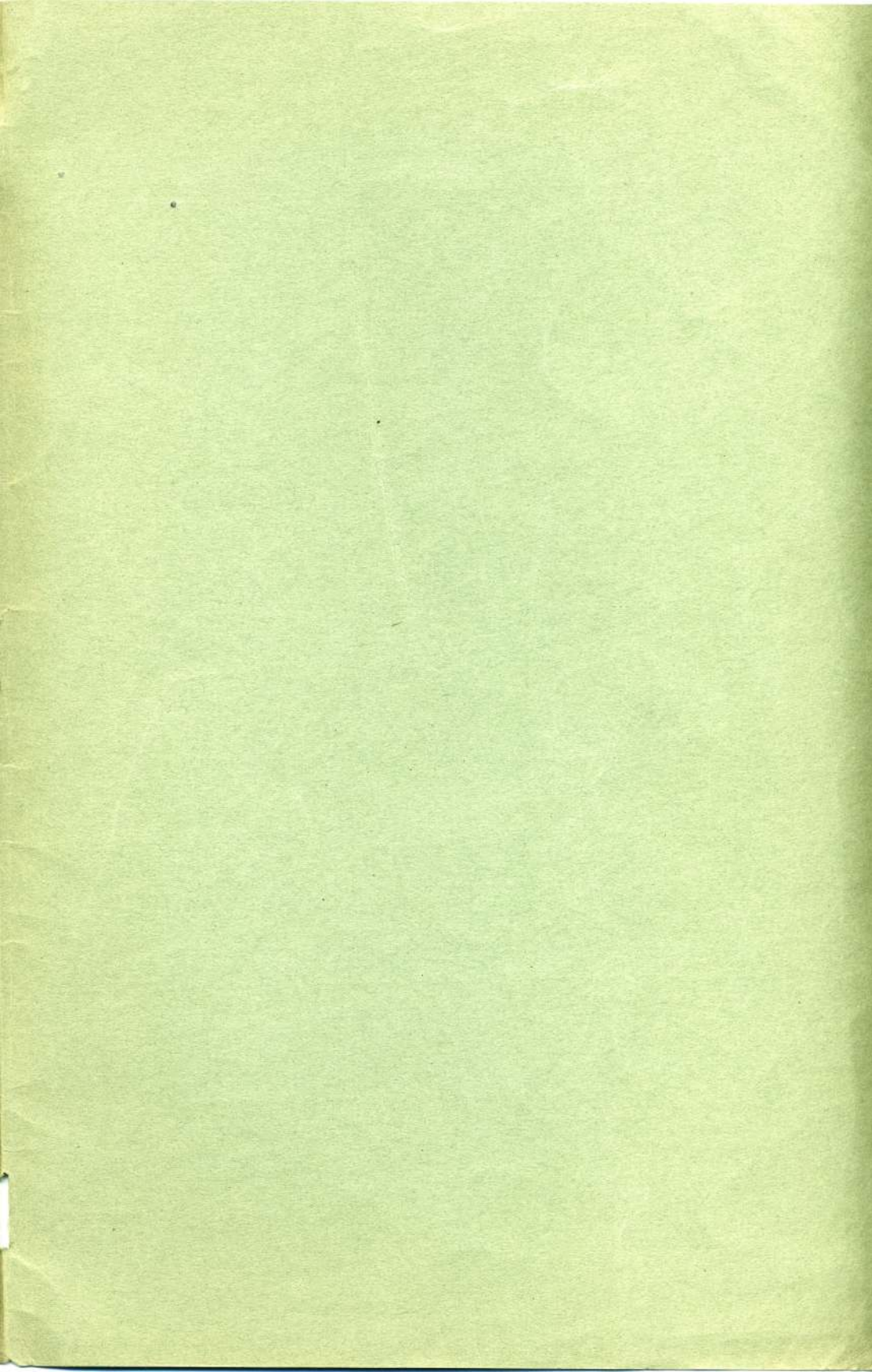
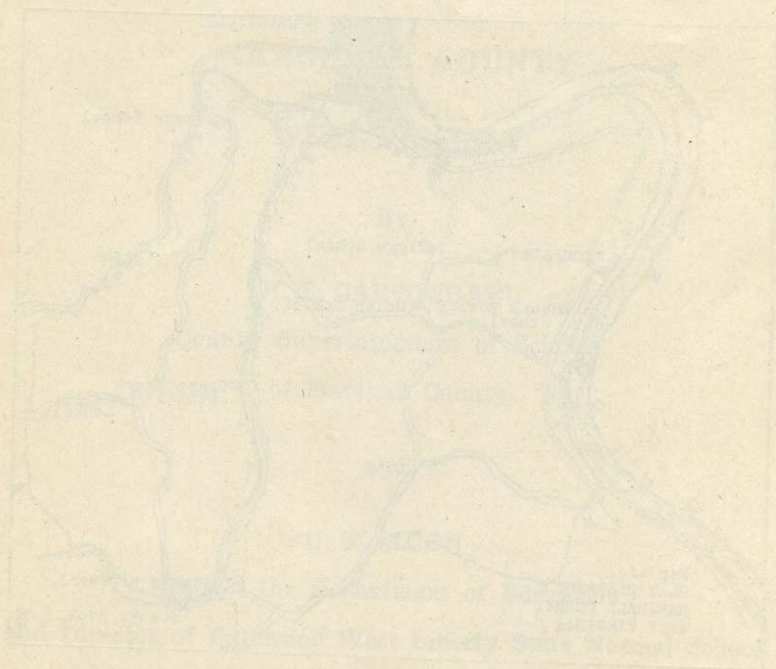


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EDUCATIONAL SURVEY
OF THE
CLAY DISTRICT SCHOOLS
MARSHALL COUNTY
WEST VIRGINIA
1922

