
 moon and saw the craters.
 They were all dark and
 I was glad to see them.
 I then went to the
 stars and saw the galaxies.
 They were all beautiful
 and I was glad to see
 them. I then went to
 the universe and saw
 everything. It was all
 wonderful and I was
 glad to see it.

the study.

(1)
W.R.Curtis 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, departmental, regulations, apparatus, method in particular subjects, drill, specific cases of discipline.

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

In the organization and the conducting of building meetings as reported by the Board of Education, 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

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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.

Social Study of the Grades - Teaching, Vol. II, #16. (1916.)

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.)

The project is to be completed in the next few weeks.

It is expected that the results will be published in the next issue of the journal.

Unpublished results of the project are available to interested parties.

Have been contacted by several parties who are interested in the project.

Of the total amount of the project, approximately 50% has been completed.

However, the remaining 50% will be completed by the end of the next month.

To be sure, the project is well advanced and the results are promising.

In some ways, the project is ahead of schedule and the results are excellent.

Selected results of the project are available to interested parties.

For the purpose of the project, the results are being reviewed by the committee.

It is expected that the results will be published in the next issue of the journal.

Such information is available to interested parties.

It is expected that the results will be published in the next issue of the journal.

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It is expected that the results will be published in the next issue of the journal.

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.

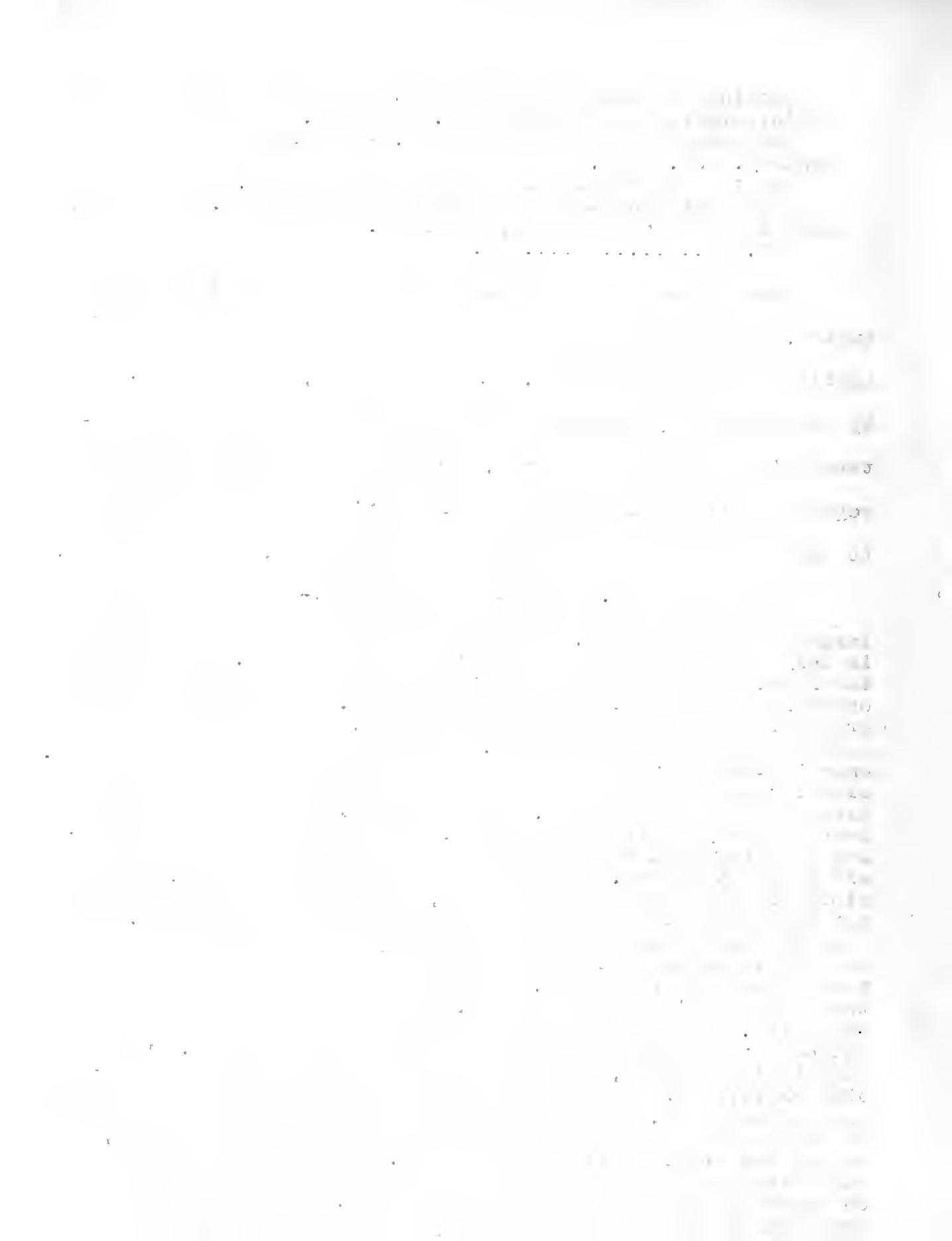
Shall our Education be Practical or Cultural.- Engleman, School and Home Education, May 1915.

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 practical 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 certainly given 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 indefinite 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 Curtis Test in various subjects."

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

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

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

1863

Dear Mother,

I have just received your kind letter and was
glad to hear from you. I am well and hope
these few lines will find you the same.

I have not much news to write at present.
Everything is quiet here at the moment.

I am affectionately yours,

John Doe

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

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.

United States Department of the Interior

BUREAU OF GEOLOGICAL SURVEY

WASHINGTON, D. C.

Water Resources Division

Hydrological Section

Washington, D. C.

June 1, 1945

Dear Sir:

I am very sorry to hear

of the illness of your son

and hope that he is recovering

from his illness.

Very truly yours,

W. H. Johnson

Chief of Section

Hydrological Section

Bureau of Geological Survey

Washington, D. C.

Enclosed for you are

three copies of a report

on the subject of the

annual report of the

Commission on the

Organization of the

Bureau of Geological Survey

for the year 1944.

Very truly yours,

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

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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

The following table shows the results of the various experiments conducted during the year 1910. It will be seen that the results are very similar to those obtained in previous years. The first column shows the name of the experiment, the second column shows the date, and the third column shows the results. The results are given in the form of a percentage of the total weight of the substance. The first column shows the name of the experiment, the second column shows the date, and the third column shows the results. The results are given in the form of a percentage of the total weight of the substance.

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:

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"September 22-26.- 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

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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 motivate 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

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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 technical 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 importance of making the same.

A great deal of emphasis was placed 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 teachers 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

The first section of the document discusses the importance of maintaining accurate records of all business transactions. It emphasizes that proper bookkeeping is essential for the success of any enterprise, as it provides a clear picture of the company's financial health and helps in identifying areas for improvement.

Furthermore, the document highlights the need for transparency and accountability in financial reporting. It states that stakeholders, including investors and creditors, rely on accurate financial statements to make informed decisions. Therefore, it is crucial for businesses to adhere to established accounting standards and ensure that all information is disclosed honestly and in a timely manner.

In addition, the document discusses the role of internal controls in preventing fraud and errors. It suggests that businesses should implement a robust system of checks and balances to minimize the risk of financial misstatements. This includes separating duties, requiring proper authorization for transactions, and conducting regular internal audits.

Finally, the document concludes by stating that effective financial management is a key factor in long-term business success. By following best practices in accounting and maintaining accurate records, businesses can ensure that they are well-positioned to meet their financial goals and navigate any challenges that may arise.

The document is intended to provide a comprehensive overview of the principles and practices of financial accounting, serving as a valuable resource for both business owners and students alike.

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.

The first part of the report deals with the general situation of the country. It is a very interesting and detailed account of the political and social conditions. The author has done a great deal of research and his writing is clear and concise. He has a good command of the English language and his style is simple and direct. The report is well organized and easy to read. It is a valuable contribution to the study of the country and its people.

The second part of the report deals with the economic situation. It is a very interesting and detailed account of the economic conditions. The author has done a great deal of research and his writing is clear and concise. He has a good command of the English language and his style is simple and direct. The report is well organized and easy to read. It is a valuable contribution to the study of the country and its people.

The third part of the report deals with the cultural situation. It is a very interesting and detailed account of the cultural conditions. The author has done a great deal of research and his writing is clear and concise. He has a good command of the English language and his style is simple and direct. The report is well organized and easy to read. It is a valuable contribution to the study of the country and its people.

The fourth part of the report deals with the social situation. It is a very interesting and detailed account of the social conditions. The author has done a great deal of research and his writing is clear and concise. He has a good command of the English language and his style is simple and direct. The report is well organized and easy to read. It is a valuable contribution to the study of the country and its people.

The fifth part of the report deals with the future of the country. It is a very interesting and detailed account of the future conditions. The author has done a great deal of research and his writing is clear and concise. He has a good command of the English language and his style is simple and direct. The report is well organized and easy to read. It is a valuable contribution to the study of the country and its people.

.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

Faint, illegible text, possibly bleed-through from the reverse side of the page. The text is arranged in several paragraphs and is mostly illegible due to low contrast and blurriness.

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, Motivating 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, Motivating 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, Motivating 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, Motivating school work. (Chicago.)
 Grade 7: Oct. 9, The new copy book and their use. B.D. Berry.
 Grade 7: Oct. 26, Motivating 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.

(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

follows as under for the year ending 31st December 1911.
in service. (1)
December 1911. (2)

Particulars	1911	1910
Balance forward	100	100
Income	100	100
Expenses	(100)	(100)
Profit	100	100
Balance carried over	100	100

(1) (2)

...

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 these 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

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects and schemes undertaken, and a summary of the results achieved. The report concludes with a statement of the financial position and a list of the members of the committee.

The committee has during the year been very busy with its work, and has succeeded in carrying out many of its schemes. It has also been fortunate in securing the assistance of several well-known and influential persons, whose aid has been of great value to the cause.

The financial position of the committee is satisfactory, and it is hoped that the work done during the year will have been of great benefit to the community.

The members of the committee are:

- Mr. A. B. C.
- Mr. D. E. F.
- Mr. G. H. I.
- Mr. J. K. L.
- Mr. M. N. O.
- Mr. P. Q. R.
- Mr. S. T. U.
- Mr. V. W. X.
- Mr. Y. Z. A.

The committee is very grateful to all those who have assisted it in its work, and trusts that the work done during the year will have been of great benefit to the community.

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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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.

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

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Sincerely,
 [Signature]

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 discussion 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.

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

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

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close grading of pupils; (2) Departmental 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."

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

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.

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F. Meetings of Teachers with Special Supervisors.

By meetings of teachers with special supervisors are meant those meetings that are presided 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-satisfied, attending these special meetings.