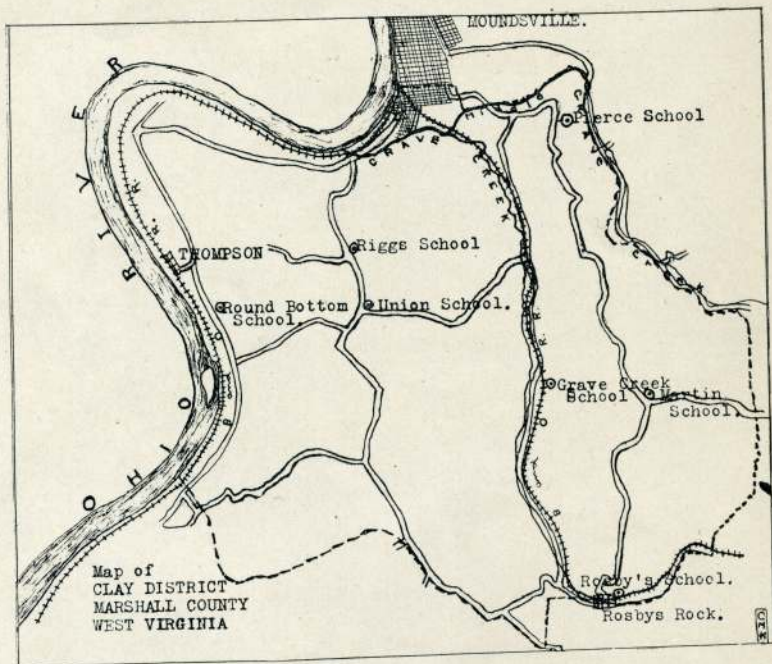


EDUCATIONAL SURVEY
OF THE SCHOOLS
OF
CLAY DISTRICT



CLAY DISTRICT, WEST VIRGINIA
STATE

Wm. Pearl Chambers
J. W. L. L. L.
Wm. L. L. L.
Wm. L. L. L.



CLAY DISTRICT, MARSHALL COUNTY,
WEST VIRGINIA.

**EDUCATIONAL SURVEY
OF THE SCHOOLS**

OF

CLAY DISTRICT

MARSHALL COUNTY

WEST VIRGINIA

By

H. E. CARMICHAEL

County Superintendent of Schools
of Marshall County

and

C. M. KOON

Head of the Department of Education
and Director of Extension West Liberty State Normal School

Assisted by the Following

STAFF

MISS PEARL CHAMBERS

MR. CARL BONAR

MISS ALICE SANFORD

MISS NELLE LANCASTER



BOARD OF EDUCATION

Reading from left to right:

Messrs. M. Rutan, S. M. Wellman and A. D. Games

Length of service:

M. Rutan, president one year, commissioner six years.

S. M. Wellman, commissioner nineteen years.

Linzy Palmer, commissioner one year.

A. D. Games, secretary ten years.

PREFACE

The purpose of this survey is to arouse an interest for better schools in Marshall County, by showing the actual conditions as compared with Standard schools, and by offering suggestions for improvement. Clay district was chosen for this survey on account of its accessibility and because it is a typical rural district. Incidentally it is hoped that this study will stimulate others to make similar studies in order that the true conditions of the rural schools of West Virginia may be determined.

The tests were given the first part of January, 1922, by members of the staff especially trained for the work. The most of the scoring and tabulating was done by members of the Moundsville Class in Educational Tests and Measurements, who deserve mention for their faithful work. Mr. Kenneth Ryan made most of the graphs. The teachers assisted in the investigations of local conditions. The physical examinations were given by Dr. Leo D. Covert, of Moundsville. Special appreciation is due the Board of Education and Teachers of Clay District for their interest, cooperation and financial support.

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CHAPTER I

INTRODUCTION

HISTORY—Clay District in Marshall County, West Virginia lies along the Ohio river just south of Moundsville which is the county seat of Marshall. Two railroads, the main line of the B. & O. and the Ohio River division pass through this district. Besides the Ohio river and the two railroads there are two main public highways extending through the district its entire length. One of these is partly hard surfaced and both will be in the near future.

The district has an area of thirty square miles, a rural population of about 1,000 and an assessed valuation of personal property \$236,010; real estate \$1,224,220; public utilities \$1,345,707.

The first county superintendent of Marshall County, Mr. W. J. Alexander was elected in 1864. The pioneer Board of Education of Clay district, elected in 1864, was composed of Jesse Bonar, William Riggs and William Varley. Some of the early teachers of the district were: R. P. Burns, Oliver Crawford, B. B. Newman, J. W. P. Reid, John Lorain, W. S. Powell, Ezekiel Bonar, I. N. Ward and W. B. Mathews. At that time the length of school term was four months and teachers' salaries were twenty-five dollars per month.

The first schools under the Free School System were opened in old buildings that had been used for subscription schools at Round Bottom, Riggs, Union, Pierce, Martin and Rosby Rock. Another room was added to the Rosby's Rock school in 1895 and to the Union school in 1902. In 1910 a new sub-district was created and a new school house built at Grave Creek.

The first of the better houses was the one at Round Bottom which was built in 1859 by Mr. McClean for a union church but no provision was made to continue it as such after his death and it fell back to the heirs, and was purchased by the Board of Education for school purposes in 1866 just three years after West Virginia became a state.

The oldest houses in the district, and probably the oldest in

the county, are the ones used by the primary grades at Rosby's Rock and Union, both of these having been in use constantly for school purposes for more than half a century.

Until recently farming was the principal occupation in the district. There are now a gas pumping station, a gasoline plant and some coal mines operating. A survey made by the local teachers in connection with the survey shows the following:

Report of Newspapers, Magazines, etc. that are taken by the families of Clay District that have children in school.

No. families taking

Daily papers	85	Good Housekeeping	1
Toledo Blade	12	Pictorial Review	1
Christian Advocate	10	Literary Digest	1
National Stockman	18	Cosmopolitan	1
Ohio Farmer	19	Mother's Magazine	2
Other Farm Papers	56	Youth's Companion	4
Magazines for Women	40	West Va. School Journal	1
Ladies' Home Journal	5	American Legion	3
American	3	Pathfinder	4
McCalls	3	Live Stock Magazines	3
Colliers	2	Miscellaneous	28
Saturday Evening Post	3	No papers nor magazines	11

Ninety homes are represented in the schools of the district. 55 of these or 61 per cent of the entire number own their own homes, and 35 families or 39 per cent are renters.