1. Findings of the Commission

The Commission has conducted a thorough investigation into the matter and has found that the following facts are established:

1. The respondent, Mr. [Name], was employed by the [Organization] from [Date] to [Date].

2. During his employment, Mr. [Name] was found to have engaged in [Specific Action], which is in violation of the [Policy/Code of Conduct].

3. The Commission has reviewed all relevant evidence, including [List Evidence], and has concluded that the charges against Mr. [Name] are well-founded.

4. In light of the findings, the Commission recommends that Mr. [Name] be [Disciplinary Action].

5. The Commission also notes that the [Organization] has taken appropriate steps to ensure that such a recurrence of this type of conduct is prevented.

6. The Commission's findings are based on the evidence presented and are not intended to prejudge any future proceedings.

7. The Commission reserves the right to revisit its findings if new evidence is presented.

8. The Commission's findings are final and binding on all parties.

9. The Commission's findings are subject to appeal.

10. The Commission's findings are subject to review.

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

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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

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 call 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 time of writing to a number of persons
it is not clear in the original
and the original of the original
on the basis of the original
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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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in addition to the other things mentioned above
all these things are necessary for the
they are probably the most important things
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of the world.

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 questionnaires, 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:

Programs of the Department of Education

The Department of Education has a long history of providing programs of social and economic development to the people of the country.

In addition, the Department has been successful in providing technical assistance to various countries in the region.

The Department has also been successful in providing technical assistance to various countries in the region.

The Department has also been successful in providing technical assistance to various countries in the region.

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(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 school and about five during a year-----	1	" "	2.5 "
17.	" before opening of school and per- haps once or twice yearly as oc- casion 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.	" " " ¼-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.

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

(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	"
			<hr/>			
			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	"
			<hr/>			
			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.

(1) For the purpose of this section, the term "person" shall mean any individual, partnership, firm, corporation, or other legal entity, whether or not organized under the laws of the State of California.

(2) The term "employee" shall mean any person who is employed by another person, whether or not the employee is a resident of the State of California, and whether or not the employee is a member of the State Bar of California.

(3) The term "attorney" shall mean any person who is a member of the State Bar of California, whether or not the person is a resident of the State of California, and whether or not the person is employed by another person.

(4) The term "lawyer" shall mean any person who is a member of the State Bar of California, whether or not the person is a resident of the State of California, and whether or not the person is employed by another person.

(5) The term "legal services" shall mean any services which are performed by a person who is a member of the State Bar of California, whether or not the person is a resident of the State of California, and whether or not the person is employed by another person.

(6) The term "practice of law" shall mean any activity which is performed by a person who is a member of the State Bar of California, whether or not the person is a resident of the State of California, and whether or not the person is employed by another person.

(7) The term "admission to practice" shall mean the process by which a person who is a member of the State Bar of California, whether or not the person is a resident of the State of California, and whether or not the person is employed by another person, is admitted to practice law in the State of California.

(8) The term "admission to the bar" shall mean the process by which a person who is a member of the State Bar of California, whether or not the person is a resident of the State of California, and whether or not the person is employed by another person, is admitted to the bar of the State of California.

(9) The term "admission to the State Bar" shall mean the process by which a person who is a member of the State Bar of California, whether or not the person is a resident of the State of California, and whether or not the person is employed by another person, is admitted to the State Bar of California.

(10) The term "admission to the State Bar of California" shall mean the process by which a person who is a member of the State Bar of California, whether or not the person is a resident of the State of California, and whether or not the person is employed by another person, is admitted to the State Bar of California.

(11) The term "admission to the State Bar of California" shall mean the process by which a person who is a member of the State Bar of California, whether or not the person is a resident of the State of California, and whether or not the person is employed by another person, is admitted to the State Bar of California.

(12) The term "admission to the State Bar of California" shall mean the process by which a person who is a member of the State Bar of California, whether or not the person is a resident of the State of California, and whether or not the person is employed by another person, is admitted to the State Bar of California.

(13) The term "admission to the State Bar of California" shall mean the process by which a person who is a member of the State Bar of California, whether or not the person is a resident of the State of California, and whether or not the person is employed by another person, is admitted to the State Bar of California.

(14) The term "admission to the State Bar of California" shall mean the process by which a person who is a member of the State Bar of California, whether or not the person is a resident of the State of California, and whether or not the person is employed by another person, is admitted to the State Bar of California.

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.

 (2) Ibid....(appendix)

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.

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

(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 "
		<hr/>	
		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 "

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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 "
			<u>37</u>	<u>cities or 100 %.</u>

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.

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

(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 "

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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 "
	<u>33 cities</u>		<u>or 100 %.</u>

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. " " " 1/2-hour-----	3 "	"	9.09 "
4. " " " varies-----	3 "	"	9.09 "
5. " " " 1 1/2-hours-----	2 "	"	6.02 "
6. " " " 1 to 1 1/2-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. " " " 2 1/2-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 "
	<u>33 cities</u>		<u>or 100 %.</u>

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 questionnaires stated that they are using meetings with special supervisors.

The length of time devoted to each of these meetings shows that out of 33 cities 36.12 % report 1-hour; 9.09 % report 1/2-hour; 9.09 % report varies; 6.02 % report 1 1/2-hours; 6.02 % report 1 to 1 1/2-hours; 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.

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

1. The first part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The list is organized in a table format.

2. The second part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The list is organized in a table format.

3. The third part of the document is a list of names and addresses. The names are listed in the first column, and the addresses are listed in the second column. The list is organized in a table format.

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 second is the... The third is the... The fourth is the... The fifth is the... The sixth is the... The seventh is the... The eighth is the... The ninth is the... The tenth is the...

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 questionnaires 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 "

The first part of the document
 discusses the general principles
 of the proposed system. It
 outlines the objectives and
 the scope of the project. The
 second part describes the
 methodology used in the study.
 This includes the data collection
 methods and the analysis
 techniques. The third part
 presents the results of the
 study, and the fourth part
 discusses the conclusions and
 the implications of the findings.

Year	Value	Unit
1990	100	Millions
1991	120	Millions
1992	150	Millions
1993	180	Millions
1994	200	Millions
1995	220	Millions
1996	250	Millions
1997	280	Millions
1998	300	Millions
1999	320	Millions
2000	350	Millions

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 "
				<u>40 cities or 100 %.</u>	

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 "
				<u>40 cities or 100 %.</u>	

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 general 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.

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

1. The first part of the report is a general
 introduction to the subject of the study.
 2. The second part is a detailed description
 of the methods used in the study.
 3. The third part is a description of the
 results of the study.
 4. The fourth part is a discussion of the
 results and their implications.
 5. The fifth part is a conclusion.
 6. The sixth part is a list of references.
 7. The seventh part is an appendix.
 8. The eighth part is a glossary.
 9. The ninth part is an index.
 10. The tenth part is a list of figures.

11. The eleventh part is a list of tables.
 12. The twelfth part is a list of abbreviations.
 13. The thirteenth part is a list of symbols.
 14. The fourteenth part is a list of units.
 15. The fifteenth part is a list of acronyms.
 16. The sixteenth part is a list of initialisms.
 17. The seventeenth part is a list of contractions.
 18. The eighteenth part is a list of colloquialisms.
 19. The nineteenth part is a list of slang.
 20. The twentieth part is a list of idioms.

The purpose of this study is to investigate
 the effects of various factors on the
 performance of the human brain. The study
 was conducted over a period of six months
 and involved a total of 100 subjects.
 The results of the study show that there
 is a significant correlation between the
 amount of sleep and the performance of
 the brain. It was found that subjects
 who slept less than 7 hours per night
 performed significantly worse on the
 tests than those who slept 7 or more
 hours per night. This finding has
 important implications for the study of
 human performance and for the design of
 tasks that require high levels of
 cognitive function.

(1) The purpose of this study is to
 investigate the effects of various factors
 on the performance of the human brain.

(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 "
		<u>34</u>	cities or	<u>100 %.</u>

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 "
		<u>34</u>	cities or	<u>99 %.</u>

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.

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

(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. " $\frac{1}{2}$ school time, $\frac{1}{2}$ after school-----	1	city	"	2.86 "
4. " during school days and Saturdays-----	1	"	"	2.86 "
5. No report given-----	2	cities	"	5.71 "
		<u>35</u>	cities or	<u>100 %.</u>

SECRET

1. The first part of the document discusses the general situation of the country and the role of the government in the economy.

2. The second part of the document discusses the specific measures that have been taken to improve the economy and the role of the government in the process.

3. The third part of the document discusses the results of the measures taken and the progress that has been made in the economy.

4. The fourth part of the document discusses the future prospects of the country and the role of the government in the process.

(3)

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 super- visors	5	"	"	14.29	"
4.	" " " teachers	4	"	"	11.42	"
5.	" " " principals	2	"	"	5.71	"
6.	No report given	5	"	"	14.29	"
		<u>35</u>		<u>cities</u>		<u>or 99.0 %</u>

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 $\frac{1}{2}$ school time, and $\frac{1}{2}$ 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.

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

(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	"
		<u>37</u>		<u>cities</u>		<u>or 99.0 %</u>

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.

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

(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.	%

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 "
		<u>33 cities or 99.0%</u>		

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.

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

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

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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 schoolwork 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

MEMORANDUM FOR THE RECORD

The following information was obtained from a review of the records of the Department of the Interior, Bureau of Land Management, regarding the land grant to the State of California for the purpose of establishing a State Land Office.

The grant was made by the Act of March 3, 1850, and the land was to be held in trust for the State of California until such time as the State should have established a State Land Office.

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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 criticize 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,

but even this may be made a part of the teachers' work by selecting certain members of the corps to discuss the subjects with which they are especially well acquainted. 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 galleries 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 opinion of 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

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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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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-

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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

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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-

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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 questionnaires 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:

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

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:

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| <p>I. Weekly:</p> <ol style="list-style-type: none"> 1. Plymouth, N. Car. 2. Vancouver, Wash. (H.S. Gen. Teachers' Meetings.) | <p>X. Yearly:</p> <ol style="list-style-type: none"> 1. Minneapolis, Minn. (and more if re-
quired for spe-
cial discussion
on instruction) 2. San Jose, Cal. 3. Sioux Falls, S. Dak. 4. Valley City, N. Dak. |
| <p>II. Monthly:</p> <ol style="list-style-type: none"> 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. | <p>XI. Yearly or twice yearly:</p> <ol style="list-style-type: none"> 1. Alexandria, La. 2. Denver, Col. 3. Richmond, Cal. 4. Richmond, Va. |
| <p>III. Bi-monthly:</p> <ol style="list-style-type: none"> 1. Wenatchee, Wash. | <p>XII. 3-days preceding school and about
5-during a year:</p> <ol style="list-style-type: none"> 1. Indianapolis, Indiana. |
| <p>IV. Semesterly:</p> <ol style="list-style-type: none"> 1. Albany, Oreg. 2. Fresno, Cal. 3. Grand Forks, N. Dak. 4. New Haven, Conn. 5. Palouse, Wash. | <p>XIII. Before opening school and per-
haps once or twice the year as occasion
demands:</p> <ol style="list-style-type: none"> 1. Spokane, Wash. |
| <p>V. 3-times semesterly:</p> <ol style="list-style-type: none"> 1. Fairmont, W. Va. 2. Oakland, Cal. | <p>XIV. No regular time:</p> <ol style="list-style-type: none"> 1. Chicago, Ill. |
| <p>VI. Once every 6-weeks:</p> <ol style="list-style-type: none"> 1. Arkansas City, Kansas. | <p>XV. As occasion demands:</p> <ol style="list-style-type: none"> 1. Norfolk, Va. 2. Utica, N.Y. 3. Walla Walla, Wash. |
| <p>VII. 3-times yearly:</p> <ol style="list-style-type: none"> 1. Albany, N.Y. 2. Raleigh, N. Car. | <p>XVI. On call:</p> <ol style="list-style-type: none"> 1. Des Moines, Io. 2. Syracuse, N.Y. |
| <p>VIII. Quarterly:</p> <ol style="list-style-type: none"> 1. Santa Ana, Cal. | <p>XVII. Irregular intervals:</p> <ol style="list-style-type: none"> 1. Salt Lake City, Utah. |
| <p>IX. About 4-times yearly:</p> <ol style="list-style-type: none"> 1. Sta. Barbara, Cal. 2. Winchester, Va. (and irregular intervals) | |

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540 EAST 57TH STREET
CHICAGO, ILLINOIS 60637

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

II. Held in the afternoon:

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

III. Held on Saturday:

- | | |
|-------------------|---------------------------------------|
| 1. Albany, Oreg. | |
| 2. Detroit, Mich. | 4. Kansas City, Mo. (a.m.) |
| 3. Houston, Texas | 5. Raleigh, N. Car. (Begins next yr.) |

IV. Opening day and at 4:15 p.m. school days:

1. Aberdeen, S. Dak.

V. Held miscellaneous:

1. Alexandria, La. (School days and Saturdays.)
2. Centralia, Wash. (First one - one full day prior to opening sch)
3. Denver, Col. (Beginning of sch. and when necessary.)
4. Indianapolis, Ind. (Week preceding sch. 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. (" " ")

1. [Illegible text]

- 2. [Illegible text]
- 3. [Illegible text]
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- 32. [Illegible text]

- 33. [Illegible text]
- 34. [Illegible text]

35. [Illegible text]

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

II. Length of meeting 1½-hours:

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

III. Length of meeting varies:

1. Des Moines, Io.
2. Norfolk, Va.
3. Walla walla, Wash.

IV. Length of meeting as long as necessary:

1. Los Angeles, Cal.
2. Palouse, Wash.
3. Utica, N.York.

V. Length of meeting 1 to 2 hours:

1. Plymouth, N.Car.
2. Syracuse, N.York.

VI. Miscellaneous length of meetings:

1. Alexandria, La. (1 to 2 days.)
2. Houston, Texas (1 hour 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. (½ hour to 45 minutes.)

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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.)

- - - - -

II. Compulsory attendance:

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

- - - - -

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. Vancouver, Wash. (Not absolutely, but teacher are expected.)
- 5. Walla walla, Wash. (supposed to be present.)

CHAPTER I
GENERAL PRINCIPLES

SECTION 1. THE DISTRICT OF COLUMBIA

- 1.1. The District of Columbia is a unique political entity.
- 1.2. It is a self-governing community.
- 1.3. It is a part of the United States.
- 1.4. It is a part of the Nation.
- 1.5. It is a part of the world.

SECTION 2. THE DISTRICT OF COLUMBIA

- 2.1. The District of Columbia is a self-governing community.
- 2.2. It is a part of the United States.
- 2.3. It is a part of the Nation.
- 2.4. It is a part of the world.
- 2.5. It is a part of the world.
- 2.6. It is a part of the world.
- 2.7. It is a part of the world.
- 2.8. It is a part of the world.
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- 2.16. It is a part of the world.
- 2.17. It is a part of the world.
- 2.18. It is a part of the world.
- 2.19. It is a part of the world.
- 2.20. It is a part of the world.

SECTION 3. THE DISTRICT OF COLUMBIA

- 3.1. The District of Columbia is a self-governing community.
- 3.2. It is a part of the United States.
- 3.3. It is a part of the Nation.
- 3.4. It is a part of the world.
- 3.5. It is a part of the world.

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

II. Compensation or credit given:

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

III. Part of regular duties:

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

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

1. Indianapolis, Ind.
- - - - -

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.)

STATE OF NEW YORK

IN SENATE
 January 10, 1907

REPORT
 OF THE
 COMMISSIONERS OF THE LAND OFFICE
 FOR THE YEAR 1906

ALBANY: J. B. WOODWARD, STATE PRINTER, 1907.

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CHAPTER III

LANDS BELONGING TO OTHER AGENCIES

1. Lands of the State 1

2. Lands of the State 2

3. Lands of the State 3

4. Lands of the State 4

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) | 14. Richmond, Cal. |
| 2. Albany, N.Y. | 15. San Jose, Cal. |
| 3. Arkansas City, Kan. | 16. Santa Ana, Cal. |
| 4. Denver, Col. | 17. Sioux Falls, S.Dak. |
| 5. Des Moines, Io. | 18. Syracuse, N.Y. |
| 6. Detroit, Mich. | 19. Valley City, N.Dak. |
| 7. Fairmont, W.Va. | 20. Vancouver, Wash. (Good excuses necessary.) |
| 8. Los Angeles, Cal. | 21. Wilmington, N.Dak. |
| 9. Minneapolis, Minn. | 22. Winchester, Va. (Repeated absence or indifference would affect teacher's standing.) |
| 10. Norfolk, Va. | |
| 11. Oakland, Cal. | |
| 12. Palouse, Wash. | |
| 13. Raleigh, N.Car. | |
- - - - -

II. Penalty attached to:

1. Centralia, Wash.
- - - - -

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.)

Is hereby reported to the Board of Education as follows:

- I. No penalty:
- 1. Aberdeen, W. Va. (to be paid by the State)
- 2. Albany, N. Y.
- 3. Arkansas City, Kan.
- 4. Denver, Col.
- 5. Des Moines, Ia.
- 6. Detroit, Mich.
- 7. Fairport, N. Y.
- 8. Los Angeles, Cal.
- 9. Minneapolis, Minn.
- 10. Norfolk, Va.
- 11. Oklahoma, Okla.
- 12. Palouse, Wash.
- 13. Raleigh, N. Car.

- II. Penalty attached to:
- 1. Central, Ind.

- III. Penalties - special:
- 1. Albin, Wyo. (to be paid by the State)
- 2. Alexandria, La. (to be paid by the State)
- 3. Chicago, Ill. (to be paid by the State)
- 4. Santa Helena, Cal. (to be paid by the State)
- 5. Utica, N. Y. (to be paid by the State)
- 6. Walla Walla, Wash. (to be paid by the State)
- 7. Fremont, Neb. (to be paid by the State)
- 8. Houston, Tex. (to be paid by the State)
- 9. Grand Forks, N. D. (to be paid by the State)
- 10. Little Rock, Ark. (to be paid by the State)
- 11. Kansas City, Mo. (to be paid by the State)
- 12. New Haven, Conn. (to be paid by the State)
- 13. Richmond, Va. (to be paid by the State)
- 14. Plymouth, N. Car. (to be paid by the State)
- 15. Spokane, W. Wa. (to be paid by the State)
- 16. Salt Lake City, Utah. (to be paid by the State)
- 17. Westchester, N. Y. (to be paid by the State)

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 Barbara, 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.

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. (" " ")

I. Organized by the City Government to provide:

- 1. [Name]
- 2. [Name]
- 3. [Name]
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II. Miscellaneous names:

- 1. [Name]
- 2. [Name]
- 3. [Name]
- 4. [Name]
- 5. [Name]
- 6. [Name]
- 7. [Name]
- 8. [Name]

Summary of Building Meetings.

-----oOo-----

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

II. Held bi-weekly:

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

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.

IV. Held bi-monthly:

1. Palouse, Wash.
2. Wenatchee, Wash.

VI. Held varies:

1. Albany, Oreg. (informal & mostly individual)
2. Oakland, Cal.

V. Held when needed:

1. Alexandria, La. (As occasion demands)
2. Centralia, Wash. (When needed)

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.

Out of 40 cities named in page 10, only 10 are being
raising building activities in their cities. These cities
are: Albany, N.Y.; Alexandria, Va.; Birmingham, Ala.;
N. Cal.; Syracuse, N.Y.; and Washington, D.C.

(3) of which report as follows:
How often these activities are held in the following cities:

- I. Held weekly:
1. Denver, Col.
 2. Des Moines, Ia.
 3. Detroit, Mich.
 4. Kansas City, Mo.
 5. Los Angeles, Calif.
 6. Minneapolis, Minn.
 7. New York, N.Y.
 8. Raleigh, N.C.

- II. Held bi-weekly:
1. Aberdeen, Md.
 2. Baltimore, Md.
 3. Birmingham, Ala.
 4. Chicago, Ill.
 5. Cincinnati, Ohio
 6. Cleveland, Ohio
 7. Dallas, Tex.
 8. Detroit, Mich.
 9. Houston, Tex.
 10. Indianapolis, Ind.
 11. Jacksonville, Fla.
 12. Kansas City, Mo.
 13. Louisville, Ky.
 14. Memphis, Tenn.
 15. Milwaukee, Wis.
 16. Minneapolis, Minn.
 17. New York, N.Y.
 18. Philadelphia, Pa.
 19. St. Louis, Mo.
 20. St. Paul, Minn.
 21. Toledo, Ohio
 22. Washington, D.C.
 23. Wichita, Kan.

- III. Held monthly:
1. Houston, Tex.
 2. Indianapolis, Ind.
 3. Kansas City, Mo.
 4. New York, N.Y.
 5. St. Louis, Mo.
 6. Valley City, N. Dak.

- IV. Held bi-monthly:
1. Kansas, Kan.
 2. Tennessee, Tenn.

- V. Held when needed:
1. Alexandria, Va.
 2. Centralia, Mo.

- VIII. Held at irregular intervals:
1. Richmond, Va.