Occupations

Farmers	64	Clerk	1
Teachers	1	Fireman	1
Gas Plant Foreman	1	Carpenters	2
B. & O. Car Foreman	1	Engineers	2
Blacksmith	3	Gasoline Stillman	1
Common Laborers	13	Skilled Laborers	1

THE BOARD OF EDUCATION—The control of the schools of the district is left very largely in the hands of a district board of education. This board consists of three members elected by the people for a term of four years. Usually influential business men are elected as members of the board of education; and because of their many other interests give only a minor part of their time to the study of the needs of their schools.

The board of education provides buildings and equipment, buys and sells school property; appoints teachers and fixes their salaries not less than a given minimum; may provide kindergardens, evening schools, libraries, medical inspection, free text books and district supervision. From this list of powers it may seem that the board of education has general control and management of all schools and school interests in the district. Powers are always linked with responsibilities and opportunities. Believing universal public education is the foundation of this democracy and that the free, tax supported, public school is the nation's most serious attempt to insure that this nation of the people, for the people and by the people shall not perish from the earth, the board of education is responsible to the children of the district to see that they receive as good an education as it is possible to give them; and responsible to the district to see that the schools produce intelligent active citizens. The board has an excellent opportunity to have a splendid system in which these country boys and girls have as good an opportunity for an education as any others have. Realizing that the board of education cannot progress far beyond public sentiment, it cannot fulfill its duties without doing its best to awaken public sentiment for better schools. Therefore it is hard to conceive how any board of education made up of men who can give only a small part of their time to the interests of the schools can do all for the schools that should be done. No matter how competent, no matter how willing, no matter how much they are interested in the welfare of the schools, there will be many things left undone that should be done to make the schools as good as possible. The board can select a district superintendent to be-

come its chief executive officer, and this appears to be the most practical way for it to fulfill its obligations to the district.
SCHOOL TAXES:

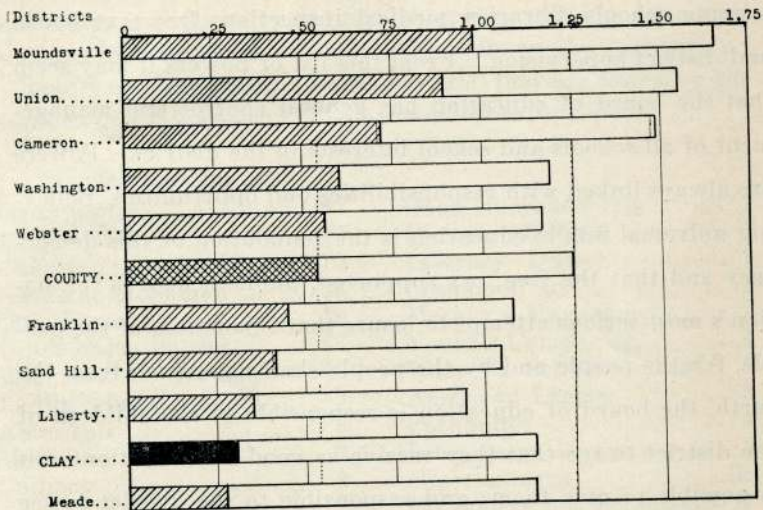




Fig. 8. AVERAGE TAX LEVIES FOR THE PAST FOUR YEARS IN MARSHALL COUNTY. Showing by districts  the school levy and  the total levy. Taxes shown in cents on the hundred dollars valuation.

From the graph above it will be seen that the average tax levy for school purposes during the past four years in Clay district was 32 cents on the hundred dollars valuation. This is next to the lowest in the county and less than one third of the rate of levy paid by Moundsville, and far below the average for the state. In view of the fact that public utilities pay nearly half of the taxes in the district, it appears that it would be easy to get a higher levy for school purposes, if the patrons feel that the schools need more money.

CHAPTER II

THE SCHOOLS OF THE DISTRICT

A STANDARD SCHOOL

To meet the State requirements for a standard School and receive state aid the following things are essential:

YARD AND OUTBUILDINGS—One acre of ground, good approaches and walks, trees and shrubbery, two well kept toilets, well, spring or cistern, apparatus for physical education, American flag and flag staff. Total number of points—20.

THE SCHOOL HOUSE—House well built, in good repair, solid foundation; clean floors and furniture, walls and ceiling tinted; blackboards; cloak rooms with cot; lighting from left and rear; good ventilating; doors, locks, keys, sashes, window shades; good system heating; provisions for cooking, sewing, manual training and agriculture. Total number of points—20.

FURNISHINGS AND SUPPLIES—At least 2 approved framed pictures, desk and chair for teacher; book case with 50 volumes, 3 periodicals; modern maps and globe; unabridged dictionary; thermometer; desks; sanitary drinking water supply, bulletin board; piano, organ or victrola; waste basket, wash basin, mirror, towels and soap; equipment primary construction work. Total number points—15.

SCHOOL ORGANIZATION—School graded according to state course; register well kept, prompt reports; programs of study and recitations posted and observed. Daily lesson plans; pupils reading circle and other activities; Minimum term at least; regular attendance—90 per cent. Discipline, instruction and spirit of school good; hot lunches; stamp banks. Total number of points—15.

THE TEACHER—Education, Standard Normal Graduate, Short Course Graduate or Holder first grade certificate with five years successful teaching; ranked as good or superior; show interest and growth; participation in reading circles, in-

stitutes, associations; professional spirit. Live in community during week and be there some Saturdays and Sundays; supervise playgrounds; participate in community activities; carry on home projects. Total number of points—30. Grand total—100.

SUMMARY OF PHYSICAL CONDITIONS IN THE CLAY DISTRICT SCHOOLS

The schools having the most points on yard and outbuildings were Pierce and Grave Creek each with 14 points. Furnishings and Supplies—Grave Creek with 12 points. School Organization—Pierce with 12 points. The Teacher—Grave Creek, Pierce, Rosby's Rock Advanced and Union Advanced, each with 25 points.