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. | 15. Sioux Falls, S. Dak. |
| 5. Houston, Tex. (3.30 p.m.) | 16. Spokane, Wash. (Mon p.m.) |
| 6. Indianapolis, Ind. | 17. Utica, N.Y. |
| 7. Kansas City, Mo. | 18. Valley City, N. Dak. |
| 8. New Haven, Conn. | 19. Vancouver, Wash. (Mon. evening each week) |
| 9. Oakland, Cal. | |
| 10. Palouse, Wash. (Tu.) | 20. Walla walla, Wash. (last period of the day.) |
| 11. Raleigh, N. Car. | |
| 12. Richmond, Va. (Th. p.m.) | 21. Wenatchee, Wash. (Afternoon on school or before 9 a.m.) |
| 13. Salt Lake City, Utah (4 p.m.) | |
| 14. Santa Barbara, Cal. (3.30 p.m. & 8 a/m.) | |
| | 22. Winchester, Va. (Usually held in the afternoon school dismissing $\frac{1}{2}$ -hr. early. Small grade meetings often held after regular school hours.) |

- - - - -

II. Held in the afternoon:

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

- - - - -

III. Held at noon hour:

- | | |
|--|--|
| #1. Fresno, Cal. | |
| 2. San Jose, Cal. | |
| 3. Minneapolis, Minn. (Usually Mondays at noons) | |

- - - - -

IV. Held in the morning:

- | |
|----------------------------------|
| #1. Santa Barbara, Cal. (8 a.m.) |
|----------------------------------|

- - - - -

V. No report given.

- | |
|----------------------|
| 1. Los Angeles, Cal. |
|----------------------|

Summary of meeting activities

When these meetings are held - the following districts of them report as follows:

I. Held after school in the afternoon:

- 1. Aberdeen, S. Dak. (A. 12 p.m. on Wed. after)
 - 2. Denver, Col. (Wed. p.m.)
 - 3. Des Moines, Ia. (3.30 p.m. on Wed. after)
 - 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. Yelovae, Kans. (Th.)
 - 11. Raleigh, N. Car.
 - 12. Richmond, Va. (Th. p.m.)
 - 13. Salt Lake City, Utah (Th. p.m.)
 - 14. Santa Barbara, Cal. (Th. p.m.)
15. Lincoln, Neb. (Wed. p.m.) held in the afternoon
 school district - early, ball game - 4:30
 often held after regular school hours.

II. Held in the afternoon:

- 1. Alexandria, La.
- 2. Centralia, Ia. (3.30 p.m.)
- 3. Chicago, Ill. (1.30-3.30 p.m.)
- 4. Evansville, Ind. (Wed. p.m.)

III. Held at noon:

- 1. Freeport, Me.
- 2. San Jose, Cal.
- 3. Minneapolis, Minn. (Wed. p.m.)

IV. Held in the morning:

- 1. Santa Barbara, Cal. (Th. p.m.)

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. | 6. Sta. Ana, Cal. |
| 2. Houston, Tex. (and as long as needed) | 7. Sioux Falls, S. Dak. |
| 3. New Haven, Conn. | 8. Valley City, N. Dak. |
| 4. Richmond, Va. | 9. Winchester, Va. |
| 5. Salt Lake City, Utah | |

- - - - -

II. Held about 1-hour:

1. Centralia, Wash.
2. Denver, Col.
3. Oakland, Cal.

III. Length of meetings from 1-2 hours:

1. Alexandria, La.
2. Indianapolis, Ind.
3. Kansas City, Mo.
4. Norfolk, Va.

- - - - -

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.

- - - - -

VI. Length of meetings as long as needed:

1. Los Angeles, Cal.
2. Utica, N.Y.

- - - - -

VII. Length of meeting 15 minutes to 1-hour:

1. Fresno, Cal.
2. Grand Forks, N. Dak.

- - - - -

VIII. Length of meeting 45 minutes:

1. Palouse, Wash.
2. Raleigh, N. Car.

- - - - -

IX. Length of meeting $\frac{1}{2}$ to $1\frac{1}{2}$ -hours:

1. Detroit, Mich.

- - - - -

X. Miscellaneous answers:

1. Albany, Oregon (10 to 30 minutes.)
2. Richmond, Cal. (10 to 15 minutes.)
3. Minneapolis, Minn. ($\frac{1}{2}$ hr. to 45 minutes)
4. San Jose, Cal. ($\frac{1}{2}$ hour)
5. Sta. Barbara, Cal. (20 minutes to 1-hour.)
6. Wenatchee, Wash. ($\frac{1}{2}$ -hour to 1 hour.)
7. Vancouver, Wash. ($1\frac{1}{2}$ -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. | 15. Palouse, Wash. |
| 2. Alexandria, La. | 16. Raleigh, N. Car. |
| 3. Centralia, Wash. | 17. Richmond, Cal. |
| 4. Chicago, Ill. | 18. Richmond, Va. |
| 5. Denver, Col. | 19. Salt Lake City, Utah. |
| 6. Des Moines, Io. | 20. San Jose, Cal. |
| 7. Detroit, Mich. | 21. Sta. Ana, Cal. |
| 8. Fresno, Cal. | 22. Sta. Barbara, Cal. |
| 9. Grand Forks, N. Dak. | 23. Sioux Falls, S. Dak. |
| 10. Houston, Tex. | 24. Spokane, Wash. |
| 11. Indianapolis, Ind. | 25. Utica, N. Y. |
| 12. Los Angeles, Cal. | 26. Wenatchee, Wash. |
| 13. Minneapolis, Minn. | 27. Winchester, Va. (Teachers al- |
| 14. New Haven, Conn. | ways excused reason never required) |

- - - - -

II. Not compulsory attendance:

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

- - - - -

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.)

- - - - -

IV. Not absolutely compulsory, but expected to attend:

1. Vancouver, Wash.

As directed by the Secretary of Agriculture, the following list of persons is published for the purpose of...

I. General Agents

- 1. Albany, N.Y.
- 2. Alexandria, La.
- 3. Centralia, Mo.
- 4. Chicago, Ill.
- 5. Denver, Col.
- 6. New Orleans, La.
- 7. Detroit, Mich.
- 8. Evansville, Ind.
- 9. Grand Rapids, Mich.
- 10. Houston, Tex.
- 11. Indianapolis, Ind.
- 12. Los Angeles, Cal.
- 13. Minneapolis, Minn.
- 14. New Haven, Conn.

II. Notary Publics

- 1. Aberdeen, Md.
- 2. Oakland, Cal.
- 3. Valley City, N.D.

III. Agents for the sale of...

- 1. Kansas City, Mo.
- 2. Norfolk, Va.
- 3. St. Louis, Mo.

IV. Notary Publics

- 1. Vancouver, B.C.

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

— — — — —

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.)

— — — — —

III. No report given:

1. Walla walla, Wash.

— — — — —

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

- 1 Spokane, Wash.

Report of the Committee on the Administration of the Government

The following are the names of the members of the Committee on the Administration of the Government, as reported to the House of Representatives on the 15th day of January, 1900.

- I. The Committee on the Administration of the Government, as reported to the House of Representatives on the 15th day of January, 1900, consisted of the following members:
- 1. Mr. [Name]
- 2. Mr. [Name]
- 3. Mr. [Name]
- 4. Mr. [Name]
- 5. Mr. [Name]
- 6. Mr. [Name]
- 7. Mr. [Name]
- 8. Mr. [Name]
- 9. Mr. [Name]
- 10. Mr. [Name]
- 11. Mr. [Name]
- 12. Mr. [Name]
- 13. Mr. [Name]
- 14. Mr. [Name]

- II. The Committee on the Administration of the Government, as reported to the House of Representatives on the 15th day of January, 1900, consisted of the following members:
- 1. Mr. [Name]
- 2. Mr. [Name]
- 3. Mr. [Name]
- 4. Mr. [Name]
- 5. Mr. [Name]

- III. The Committee on the Administration of the Government, as reported to the House of Representatives on the 15th day of January, 1900, consisted of the following members:
- 1. Mr. [Name]

- IV. The Committee on the Administration of the Government, as reported to the House of Representatives on the 15th day of January, 1900, consisted of the following members:
- 1. Mr. [Name]

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

II. Penalty attached to these meetings:

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

III. Miscellaneous answers:

1. Aberdeen, S. Dak. (Failure to attend to these meetings has to be explained.)
2. Albany, 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 considered 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.)

IV. No report given:

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

The following is a list of the members of the Association of American Physicians and Surgeons, organized in 1847, and which has since that time been known as the American Medical Association.

I. Members of the Association of American Physicians and Surgeons, organized in 1847, and which has since that time been known as the American Medical Association.

- 1. Dr. J. C. W. Reynolds, New York
- 2. Dr. J. C. W. Reynolds, New York
- 3. Dr. J. C. W. Reynolds, New York
- 4. Dr. J. C. W. Reynolds, New York
- 5. Dr. J. C. W. Reynolds, New York
- 6. Dr. J. C. W. Reynolds, New York
- 7. Dr. J. C. W. Reynolds, New York
- 8. Dr. J. C. W. Reynolds, New York
- 9. Dr. J. C. W. Reynolds, New York
- 10. Dr. J. C. W. Reynolds, New York

II. Members of the Association of American Physicians and Surgeons, organized in 1847, and which has since that time been known as the American Medical Association.

- 1. Dr. J. C. W. Reynolds, New York
- 2. Dr. J. C. W. Reynolds, New York
- 3. Dr. J. C. W. Reynolds, New York
- 4. Dr. J. C. W. Reynolds, New York
- 5. Dr. J. C. W. Reynolds, New York
- 6. Dr. J. C. W. Reynolds, New York
- 7. Dr. J. C. W. Reynolds, New York
- 8. Dr. J. C. W. Reynolds, New York
- 9. Dr. J. C. W. Reynolds, New York
- 10. Dr. J. C. W. Reynolds, New York

III. Members of the Association of American Physicians and Surgeons, organized in 1847, and which has since that time been known as the American Medical Association.

- 1. Dr. J. C. W. Reynolds, New York
- 2. Dr. J. C. W. Reynolds, New York
- 3. Dr. J. C. W. Reynolds, New York
- 4. Dr. J. C. W. Reynolds, New York
- 5. Dr. J. C. W. Reynolds, New York
- 6. Dr. J. C. W. Reynolds, New York
- 7. Dr. J. C. W. Reynolds, New York
- 8. Dr. J. C. W. Reynolds, New York
- 9. Dr. J. C. W. Reynolds, New York
- 10. Dr. J. C. W. Reynolds, New York

IV. Members of the Association of American Physicians and Surgeons, organized in 1847, and which has since that time been known as the American Medical Association.

- 1. Dr. J. C. W. Reynolds, New York
- 2. Dr. J. C. W. Reynolds, New York

Summary of Building Meetings.

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

I. Organized by the principals:

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

- - - - -

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. (" " ")

By whom these meetings were attended and by whom they were held (see p. 48)

- I. Organized in the principal:
 - 1. At the ...
 - 2. At the ...
 - 3. At the ...
 - 4. At the ...
 - 5. At the ...
 - 6. At the ...
 - 7. At the ...
 - 8. At the ...
 - 9. At the ...
 - 10. At the ...
 - 11. At the ...
 - 12. At the ...
 - 13. At the ...
 - 14. At the ...
 - 15. At the ...

- II. Unorganized meetings:
 - 1. At the ...
 - 2. At the ...
 - 3. At the ...
 - 4. At the ...
 - 5. At the ...

Summary of Grade Meetings.

--oOo--

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.; 5 Sand Valley City, N.Dak.

- - - - -

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.)

- - - - -

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 oftener)
- 10. Wenatchee, Wash.
- 11. Wilmington, N. Dak.

- - - - -

III. Held occasionally:

- 1. Albany, Oreg. 2. Raleigh, N. Car.

III. Held as occasion demands:

- 1. Centralia, Wash. (when needed.) 2. Walla walla, Wash.

- - - - -

at

IV. Held irregular time:

- 1. Indianapolis, Ind. 2. Salt Lake City, Utah. 3. Minneapolis, Minn.

- - - - -

V. Held miscellaneous:

- 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.)

- - - - -

VI. Held about every 6 weeks:

- 1. Arkansas City, Kan. 2. Norfolk, Va.

MINISTRY OF STATE AFFAIRS

1954

Out of the 40-cities named on page V, only 11 are not being given priority in the present year. Cities are: ...

How often these cities are visited (3) of each, report of ...

I. Held weekly. I. ...

- II. Held monthly
- I. ...
- S. ...
- ...
- ...
- ...
- ...
- ...
- ...

III. Held once a month. I. ...

III. Held once a month. I. ...

IV. Held twice a month. I. ...

V. Held ...

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...
- 9. ...
- 10. ...
- 11. ...
- 12. ...
- 13. ...

VI. Held about every 3 weeks. I. ...

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

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.
- - - - -

III. Held miscellaneous:

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

TABLE OF CONTENTS

of (them) reports as follows:

- I. Hold after trial in the ... 1
- II. ... 2
- III. ... 3
- IV. ... 4
- V. ... 5
- VI. ... 6
- VII. ... 7
- VIII. ... 8
- IX. ... 9
- X. ... 10
- XI. ... 11
- XII. ... 12
- XIII. ... 13
- XIV. ... 14

- XV. ... 15
- XVI. ... 16
- XVII. ... 17
- XVIII. ... 18
- XIX. ... 19
- XX. ... 20
- XXI. ... 21
- XXII. ... 22
- XXIII. ... 23
- XXIV. ... 24
- XXV. ... 25

- XXVI. ... 26
- XXVII. ... 27
- XXVIII. ... 28
- XXIX. ... 29
- XXX. ... 30

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.

- - - - -

II. Length of meeting about 1-hour:

- 1. Albany, Oreg.
- 2. Centralia, Wash.
- 3. Oakland, Cal.

- - - - -

III. Length of meeting 1/2-hour:

- 1. Plymouth, N. Car.
- 2. Spokane, Wash.

- - - - -

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.)

- - - - -

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)

- - - - -

VI. Length of meeting varies:

- 1. Des Moines, Io.
- 2. Walla walla, Wash.

- - - - -

VII. Length of meeting 1 to 1 1/2 hours:

- 1. Kansas City, Mo.
- 2. Richmond, Cal.
- 3. Richmond, Va.

- - - - -

VIII. Length of meeting as long as necessary:

- 1. Los Angeles, Cal.
- 2. Utica, N. Y.

- - - - -

IX. Length of meeting 1 to 2 hours:

- 1. Indianapolis, Ind.
- 2. Syracuse, N. Y.

- - - - -

X. Miscellaneous answers:

- 5. Vancouver, Wash. (1 1/2-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.)

Summary of Grade Locations

Length of time devoted to each of these studies
Following table (12 of 12) report of findings

- I. Length of medical history
 - 1. Detroit, Mich.
 - 2. Houston, Tex. (see report in book)
 - 3. New Haven, Conn.
 - 4. Salt Lake City, Utah
 - 5. St. Ann, Mo.
 - 6. St. Bernard, La.
 - 7. Sioux Falls, S.D.
 - 8. Waco, Tex.
 - 9. Williston, N.D.
 - 10. Winchester, Va.
- II. History of patient's disease
 - 1. Albany, N.Y.
 - 2. Cambridge, Mass.
 - 3. Columbia, S.C.
- III. Location of patient's home
 - 1. St. Louis, Mo.
- IV. Length of residence
 - 1. Albany, N.Y.
 - 2. Cambridge, Mass.
 - 3. Columbia, S.C.
- V. Length of patient's stay
 - 1. Albany, N.Y.
 - 2. Cambridge, Mass.
 - 3. Columbia, S.C.
 - 4. St. Louis, Mo.
- VI. Length of patient's stay
 - 1. Albany, N.Y.
 - 2. Cambridge, Mass.
 - 3. Columbia, S.C.
- VII. Length of patient's stay
 - 1. Albany, N.Y.
 - 2. Cambridge, Mass.
 - 3. Columbia, S.C.
- VIII. Length of patient's stay
 - 1. Albany, N.Y.
 - 2. Cambridge, Mass.
 - 3. Columbia, S.C.
- IX. Length of patient's stay
 - 1. Albany, N.Y.
 - 2. Cambridge, Mass.
 - 3. Columbia, S.C.
- X. Miscellaneous
 - 1. Albany, N.Y.
 - 2. Cambridge, Mass.
 - 3. Columbia, S.C.

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

- - - - -

II. Not compulsory attendance:

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

- - - - -

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

The Board of Directors has the honor to acknowledge the receipt of the report of the Auditor General and to express its appreciation for the thoroughness and accuracy of the audit.

- I. General Information
- 1. Name of the Corporation
- 2. Date of Incorporation
- 3. Principal Office
- 4. Nature of Business
- 5. Capital Stock
- 6. Dividends
- 7. Officers and Directors
- 8. Financial Statements
- 9. Other Information

The Board of Directors has reviewed the report of the Auditor General and is satisfied with the results of the audit. It is hereby approved and adopted by the Board of Directors on this day of _____, 19__.

- 10. Name of the Auditor General
- 11. Date of Report
- 12. Signature of the President
- 13. Signature of the Secretary
- 14. Signature of the Treasurer
- 15. Signature of the Auditor General

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. Indianapolis, 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, M. Y.
- 26. Utica, N. Y.
- 27. Vancouver, Wash.
- 28. Winchester, Va.

- - - - -

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 efficiency rating.)

- - - - -

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.

is communication or credit given to these offices (3) of them, except as follows:

- I. No communication or credit given to these offices:
- 1. Aberdeen, Wash.
- 2. Alameda, Wash.
- 3. Alton, Wash.
- 4. Annapolis, Md.
- 5. Baltimore, Md.
- 6. Boston, Wash.
- 7. Buffalo, Wash.
- 8. Cambridge, Wash.
- 9. Chicago, Wash.
- 10. Cincinnati, Wash.
- 11. Cleveland, Wash.
- 12. Dallas, Wash.
- 13. Denver, Wash.
- 14. Detroit, Wash.
- 15. El Paso, Wash.
- 16. Galveston, Wash.
- 17. Harrisburg, Wash.
- 18. Houston, Wash.
- 19. Indianapolis, Wash.
- 20. Kansas City, Wash.
- 21. Little Rock, Wash.
- 22. Louisville, Wash.
- 23. Memphis, Wash.
- 24. Miami, Wash.
- 25. Milwaukee, Wash.
- 26. Minneapolis, Wash.
- 27. Mobile, Wash.
- 28. New Haven, Conn.
- 29. New York, Wash.
- 30. Norfolk, Wash.
- 31. Oklahoma City, Wash.
- 32. Omaha, Wash.
- 33. Philadelphia, Wash.
- 34. Portland, Wash.
- 35. Richmond, Wash.
- 36. St. Louis, Wash.
- 37. St. Paul, Wash.
- 38. San Antonio, Wash.
- 39. San Diego, Wash.
- 40. San Francisco, Wash.
- 41. Seattle, Wash.
- 42. Springfield, Wash.
- 43. St. Petersburg, Wash.
- 44. Tampa, Wash.
- 45. Washington, Wash.
- 46. Wichita, Wash.

- II. Communication or credit given to these offices:
- 1. Albany, Wash.
- 2. Central, Wash. (credit only)
- 3. Washington, Wash. (credit only)
- 4. Wilmington, Wash. (credit only)

III. This office is to be kept advised of all communications received from the offices listed above, and to report thereon to the State Department.

- IV. No report given:
- 1. Richmond, Wash.
- 2. St. Paul, 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. | 13. Richmond, Cal. |
| 2. Arkansas City, Kan. | 14. San Jose, Cal. |
| 3. Des Moines, Io. | 15. Sta. Ana, Cal. |
| 4. Detroit, Mich. | 16. Sioux Falls, S. Dak. |
| 5. Fairmont, W. Va. | 17. Syracuse, N.Y. |
| 6. Indianapolis, Ind. | 18. Wilmington, N. Dak. |
| 7. Kansas City, Mo. | 19. Winchester, Va. (Repeated absence
or indifference would
affect teacher's profes-
sional standing.) |
| 8. Los Angeles, Cal. | |
| 9. Minneapolis, Minn. | |
| 10. Norfolk, Va. | |
| 11. Oakland, Cal. | |
| 12. Raleigh, N. Car. | |
- - - - -

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.)
- - - - -

III. No report given:

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

Summary of State Activities

The following cities, (27 of them), were attached to the following districts:

I. No general districts in these states:

- 1. Albany, N. Y.
- 2. Arkansas City, Kan.
- 3. Des Moines, Ia.
- 4. Detroit, Mich.
- 5. Hartford, Conn.
- 6. Indianapolis, Ind.
- 7. Kansas City, Mo.
- 8. Los Angeles, Cal.
- 9. Minneapolis, Minn.
- 10. Portland, Ore.
- 11. Oakland, Cal.
- 12. Raleigh, N. C.

II. Miscellaneous districts:

- 1. Aberdeen, Md.
- 2. Albany, N. Y.
- 3. Alton, Ill.
- 4. Grand Rapids, Mich.
- 5. Lewiston, Me.
- 6. Richmond, Va.
- 7. St. Paul, Minn.
- 8. Spokane, Wash.
- 9. Vancouver, Wash.
- 10. West Chester, Ohio
- 11. Houston, Tex.

III. No report given:

- 1. Centralia, Wash.
- 2. Plymouth, Mich.

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.

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. suvs. and principals.)

III. Organized by supt. and suvs.:

- 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. Uitca, N.Y. (

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.)

V. Organized by principals:

- 1. Vancouver, Wash. (Principal, supt. and supervisor cooperating)
- 2. Wilmington, N. Dak.

VI. No report given:

- 1. Farmont, W. Va.
- 2. Houston, Tex.
- 3. Los Angeles, Cal.
- 4. Oakland, Cal.
- 5. Plymouth, N. Car.

RESEARCH REPORT ON ...

... (1) ... (2) ... (3) ...

- I. ...
- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...

- II. ...
- 1. ...
- 2. ...
- 3. ...
- 4. ...

- III. ...
- 1. ...
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- IV. ...
- 1. ...
- 2. ...
- 3. ...
- 4. ...