Comparison with Standards.

	Standard	Dist. Median.
Yard and Outbuildings.....	20	9
The Schoolhouse.....	20	12
Furnishings and Supplies.....	15	5
School Organization.....	15	11
The Teacher.....	30	20
	—	—
Total	100	57

Number of schools that meet the state requirements in lighting 5; heating 0; water supply 3; desks 0; libraries 3; maps 1; cloak rooms 1.



GRAVE CREEK

Teacher—Mr. William B. Wayt.

This school is located near a gas compressing station on the B. & O. R. R. about four miles from Moundsville. The play ground is not well suited for games such as base ball, volley ball and foot ball.

This is one of the newest buildings in the district having been built only six years. Chemical toilets were installed at the beginning of the term and have been satisfactory. Some other desirable things in this school are good maps, a good black-board, good library, teacher's desk, and proper lighting. Some things needed are new single desks, better heating and ventilating, and a pure water supply.

The enrollment is 25 with an average daily attendance of 18.

The score as compared with the Standard is 71.



MARTIN

Teacher—Miss Leah Rulong.

This school is located on a hill whose altitude is probably greater than that of any other school site in the county. It stands out as a land mark to the people many miles away. The playground is small, steep and very unfit for school games.

The building is of a modern type having the lighting on the left side. Some of the things needed most are: sanitary toilets, cloak rooms, single desks, desk and chair for teacher, modern map and globe, better heating and ventilation, and a pure water supply.

The score as compared with the Standard is 50. The enrollment is 23, with an average daily attendance of 19.



PIERCE

Teacher—Mr. Charles Heath.

This school is located two and one half miles from Moundsville on the main and Fork Ridge road.

The grounds containing three-fourths acres are unimproved, with the exception of a good well, with very little room for games. The old, dilapidated outside surface toilets are a menace to both health and morals.

The school building, which is about ten years old, is well lighted and in fairly good condition. The school has a small library, an unabridged dictionary, a reading chart, a West Virginia map, some framed pictures, and a teacher's desk. Things needed are single adjustable desks, modern maps and globe, window shades, better heating and ventilating system, better toilets, cloak rooms and play ground apparatus.

The enrollment is 11 with an average daily attendance of 10. The score as compared with a Standard School is 70.



RIGGS

Teacher—Miss Blanche E. Gump.

The school is located on the main Roberts Ridge Road, which has been designated a Class A Road, about four miles from Moundsville. This school could very easily be consolidated with the Union schools.

One of the best things here is the fine well of pure water. The building is fairly well lighted, most of the light coming from the left side.

Some things needed are: sanitary toilets, play ground apparatus, walls and ceiling painted, better cloak rooms, a heating and ventilating system, pictures, library, maps and globes and single desks.

The enrollment is 31, with an average daily attendance of 25.

The score as compared with a Standard School is 58.



ROSBY'S ROCK

Teachers—Mr. J. M. Rine and Miss Carrie Games.

This is a two-teacher village school located near the foot of a large hill and near the county road.

The grounds are very poor, being swampy in some places and very rough in other places, and unimproved. The outside toilets are poorly located and inadequate for the number of pupils in attendance.

Physical conditions in both buildings are very poor. Old antiquated double desks, lighting from both sides, unsightly walls, poor heating and ventilating, inadequate libraries, no maps and a poor water supply are some of the things that prevent the pupils from doing good school work.

It is the intention of the board of education to build a two teacher building here in the near future. The new building will meet the state requirements for standardization.

The enrollment in the advanced is 25; primary 35; with an average daily attendance of 19 and 32. Score as compared with the Standard is advanced 61; primary 51.



ROUND BOTTOM

Teacher—Miss Mary Tomlinson.

This school is located on the county road about a half mile from the railroad.

The grounds containing nearly one acre are unimproved, but well kept, and are fairly well suited for children's games. The toilets were good when built but need attention now.

The school building is of a modern type having cloak rooms, a library room and the light coming from the left and rear. The ceiling and walls were made of beaver board which is now very unsightly. The equipment is almost a minus quantity being only a dictionary and an organ. This school is badly in need of pictures, maps, a library, furniture, a heating and ventilating system, and playground apparatus.

The enrollment is 20 with an average daily attendance of 18.

The total score as compared to the Standard is 53.



UNION

Teachers—Miss Opal Dietz and Miss Wilma Young

The above picture shows but one room which is the advanced. The primary room was taken but the camera was out of order and the picture could not be developed.

These schools are located on the main Roberts Ridge road about five miles from Moundsville. The primary room is very old, in bad condition and entirely without playground. The advanced room, while better than the primary is unsuitable for good school work. The school lot is fairly well suited for school games and has a good well of pure water.

The first thing needed here is a new building under one roof large enough to accommodate both schools, properly equipped and furnished to provide adequate facilities for school work. It is the intention of the board of education to build this year.

The enrollment in the advanced room is 19, with an average daily attendance of 15; in the primary room 29, with an average of 22. The score as compared with the Standard is advanced 60; primary 40.

CHAPTER III

THE TEACHERS AND THEIR WORK

THE WORK OF THE RURAL TEACHER

The work of the rural teacher is far more important than is commonly realized. Who would want to live in a community where there is no school? What would a district be like where there had been no schools for several years? In the country school, the teacher is very largely left to himself and therefore must shoulder the responsibility of seeing that the aims of education are being realized; that his school is giving vocational guidance, and training for intelligent active citizens as well as mastery of the tools of learning and proper appreciation of the world in which the pupils live. The country teacher must accept conditions as he finds them physically, socially and educationally, and convert them into living vital forces for rural progress. This is easier said than done. The teacher having this general aim in mind may proceed by choosing the thing which he thinks will develop the spirit of right attitudes and leadership.

The teacher should be a helper, since one of his chief objects is to develop leaders. He may begin by helping the patrons realize the need of making the school a home to the children during the seven to nine months that they attend. It should be as comfortable, healthful, and attractive as they hope to make their own home—not a luxurious home, but one which meets the physical, mental and moral needs of the children. This spirit should be transmitted to the children. They must help make the home. They will readily learn the proper care and respect for property, to appreciate the beautiful, and will soon develop the spirit of improvement.