- V. ...
- 1. ...
- 2. ...

- VI. ...
- 1. ...
- 2. ...
- 3. ...

Summary of Principals' Meetings.

---oOo---

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.

- - - - -

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.)

- - - - -

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.

- - - - -

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. Wenatchee, Wash.
- 13. Winchester, Va. (At irregular intervals, about 1 each month.)

- - - - -

V. Held at no definite time:

- 1. Aberdeen, S. Dak.
- 2. Los Angeles, Cal.

- - - - -

VI. Held as occasion demands:

- 1. Alexandria, La.
- 2. Richmond, Cal.

- - - - -

VII. Held irregularly :

- 1. Chicago, Ill.
- 2. Grand Forks, N. Dak.

- - - - -

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 of supt.)
- 5. Vabouver, Wash. (Frequent individual conference-few general meeting.)

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5408 SOUTH CAMPUS DRIVE
CHICAGO, ILLINOIS 60637

TO: [Name]
FROM: [Name]
SUBJECT: [Subject]

DATE: [Date]

[Main body of the letter containing the primary message]

Yours faithfully,
[Signature]

[Name]
[Title]

[Address]

[Additional information or contact details]

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.) | 13. Salt Lake City, Utah.- (3:30 p.m.) |
| 2. Albany, Oreg. (| 14. Sta. Barbara, Cal. (4 p.m. every Monday.) |
| 3. Arkansas City, Kan. | 15. Spokane, Wash. (4.15 Weds. |
| 4. Denver, Col. (Mon. 2:30-5 p.m.) | 16. Walla walla, Wash. |
| 5. Detroit, Mich. (Dist. prins. 2 p.m.) | 17. Wenatchee, Wash. |
| 6. Indianapolis, Ind. | 18. Syracuse, N.Y. (4 p.m.) |
| 7. Houston, Tex. (1st Mon. of the month, 4 p.m.) | 19. Utica, N.Y. |
| 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.) | |
- - - - -

II. Held in the afternoon:

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

III. Held in the evenings:

- | | |
|--------------------------------|-------------------------------------|
| 1. Alexandria, La. | 3. Sta. Ana, Cal. |
| 2. Des Moines, Io. (8.45 p.m.) | 4. Vancouver, Wash. (Mon. evening.) |
- - - - -

IV. Held in the morning:

- | | |
|---------------------------------|-------------------|
| 1. Kansas City, Mo. (Sat. a.m.) | 3. San Jose, Cal. |
| 2. Richmond, Cal. | |
- - - - -

V. Miscellaneous answers:

1. Winchester, Va. (at convenient time during school days)
2. Los Angeles, Cal. (No report given.)

Inventory of Biological Specimens

This report contains a list of biological specimens collected during the period from 1950 to 1955. The specimens are listed in the following order:

- I. Mammals in the collection:
 - 1. *Alouatta palliata* (L.) (1950)
 - 2. *Alouatta palliata* (L.) (1951)
 - 3. *Alouatta palliata* (L.) (1952)
 - 4. *Alouatta palliata* (L.) (1953)
 - 5. *Alouatta palliata* (L.) (1954)
 - 6. *Alouatta palliata* (L.) (1955)
 - 7. *Alouatta palliata* (L.) (1956)
 - 8. *Alouatta palliata* (L.) (1957)
 - 9. *Alouatta palliata* (L.) (1958)
 - 10. *Alouatta palliata* (L.) (1959)
 - 11. *Alouatta palliata* (L.) (1960)
 - 12. *Alouatta palliata* (L.) (1961)
- II. Birds in the collection:
 - 1. *Zenaidura macroura* (L.) (1950)
 - 2. *Zenaidura macroura* (L.) (1951)
 - 3. *Zenaidura macroura* (L.) (1952)
 - 4. *Zenaidura macroura* (L.) (1953)
 - 5. *Zenaidura macroura* (L.) (1954)
 - 6. *Zenaidura macroura* (L.) (1955)
 - 7. *Zenaidura macroura* (L.) (1956)
 - 8. *Zenaidura macroura* (L.) (1957)
 - 9. *Zenaidura macroura* (L.) (1958)
 - 10. *Zenaidura macroura* (L.) (1959)
 - 11. *Zenaidura macroura* (L.) (1960)
 - 12. *Zenaidura macroura* (L.) (1961)
- III. Reptiles in the collection:
 - 1. *Crotalus scottii* (L.) (1950)
 - 2. *Crotalus scottii* (L.) (1951)
 - 3. *Crotalus scottii* (L.) (1952)
 - 4. *Crotalus scottii* (L.) (1953)
 - 5. *Crotalus scottii* (L.) (1954)
 - 6. *Crotalus scottii* (L.) (1955)
 - 7. *Crotalus scottii* (L.) (1956)
 - 8. *Crotalus scottii* (L.) (1957)
 - 9. *Crotalus scottii* (L.) (1958)
 - 10. *Crotalus scottii* (L.) (1959)
 - 11. *Crotalus scottii* (L.) (1960)
 - 12. *Crotalus scottii* (L.) (1961)
- IV. Amphibians in the collection:
 - 1. *Rana temporaria* (L.) (1950)
 - 2. *Rana temporaria* (L.) (1951)
 - 3. *Rana temporaria* (L.) (1952)
 - 4. *Rana temporaria* (L.) (1953)
 - 5. *Rana temporaria* (L.) (1954)
 - 6. *Rana temporaria* (L.) (1955)
 - 7. *Rana temporaria* (L.) (1956)
 - 8. *Rana temporaria* (L.) (1957)
 - 9. *Rana temporaria* (L.) (1958)
 - 10. *Rana temporaria* (L.) (1959)
 - 11. *Rana temporaria* (L.) (1960)
 - 12. *Rana temporaria* (L.) (1961)
- V. Fishes in the collection:
 - 1. *Lepomis gibbosus* (L.) (1950)
 - 2. *Lepomis gibbosus* (L.) (1951)
 - 3. *Lepomis gibbosus* (L.) (1952)
 - 4. *Lepomis gibbosus* (L.) (1953)
 - 5. *Lepomis gibbosus* (L.) (1954)
 - 6. *Lepomis gibbosus* (L.) (1955)
 - 7. *Lepomis gibbosus* (L.) (1956)
 - 8. *Lepomis gibbosus* (L.) (1957)
 - 9. *Lepomis gibbosus* (L.) (1958)
 - 10. *Lepomis gibbosus* (L.) (1959)
 - 11. *Lepomis gibbosus* (L.) (1960)
 - 12. *Lepomis gibbosus* (L.) (1961)
- VI. Invertebrates in the collection:
 - 1. *Drosophila melanogaster* (L.) (1950)
 - 2. *Drosophila melanogaster* (L.) (1951)
 - 3. *Drosophila melanogaster* (L.) (1952)
 - 4. *Drosophila melanogaster* (L.) (1953)
 - 5. *Drosophila melanogaster* (L.) (1954)
 - 6. *Drosophila melanogaster* (L.) (1955)
 - 7. *Drosophila melanogaster* (L.) (1956)
 - 8. *Drosophila melanogaster* (L.) (1957)
 - 9. *Drosophila melanogaster* (L.) (1958)
 - 10. *Drosophila melanogaster* (L.) (1959)
 - 11. *Drosophila melanogaster* (L.) (1960)
 - 12. *Drosophila melanogaster* (L.) (1961)

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: II. Length of meeting about 1-hour:

- | | |
|------------------------------|---------------------|
| 1. Fairmont, W.Va. (or more) | 1. Albany, N.Y. |
| 2. Houston, Tex. (or more) | 2. Centralia, Wash. |
| 3. Raleigh, N.Car. | 3. Chicago, Ill. |
| 4. Sta. Barbara, Cal. | 4. Oakland, Cal. |
| 5. Sioux Falls, S. Dak. | |
| 6. Spokane, Wash. | |
| 7. Wilmington, N. Dak. | |
| 8. Winchester, Va. | |

- - - - -

III. Length of meeting from 1 to 2 hours:

1. Detroit, Mich. (District principals and principals.)
2. Richmond, Cal.
3. Syracuse, N.Y.

- - - - -

IV. Length of meeting 1½-hours: V. Length of meeting 1- 1½ hours

- | | |
|-------------------------|---------------------|
| 1. Fresno, Cal. | 1. Richmond, Va. |
| 2. New Haven, Conn. | 2. Wenatchee, Wash. |
| 3. Salt Lake City, Utah | |
| 4. San Jose, Cal. | |
| 5. Sta. Ana, Cal. | |
| 6. Vancouver, Wash. | |

- - - - -

VI. Length of meeting varies:

1. Albany, Oregon
2. Des Moines, Io.
3. Walla walla, Wash.

- - - - -

VII. Length of meeting from 1½ to 2-hours:

1. Indianapolis, Ind.
2. Kansas City, Mo.

- - - - -

VIII. Length of meeting as long as necessary:

1. Aberdeen, S. Dak.
2. Los Angeles, Cal.
3. Utica, N.Y.

- - - - -

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 Findings, Section 1

Length of time devoted to each of these tests is as follows (in minutes):

- I. Length of testing (15 minutes):
 - 1. Treatment (10 or 15)
 - 2. Motivation (10 or 15)
 - 3. Reliability (10 or 15)
 - 4. Test-retest (10 or 15)
 - 5. Group (10 or 15)
 - 6. Validity (10 or 15)
 - 7. Reliability (10 or 15)
 - 8. Reliability (10 or 15)

- II. Length of testing (15 minutes):
 - 1. Treatment (10 or 15)
 - 2. Motivation (10 or 15)
 - 3. Reliability (10 or 15)
 - 4. Test-retest (10 or 15)
 - 5. Group (10 or 15)
 - 6. Validity (10 or 15)
 - 7. Reliability (10 or 15)
 - 8. Reliability (10 or 15)

- III. Length of testing (15 minutes):
 - 1. Detroit (10 or 15)
 - 2. Richmond (10 or 15)
 - 3. Syracuse (10 or 15)

- IV. Length of testing (15 minutes):
 - 1. Detroit (10 or 15)
 - 2. New Haven (10 or 15)
 - 3. Salt Lake City (10 or 15)
 - 4. San Jose (10 or 15)
 - 5. St. Ann (10 or 15)
 - 6. Vancouver (10 or 15)

- V. Length of testing (15 minutes):
 - 1. Detroit (10 or 15)
 - 2. New Haven (10 or 15)
 - 3. Salt Lake City (10 or 15)
 - 4. San Jose (10 or 15)
 - 5. St. Ann (10 or 15)
 - 6. Vancouver (10 or 15)

- VI. Length of testing (15 minutes):
 - 1. Detroit (10 or 15)
 - 2. New Haven (10 or 15)
 - 3. Salt Lake City (10 or 15)
 - 4. San Jose (10 or 15)
 - 5. St. Ann (10 or 15)
 - 6. Vancouver (10 or 15)

- VII. Length of testing (15 minutes):
 - 1. Indianapolis (10 or 15)

- VIII. Length of testing (15 minutes):
 - 1. Atlanta (10 or 15)

- IX. Length of testing (15 minutes):
 - 1. Atlanta (10 or 15)
 - 2. Atlanta (10 or 15)
 - 3. Denver (10 or 15)
 - 4. Grand Rapids (10 or 15)
 - 5. Indianapolis (10 or 15)
 - 6. Norfolk (10 or 15)

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

II. Not compulsory attendance:

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

III. Expected to attend unless satisfactory reason:

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

IV. Miscellaneous answers:

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

Inventory of Principal Activities

In accordance with the provisions of the Act, the following is a list of the principal activities of the organization:

- I. General Administration
 - 1. A. General Administration
 - 2. B. Finance
 - 3. C. Personnel
 - 4. D. Public Relations
 - 5. E. Legal Affairs
 - 6. F. Information
 - 7. G. Planning
 - 8. H. Research
 - 9. I. Technical Services
 - 10. J. Training
 - 11. K. Travel
 - 12. L. Other

II. Other Activities

III. Expected to be added

IV. Miscellaneous

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

II. Compensation or credit given to these meetings:

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

III. Part of the regular duties:

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

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 report given.)

Summary of Financials

In connection with the following cities (W of them), the following information is given:

- I. No corporation or other entity has been organized in the following cities:
 - 1. Aberdeen, Md.
 - 2. Albany, N.Y.
 - 3. Alexandria, La.
 - 4. Arkansas City, Kan.
 - 5. Denver, Col.
 - 6. Des Moines, Ia.
 - 7. Detroit, Mich.
 - 8. Elkhart, Ind.
 - 9. Grand Rapids, Mich.
 - 10. Houston, Tex.
 - 11. Indianapolis, Ind.
 - 12. Kansas City, Mo.
 - 13. Los Angeles, Cal.
 - 14. Minneapolis, Minn.
 - 15. New York, N.Y.

- II. Corporation or other entity has been organized in the following cities:
 - 1. Albany, N.Y.
 - 2. Central City, N.D.
 - 3. Chicago, Ill.

- III. Part of the total amount of the following cities:
 - 1. Chicago, Ill.

- IV. Miscellaneous matters:
 - 1. Chicago, Ill. (Part of the total amount of the following cities)
 - 2. Dallas, Tex. (Part of the total amount of the following cities)

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

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 reappointed 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 regarded 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 ~~from~~ absence from this meeting.)
- - - - -

III. No report given:

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

Summary of Findings

The following table shows the results of the analysis of the data collected during the study.

Category	Sub-category	Value
I. General	1. Overall	100
	2. Specific	85
	3. Another	70
	4. Yet another	55
	5. Further	40
	6. Still further	25
	7. Even further	10
	8. Beyond	5
	9. Far beyond	2
	10. Very far	1
	11. Extremely	0.5
II. Detailed	1. Detailed	90
	2. More detailed	75
	3. Even more	60
	4. Further detailed	45
	5. Still more	30
	6. Beyond detailed	15
	7. Far beyond	8
	8. Very far	4
	9. Extremely	2
	10. Beyond	1
	11. Far beyond	0.5
III. Summary	1. Summary	80
	2. Concise	65
	3. Brief	50
	4. Short	35
	5. Quick	20
	6. Fast	10
	7. Rapid	5
	8. Swift	3
	9. Quick	2
	10. Very quick	1
	11. Extremely	0.5

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

II. Organized by the principals:

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

III. Organized by the supt. and committees:

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

IV. Miscellaneous answers:

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

V. No report given.

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

University of Minnesota, Minneapolis

By resolution of the Board of Regents, dated June 15, 1910, the following committees were appointed:

- I. Organized by the President:
1. Board of Regents
 2. Faculty
 3. Board of Trustees
 4. Board of Examiners
 5. Board of Academic Affairs
 6. Board of Financial Affairs
 7. Board of Physical Education
 8. Board of Student Affairs
 9. Board of Alumni Affairs
 10. Board of Extension Affairs
 11. Board of Research Affairs
 12. Board of Library Affairs
 13. Board of Printing Affairs
 14. Board of Buildings Affairs

- II. Organized by the President:
1. Board of Regents
 2. Board of Trustees
 3. Board of Examiners
 4. Board of Academic Affairs

- III. Organized by the President:
1. Board of Regents
 2. Board of Trustees

- IV. Organized by the President:
1. Board of Regents
 2. Board of Trustees

- V. No report given:
1. Board of Regents
 2. Board of Trustees
 3. Board of Examiners

Summary of Meetings of Teachers with Special Supervisors.

-----oOo-----

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.

- - - - -

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

I. Held weekly:

- | | |
|------------------|--|
| 1. Albany, Oreg. | 2. Indianapolis, Indiana (For certain teachers.) |
|------------------|--|

- - - - -

II. Held monthly:

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

- - - - -

III. Held irregularly:

- | | |
|-------------------------|--------------------------|
| 1. Grand Forks, N. Dak. | 2. Salt Lake City, Utah. |
|-------------------------|--------------------------|

- - - - -

IV. Held individually:

- | | |
|--------------------|---------------------|
| 1. Alexandria, La. | 2. Fairmont, W. Va. |
|--------------------|---------------------|

- - - - -

V. Held as needed:

- | | |
|-----------------------|---|
| 1. Fresno, Cal. | 4. Richmond, Cal. (As occasion demands) |
| 2. Minneapolis, Minn. | 5. Utica, N. Y. |
| 3. Norfolk, Va. | 6. Walla Walla, Wash. |

- - - - -

VI. Held on call:

- | | | |
|--------------------|---------------------|-------------------|
| 1. Des Moines, Io. | 2. Kansas City, Mo. | 3. Detroit, Mich. |
|--------------------|---------------------|-------------------|

- - - - -

VII. Held bi-monthly:

- | | | |
|------------------|-------------------|---------------------|
| 1. Albany, N. Y. | 2. San Jose, Cal. | 3. Vancouver, Wash. |
|------------------|-------------------|---------------------|

- - - - -

VIII. Held 4-times a year:

- | | |
|------------------------|-----------------------|
| 1. Arkansas City, Kan. | 2. Sta. Barbara, Cal. |
|------------------------|-----------------------|

- - - - -

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.) |

Part of the ... of the ... with ...

(33 of ...)

I. ...

II. ...

III. ...

IV. ...

V. ...

VI. ...

VII. ...

VIII. ...

IX. ...

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. | 11. Sta. Barbara, Cal. |
| 6. Kansas City, Mo. | 12. Utica, N.Y. |
| 7. New Haven, Conn. | 13. Vancouver, Wash. |
| 8. Oakland, Cal. | 14. Walla walla, Wash. |
| 9. Raleigh, N. Car. | 15. Wenatchee, Wash. (and Sat. forenoon.) |
| 10. Salt Lake City, Utah. | |

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.) | 8. San Jose, Cal. |
| 5. Grand Forks, N. Dak. (4 p.m.) | 9. Sta. Ana, Cal. |
| 6. Norfolk, Va. | 10. Sioux Falls, S. Dak. (3-4 p.m.) |
| 7. Richmond, Va. | 11. Spokane, Wash. (10 a.m. supt. and 3.30 p.m. during year.) |
| 8. | |

III. Held during school hours:

- | | |
|------------------|------------------------|
| 1. Albany, Oreg. | 2. Arkansas City, Kan. |
|------------------|------------------------|

IV. Held as needed:

- | | |
|-----------------|--|
| 1. Fresno, Cal. | 2. Richmond, Cal. (As occasion demands.) |
|-----------------|--|

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 activities of Teachers with local organizations

When these meetings were held - the following reports were received:

I. Held after school in the afternoon:

1. Aberdeen, S. D. (4:15 - 5:30)
2. Des Moines, Ia.
3. Denver, Col. (5:30 - 7:00)
4. Houston, Tex. (7:00 - 8:30)
5. Indianapolis, Ind.
6. Kansas City, Mo.
7. New York, Conn.
8. Oklahoma, Ok.
9. Raleigh, N. C.
10. Salt Lake City, Utah.

II. Held in the afternoon:

1. Albany, N. Y.
2. Alexandria, Va.
3. Centralia, Mo. (3:30 - 5:00)
4. Detroit, Mich. (4:00 - 5:30)
5. Grand Rapids, Mich. (4:00 - 5:30)
6. Norfolk, Va.
7. Richmond, Va.
- 8.

III. Held during school hours:

1. Albany, N. Y.

IV. Held as needed:

1. Fresno, Cal.

V. Held in the afternoon (after school):

1. Winchester, Va. (at 5:00 - 6:00)
2. Minneapolis, Minn. (at 4:00 - 5:00)
3. Baton Rouge, La. (at 5:00 - 6:00)

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.

- - - - -

III. Length of meeting 1/2-hour:

- 1. Raleigh, N.Car. 2. San Jose, Cal. 3. Wenatchee, Wash.

- - - - -

IV. Length of meeting varies:

- 1. Des Moines, Io. 2. Norfolk, Va. 3. Walla walla, Wash.

- - - - -

V. Length of meeting as long as needed; or required:

- 1. Houston, Texas. 2. Utica, N.Y.

- - - - -

VI. Length of meeting 1 to 1 1/2-hours:

- 1. Kansas City, Mo. 2. Richmond, Va.

- - - - -

VII. Miscellaneous answers:

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

- - - - -

VIII. No report given.

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

- - - - -

IX. Length of meeting 1 1/2 hours:

- 1. Vancouver, Wash.
- 2. Minneapolis, Minn.

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

Summary of Meetings of Leaders with ...

Length of time devoted to each of items on following table, (see page 106)

I. Length of meeting - hour:

1. Albany, N.Y.	1
2. Detroit, Mich.	1
3. Indianapolis, Ind.	1
4. New Haven, Conn.	1
5. Salt Lake City, Utah	1
6. St. Louis, Mo.	1
7. St. Paul, Minn.	1
8. Worcester, Mass.	1

III. Length of meeting - hour:

1. Raleigh, N.C.	1
------------------	---

IV. Length of meeting - hour:

1. Des Moines, Ia.	1
--------------------	---

V. Length of meeting - hour:

1. Houston, Texas	1
-------------------	---

VI. Length of meeting - hour:

1. Kansas City, Mo.	1
---------------------	---

VII. Miscellaneous meetings:

1. Arkansas City, Okla.	1
2. Albany, Oregon (to be continued)	1
3. Denver, Colo. (to be continued)	1
4. Grand Rapids, Mich. (to be continued)	1

VIII. No report given:

1. Richmond, Va.	1
2. Detroit, Mich.	1
3. Richmond, Va.	1
4. Spokane, Wash.	1

IX. Length of meeting - hour:

1. Vancouver, B.C.	1
2. Minneapolis, Minn.	1

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

II. Not compulsory attendance to these meetings:

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

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.)