The reading of good magazines, current events, and literature for moral and spiritual uplift should not be neglected. Local production and marketing problems, modern conveniences of the house and farm, as well as a study of road improve-

ment should be a part of the boys' and girls' daily work. Pupils may have organizations, under adult guidance, for mental, physical, social, and religious development such as the 4-H Life Club. Parent-Teacher associations are also a necessity for the same purpose with the additional aims of presenting their aims to the Board of Education, discussing farm problems, and the formulating of plans of procedure in carrying out civic activities.



A GROUP OF THE TEACHERS

Top row, from left to right,
Messrs. Charles Heath, W. B. Wayt, J. M. Rine

Lower row, Misses Mary Tomlinson, Opal Dietz, Leah Rulong.

In addition to the duties and responsibilities mentioned above, the rural teacher is expected to teach in Sunday School; visit patrons; supervise play; render first aid to the injured; look after supplies and repairs; oversee janitors' work, frequently doing it himself; teach cooking, sewing, and manual training; and act as a general bureau of information. Since one of these teachers has forty classes a day, and no teacher

in the district has less than twenty, there would be no wonder if many things were neglected that should be done.

QUALIFICATIONS OF THE TEACHERS

There is one graduate of the Short Normal Course teaching in Clay district; there are two high school graduates, four who have had a year or less of secondary work, and two who have home study to their credit. Five out of the nine teachers in the district are under twenty-five years of age, and the oldest teacher in the district is sixty-five. There is only one teacher in the district teaching her first term, while another has forty-three terms experience. Three teachers hold second grade certificates, four hold first grade, one short course normal, and one state professional certificate. The lowest annual salary paid to any teacher in the district is \$560 the highest is \$840, and the median salary is \$770. Only one teacher in the district is teaching the same school that he taught last year.

PROGRAM OF STUDIES

The program of studies as provided by the state manual is organized for the efficiency of the graded schools, but is impractical to apply it in rural schools. At present the rural schools are doing their best to offer all the subjects that are offered in the graded schools. But in spite of their most valient efforts, as illustrated by the case of the teacher who has forty classes a day, they come limping along behind. The best way to meet the situation at present seems to be to correlate the subjects offered and to carefully plan the program of studies, where possible grouping pupils who can profitably work together. Correlation can be done by teaching reading, writing, spelling, language and arithmetic in connection with projects in agriculture, history and geography.

The following suggestive program was made in order to wisely economize time.

SUGGESTIVE PROGRAM

	Minutes
9:00 Opening Exercises (All classes).....	10
9:10 Reading Class C (Grades 1, 2, 3).....	62
10:12 Three minutes' drill (All classes).....	3
10:15 Reading Classes A and B (Grades 4-8).....	25
10:40 Recess, Supervise play Class C.....	15
10:55 Oral English and Music, Class C.....	20
11:15 English Classes A and B.....	20
11:35 Writing and Spelling (All).....	25
12:00 Noon. Hot Lunch if possible.	
1:00 Music, Grades 3 to 8.....	10
1:10 Reading, Word Study or Phonics, Grades 1 and 2.....	15
1:25 Arithmetic Class C.....	20
1:45 Nature Study, Hygiene, or Drawing and Construction Classes A and B.....	20
2:05 Writing or Drawing.....	20
2:25 Recess, Supervise A and B.....	20
2:40 Arithmetic, Classes A and B.....	25
3:05 Three minutes' drill, A and B.....	3
3:08 Geography or History Class B.....	22
3:30 Geography or History Class A.....	30
4:00 Dismissal	

Classes scheduled for the same time may work together, alternately, or dividing the time.

CHAPTER IV

RESULTS OF STANDARD TESTS

EXPLANATION OF TESTS

Twenty district supervisors at the Charleston conference were asked to grade a composition, written by a fifth grade pupil. Their marks on the same paper varied from 40 per cent to 90 per cent. Similar investigations have always shown that teachers' marks are inaccurate and inconsistent. In order to aid in correcting this defect Standard Tests have been devised. Standard tests are made by giving the same examination to large numbers of children in various grades. Frequently tens of thousands of children are examined in standardizing a single test. The examination papers are graded by several experts, and the median judgment is used as the proper grade or score, thereby eliminating the personal factors.

If conditions under which standard tests are given are similar, it is possible to compare the achievements of the school or schools being studied with standards set for various grades and with the achievements in other schools. The tests in the Clay District Survey were given about the first of January, 1922, by members of the Survey Staff who were especially trained for the work. In giving the tests and scoring the results the directions accompanying the tests were carefully followed. The scores made by the pupils in Clay District as compared with the standards set for various grades are shown below. If the patrons of the district will study the graphs and the tables they will be able to determine how their children's work compares with the standards in the various subjects. The black area in the graphs shows the deficiency in the various grades; and the motto should be "Cover the black."

COMPOSITION

The pupils of Clay District were to write for fifteen minutes on the subject "What I Would Like to do Next Satur-

day.” The papers were scored by three experienced judges and the median scores were taken as the correct scores; and the median paper was taken as the Clay District score for that grade.

The following graph and table shows how Clay District schools compare with the standards;

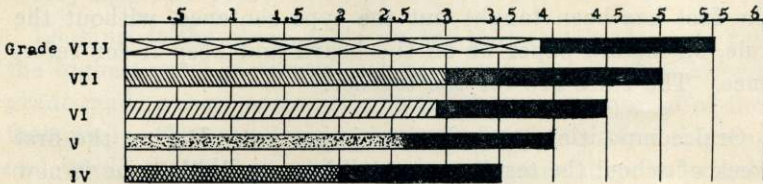


Fig. 1
Composition

Grade	IV	V	VI	VII	VIII
Standard	3.5	4.	4.5	5.	5.5
Clay District	2.	2.65	2.8	3.	3.8

It will be seen that all the grades tested are very low in composition.

SUGGESTIONS FOR IMPROVING THE TEACHING OF ENGLISH

Teachers should try to raise English out of the ranks of the ‘dead languages’. It is not a dead language but is commonly taught as if it were dead. Too many teachers teach our language as something fixed. Language is not something static. It lives and grows. It is ever changing to reflect and shape the changing thoughts and feelings of the people that create and use it. Language teaching means much more than drilling pupils on the formulas of speech. It means to give them command of the common means of communication. To teach our American Language successfully, we must deal with it as something alive.

The pupils will feel that the English taught in the grades has a connection with their present lives if a Correct English Club is organized in connection with their English work. The club work not only gives the pupils much training in self-expression but also develops their initiative and individuality.

Another way to bring before the pupils the realization that we have a living language is to observe Better Speech Week. This is generally observed in early November. The teacher may write the pledge on the board for the pupils to take.

In the lower grades language facts should be taught through games, by induction or through imitation. After the fact has been taught put the type sentence, without the rule, on manila paper or on the board and keep it for reference. The rules are for the teacher.

Oral composition work is very important. During the first week of school the teacher may tell her pupils that she is new to the community and that she would like to know about the interesting places there. She asks each pupil to describe some interesting spot that she would enjoy visiting.

The School Paper often discovers and develops the literary ability of a pupil. Aside from the Editor, Ass't Editor and Business Manager, the following departments will need pupils at their heads: World News, Editorial, School Activities, Personals, Jokes, Art, Puzzles, Literary, Athletics and Advertisements. Every locality has its literary raw materials. The School Paper is a mighty stimulus to the creative powers of pupils and may lead to the development of a wealth of poetry and prose that will inspire and enrich the lives of many people.

READING

Haggerty Reading Examination Sigma 1 was used and the results below were obtained:

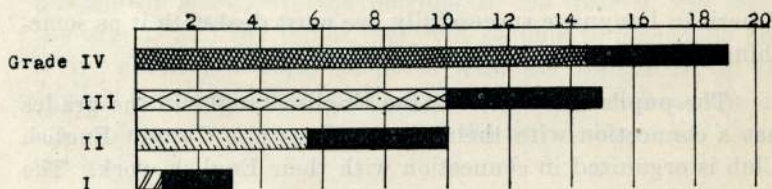


Fig. 2
Reading

Part I	I	II	III	IV
Standard	4	12	16	20
Clay District.....	1.5	6.5	13	15
Part II				
Standard	2	8	14	18
Clay District.....	0	4.5	7	14

Looking at the above table we see that the third grade has the highest score in comparison to the standard. The second grade made a score some little better than that required of the first grade. The third grade is one point better than the second grade should be; while the fourth grade does not reach the standard of the third grade by one point. Each grade is practically a year behind in reading.

READING SUGGESTIONS

1. All teachers of Reading should read "The Teaching of Reading" and "English in the Grades" by Klapper; "The Teaching of English" by Chubb; "How to Teach the Fundamental Subjects" by Kendall and Mirick; and there are some splendid suggestions on the subject of Reading in "General Methods of Teaching in the Elementary Schools" by Parker. Besides these one may be able to find other very good books on this same subject. Then, the Educational Magazines frequently have some good suggestions and experiences which are worth while. Although one may not be able to teach a lesson according to some one else's plan, yet one could invent an idea from what some one else has done and get good results.

2. At least ten manuals on the subject of Reading should be carefully studied, so a teacher could take the best from each and build up an individual Reading System of her own and with her own personality in it.

3. A teacher should have in her own personal library the manuals for the "Story Hour"; "Aldine"; "Elson-Runkel"; "New Education"; "Easy Road to Reading"; and "Barnes' Silent Reading" systems. Each of these offers some very splendid suggestions and helps.

4. This personal library of the teacher should be enriched with story books written by such folks as: Sarah Cone Bryant;

Caroline Bailey; Lawton B. Evans; Emilie Poulsson; Elizabeth Harrison; Maud Lindsey; Allen Chaffee; and many others which we see listed in our educational magazines and catalogs. These books should be carefully studied by the teacher so as to inspire the children to want to read when they hear these stories. Besides a great many of these stories are very useful in the teaching of some of our difficult reading lessons.

Pictures can be cut out of old magazines and mounted on the backs of old tablets. If one watches the magazines from month to month, some very suggestive pictures can be found for word teaching or the making of a new phrase.

Put words into short sentences which make thought as soon as possible so a child cannot cultivate the habit of saying words instead of reading. Get the child in the habit of looking for a thought and he will have expression. He can do this silently and before long he will be helping himself.

When enough words have been taught begin the teaching of phonics and then begin blending phonogram with words to build up other words. As soon as possible use these built up words in short thoughtful sentences or dramatize them.

First and second graders should be given lots of blackboard reading. Make up a short lesson with short sentences full of action and thought. Have each child read all the lesson. Don't break it apart by having each child read one sentence because the child is apt to drag back into a sort of saying-words-style of reading. Have each child read as though he is really talking and soon the habit of good reading will come to him and soon he will get the habit of wanting to read to himself.

Every school room should have as part of its equipment plenty of supplementary readers for the first four grades. These readers should not be too difficult but should have difficult words and phrases so the children would get a variety of new words and phrases and make them strong in fluency of reading.

A first grade should be given primers to read and they should

read through at least three or four primers beside their text. These supplementary readers should be given to a First Grade class as soon as they are able to master the easy words and phrases in their own books without much help. In the second grade, not less than three or four First Readers should be given along with the regular text book. The Third Grade should read not less than three or four Second Readers with the text book for that grade, and three or four Third Readers should be given in the Fourth Grade. Put plenty of supplementary readers in the first four grades with lots of good teaching and the result will be Good Reading.

Finally, Reading should be made the most interesting of all the subjects taught, for in learning to read depends the only way people can become educated, and in some cases, the earning of one's living.

So many have short and lively drills on words, phrases and the phonics, making this as interesting as possible, and to mean a great deal. Don't tire children with long and tiresome drills, but get a lot of pep into them. Then when ready for the class recitation of Reading have everything quiet, and be patient, always ready to help over the stumbling places by asking questions and helping children to think for themselves.