IV. No report given.

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

Summary of Meetings of Teachers' Association

In attendance compulsory to those residing in the following cities (23 of them), report as follows:

- I. Compulsory attendance in these cities:
- 1. Albany, N. Y.
- 2. Albany, Ohio
- 3. Alexandria, Va.
- 4. Arkansas City, Kan.
- 5. Centerville, Mo.
- 6. Denver, Col.
- 7. Des Moines, Ia.
- 8. Granite Falls, N. Dak.
- 9. Houston, Tex.
- 10. Indianapolis, Ind.
- 11. Minneapolis, Minn.
- 12. New Haven, Conn.
- 13. Raleigh, N. C.

Not compulsory attendance in the following cities:

- 14. Birmingham, Ala.
- 15. Chicago, Ill.
- 16. Cincinnati, Ohio
- 17. Cleveland, Ohio
- 18. Dallas, Tex.
- 19. Detroit, Mich.
- 20. Kansas City, Mo.
- 21. Louisville, Ky.
- 22. Memphis, Tenn.
- 23. Milwaukee, Wis.
- 24. New York, N. Y.
- 25. Philadelphia, Pa.
- 26. St. Louis, Mo.
- 27. Toledo, Ohio
- 28. Washington, D. C.
- 29. Wichita, Kan.

- IV. No report given:
- 1. Detroit, Mich.
- 2. Kansas City, Mo.
- 3. St. Louis, Mo.
- 4. Chicago, Ill.

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

- - - - -

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.)

- - - - -

III. No report given:

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

In continuation of credit given to these meetings - the following cities (22 in total) were as follows:

- I. No continuation of credit given to these meetings:
- 1. Aberdeen, Ark.
 - 2. Albany, N.Y.
 - 3. Alexandria, La.
 - 4. Arkansas City, Kan.
 - 5. Denver, Col.
 - 6. Las Vegas, Nev.
 - 7. Detroit, Mich.
 - 8. Grand Forks, N.D.
 - 9. Houston, Tex.
 - 10. Kansas City, Mo.
 - 11. Minneapolis, Minn.
 - 12. New Haven, Conn.

- II. Continuation of credit given to these meetings:
- 1. Albany, N.Y.
 - 2. Cincinnati, Ohio (credit)
 - 3. Evansville, Ind. (one of two meetings)
 - 4. Little Rock, Ark. (credit for credit)
 - 5. St. Louis, Mo. (credit)

- III. No reports:
- 1. Detroit, Mich.
 - 2. Evansville, Ind.
 - 3. Little Rock, Ark.
 - 4. St. Louis, Mo.

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. | 11. Raleigh, N. Car. |
| 2. Arkansas City, Kan. | 12. San Jose, Cal. |
| 3. Denver, Col. | 13. Sta. Ana, Cal. |
| 4. Des Moines Io. | 14. Sioux Falls, S. Dak. |
| 5. Detroit, Mich. | 15. Winchester, Va. (Repeated absence or indifference would affect teacher's professional standing.) |
| 6. Houston, Tex. | |
| 7. Kansas City, Mo. | |
| 8. Minneapolis, Minn. | |
| 9. Norfolk, Va. | |
| 10. Oakland, Cal. | |

6 6 - - - - -

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. | 5. Spokane, Wash. |
| 2. Fairmont, W. Va. | 6. Utica, N.Y. |
| 3. Richmond, Cal. | 7. Walla walla, Wash. |
| 4. Sta. Barbara, Cal. | |

Summary of Meetings of Research with Special Agencies

is generally attached to these meetings for the purpose of attending - no following either (1) of these, (2) of the following:

- I. No generally attached to these meetings:
- 1. Albany, N.Y.
- 2. Arkansas City, Kan.
- 3. Denver, Col.
- 4. Denver, Colo.
- 5. Detroit, Mich.
- 6. Houston, Tex.
- 7. Kansas City, Mo.
- 8. Minneapolis, Minn.
- 9. Norfolk, Va.
- 10. Oklahoma, Okla.

- II. Miscellaneous:
- 1. Aberdeen, Md.
- 2. Albany, Ga.
- 3. Alexandria, La.
- 4. Fresno, Cal.
- 5. Grand Forks, N. Dak.
- 6. Indianapolis, Ind.
- 7. New Haven, Conn.
- 8. Richmond, Va.
- 9. Salt Lake City, Utah
- 10. Vancouver, B.C.
- 11. Washington, D.C.

- III. No report given:
- 1. Detroit, Mich.
- 2. Houston, Tex.
- 3. Kansas City, Mo.
- 4. Minneapolis, Minn.

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. | 8. Richmond, Va. |
| 2. Des Moines, Io. | 9. Salt Lake City, Utah (spec. supervisors.) |
| 3. Grand Forks, N. Dak. | 10. Detroit, Mich. (b. supt.) |
| 4. Indianapolis, Ind. | |
| 5. Kansas City, Mo. (Desire of sup., is any supt. arranged that these meetings could be called.) | |
| 6. Oakland, Cal. (spec. supt.) | |
| 7. Raleigh, N. Car. | |

II. Organized by the city supts. of schools:

- | | |
|--|------------------------|
| 1. Albany, N.Y. | |
| 2. Albany, Oreg. | |
| 3. Alexandria, La. | 9. San Jose, Cal. |
| 4. Arkansas City, Kan. | 10. Sta. Ana, Cal. |
| 5. Centralia, Wash. | 11. Sta. Barbara, Cal. |
| 6. Minneapolis, Minn. | 12. Walla walla, Wash. |
| 7. New Haven, Conn. | 13. Wenatchee, Wash. |
| 8. Norfolk, Va. (supt. & adm. office.) | |

III. Organized by the supt. and supervisors:

- | | | |
|---------------------|-------------------------|----------------|
| 1. Kansas City, Mo. | 2. Sioux Falls, S. Dak. | 3. Utica, N.Y. |
|---------------------|-------------------------|----------------|

IV. Miscellaneous answers:

1. Denver, Col. (Committee and supt.)
2. Vancouver, Wash. (Appointment.)
3. Winchester, Va. (By supt. or principal.)

V. No report given:

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

Summary of findings of the Commission on the following:

By their own admission and the following cities (23 of them), report as follows:

I. Organized by the supervisor:

1. Aberdeen, Md.
2. New Orleans, La.
3. Grand Forks, N. D.
4. Indianapolis, Ind.
5. Kansas City, Mo.
6. Dallas, Tex.
7. St. Louis, Mo.

II. Organized by the city agents of police:

1. Albany, N. Y.
2. Albany, Ohio
3. Alexandria, La.
4. Atlanta, Ga.
5. Centralia, Wash.
6. Kansas City, Mo.
7. New Haven, Conn.
8. Norfolk, Va.

III. Organized by the city agents of police:

1. Kansas City, Mo.

IV. Miscellaneous sources:

1. Denver, Col. (Committee and report)
2. Vancouver, Wash. (Appointment)
3. Minneapolis, Minn. (Appointment)

V. No report given:

1. Kalamazoo, Mich.
2. Fresno, Calif.
3. Jackson, Miss.
4. Richmond, Va.
5. Spokane, Wash.

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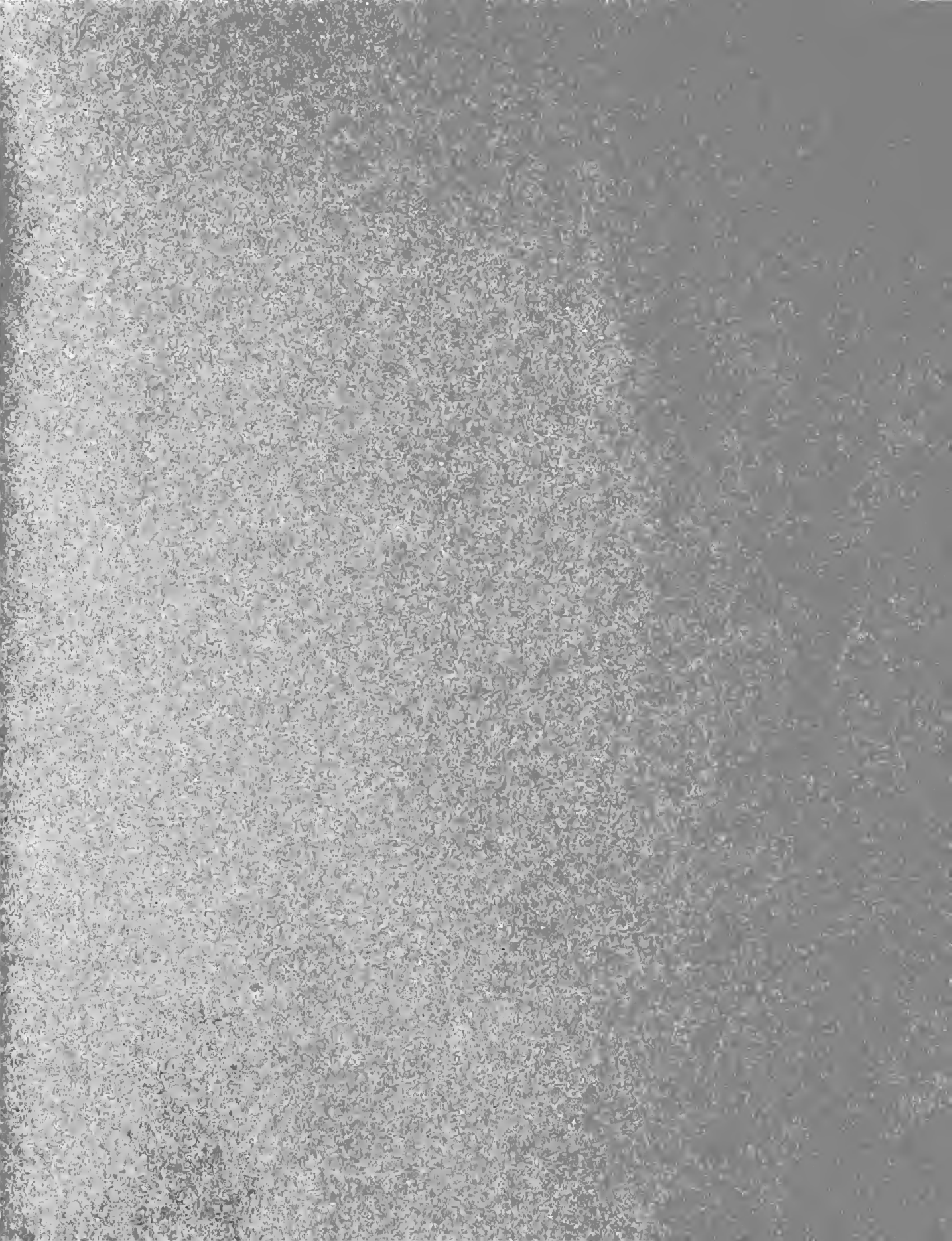
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