SPELLING

The words in spelling were selected from the Buckingham Extension of the Ayres Scale. Words for the 3, 4, and 5 were taken from Column L; those for the 6, 7, and 8, from Column T.

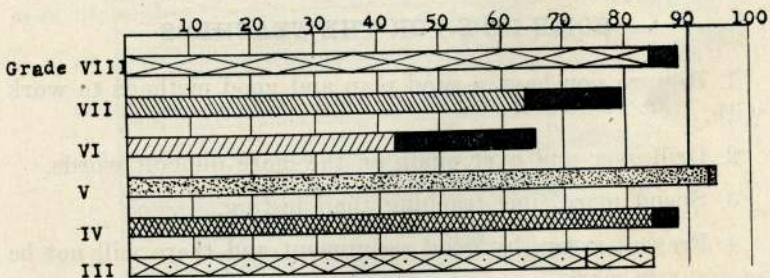


Fig. 3
Spelling

Grade	III	IV	V	VI	VII	VIII
Standard	73	88	94	66	79	88
Clay District ...	64	84	95	43	64	84

In spelling the fifth grade exceeds the standard by one point. The fourth and eighth are equally distant from their respective standards. The sixth grade is much lower than any other. The third grade and seventh grade made the same score but their standards are not the same; comparatively the third grade is better than the seventh.

Teach spelling in connection with all the school subjects. Especially teach spelling in connection with composition.

Be sure that words spelled are understood.

Drill hard on important words, such as there, their, too, two, etc. Teach practical spelling words. Misspelled words in all written work should be corrected and the troublesome words mastered. Each pupil should have a small note book and keep a list of all words misspelled. The teacher should also keep a list of these words and use them again for spelling lessons. In drilling on a word it is well to have it written on the board with the difficult part in colored crayon, or underlined to attract attention.

Spelling should be mastered so thoroughly that it becomes automatic, therefore the hard words should be repeated, reviewed and drilled upon until there is no possibility of error.

Children must be brought to see that the practical use of spelling as employed in writing is the final test of spelling ability, and the measure by which one is judged in the world.

SOME DO'S FOR THE TEACHERS

1. Be sure you have a good plan and good methods to work with.
2. Drill over and over again on the more difficult words.
3. Spend more time teaching than testing.
4. Prevent errors by good assignment and there will not be so many to mark.
5. Be sure your spelling vocabulary is practical.

6. Do not teach words whose meanings are unknown. Explain

7. Try to develop a spelling sense thru phonics.

8. Never let children write words before they spell and pronounce them orally.

9. Do not confine yourself to the text. When you find a word in your readers, or some other book, you think children should know how to spell, teach it.

10. Have a few "Old Fashioned Spelling Bees."

Tests in Spelling

If a teacher is in doubt as to the ability of her children to spell she should test them. Any good Standard test may be used, but the Ayres Scale is the best for general testing as well as diagnostic purposes.

HANDWRITING

The pupils of Clay District were given the sentence, "Mary had a little lamb" and requested to write it as many times as they could in the time given, pupils who were accustomed to using pens, used them others used pencils. The papers were scored for speed and quality by use of the Thorndike Handwriting Scale.

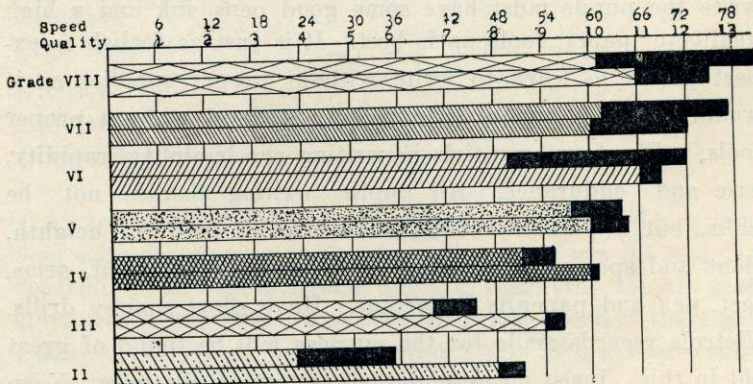


Fig. 4
Writing

Grade	II	III	IV	V	VI	VII	VIII
Standard	35	45	55	64	72	77	80
Clay District	22.5	40	51.5	57.5	49.5	61.5	61
Quality							
Standard	8.5	9.3	10.1	10.8	11.4	12	12.5
Clay District	8	9	10	10	11	10	11

In no grade do the children write as well or as fast as is expected. The third, fourth and fifth grades make a better showing than the sixth, seventh and eighth grades.

Suggestions for Improving Writing

Any normal person can learn to write a good legible hand. In order to do this the pupil must have a proper conception of what good writing is and then he must practice carefully and diligently, under proper direction, to reach the ideal writing which is taken as the model. Not only during the writing period but also in all other written work this ideal writing should be kept in mind. In order to teach writing the teacher must know writing. Take a course in penmanship at summer school, or write to the A. N. Palmer Co., New York, The Zaner Blosser Co., Columbus, or the Economy Method, Laurel Book Co., Chicago, and take their teachers' course. The various business colleges have manuals that are very good as aid in teaching writing. In order to learn to write the pupils must have some good pens, ink and a high quality of paper, foolscap is best. It is just as foolish to expect pupils to learn to write without proper supplies as it would be for a farmer to expect to succeed without proper tools. The four essentials in writing are legibility, rapidity, ease and endurance. All pupils' writing should not be alike, but a pupil's writing should be of uniform height, slant and spacing. A correct position of body, head, arms, feet, pen and paper is important. Have short snappy drills. Victrola records made for the purpose will be found of great aid in this. Insist on muscular movement at all times. Keep constantly in mind that pupils can learn to write.

ARITHMETIC

The Courtis Standard Research Test, Series B, was used; and the following results were obtained.

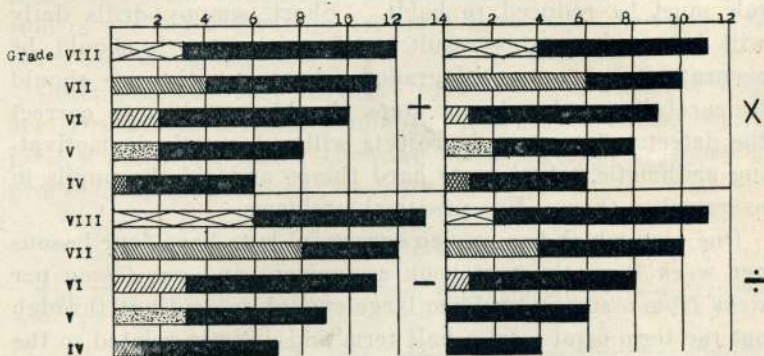


Fig. 5
Arithmetic

Grades	IV	V	VI	VI	VIII
Addition					
Standard	6	8	10	11	12
Clay District	2	2	2	4	3
Subtraction					
Standard	7	9	11	12	13
Clay District	1	3	3	3	6
Multiplication					
Standard	6	8	9	10	11
Clay District	1	2	1	6	4
Division					
Standard	4	6	8	10	11
Clay District	0	0	1	4	2

A careful observation of the above graph and table will reveal some interesting facts. In no instance was the standard reached. The eighth grade did not reach the fourth grade standard in any case. The seventh grade excelled the eighth grade in everything but subtraction. The fifth grade excelled the sixth in multiplication.

Suggestions for Improving the Teaching of Arithmetic

It is important that pupils learn to add, subtract, multiply and divide accurately and with reasonable speed. To attain this end the various combinations used in the four fundamentals must be reduced to habit. Short, snappy drills daily will bring about this result. All written work should be accurately and promptly graded. Each pupil's case should be carefully analyzed and steps should be taken to correct the defects. Games and projects will aid greatly in motivating arithmetic. Anticipate hard things and aid the pupils in overcoming them. Use practical problems.

One plan which has proven successful is to have four lessons per week from the text book assignment and one lesson per week from a special problem large enough to continue through out the term or at least a half term and directly related to the class work being studied.

One such problem worked out by an eighth grade class was, "Buying a lot and building a house." Each pupil in class was expected to select a vacant lot somewhere in town, and buy it. The class was divided in groups, and in each group the pupils were supposed to be a certain age, have an occupation paying a fixed salary and have a definite amount of cash upon hands.

As cash was to be paid for the lots each pupil must select a lot which his "cash on hand" would buy. When the lots were selected, a legal description was secured, inquiries made as to delinquent taxes, clear titles, etc. When bought, deeds were brought to class recorded and entered for taxation.

Next plans for building were considered. This involved a number of problems: different systems of lighting, heating, materials to be used, letting of contracts, etc. Each child drew and submitted a plan of his house and an estimate of the cost of the building.

No pupil having enough money to build his house, banks, building and loan associations, and private individuals had to be consulted in order to determine where and how the money could be borrowed. This called for a study of mortgages and deeds of trust.

As soon as the construction of the house began, it was necessary to secure a fire insurance, and since the pupils had

gone into debt they were urged to protect themselves by taking out life insurance. Different groups were assigned to investigate different companies and the simpler forms of policies were studied. This work was finished with the completion of the house although it might have been carried on to cover the furnishings also.

Other problems that might be worked out in a similar way are: Organizing a stock company, furnishing a house, equipping a school cafeteria, choosing an occupation or figuring profits in different lines of business.

HISTORY

The Van Wageningen History Test, Information scale was used.

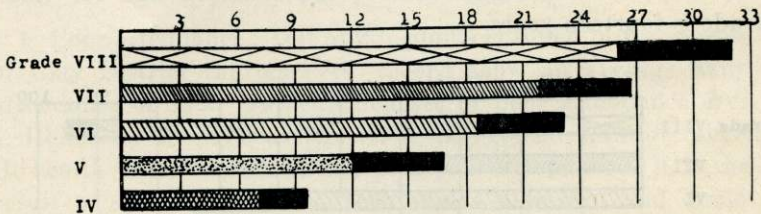


Fig. 6
History

Grade	IV	V	VI	VII	VIII
Standard	9.3	16.6	23.6	26.2	32.2
Clay District	7.0	12.0	18.5	22.0	26.0

From this table you will notice that all are retarded about one year in history. That is, the eighth grade reached the standard for the seventh grade and so on down the line. The seventh grade is nearest the standard.

CONCLUSIONS

According to the results obtained from the standard tests the children of Clay district are considerably below the standard for their grades in the elementary school subjects. They make the best showing in spelling and the poorest in arithmetic. Many of the errors are of a type that could be easily corrected.

CHAPTER V

PROGRESS OF THE CHILDREN IN THE SCHOOLS

In Clay District, according to chronological age, there are one hundred sixty-four pupils who are over-age, nine under age, and only thirty-four who are of standard age for their grade. The pupils of Clay district are $17\frac{1}{2}$ years old when they complete the eighth grade; the standard age for this grade is fourteen years.

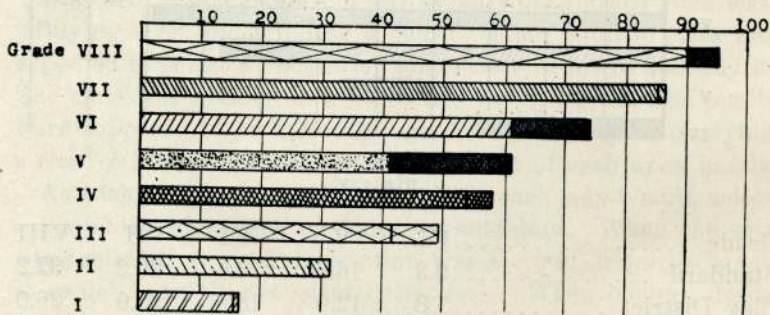


Fig. 7
Intelligence

From the above graph it can readily be seen that the children in this district are not lacking in native ability. This is a test for general intelligence and shows that in some cases they are above the standard. Had these children the advantages of good facilities for work they would in a few years reach the standards in their regular studies.

Often parents do not realize the importance of their children getting thru school on time. What does it matter whether the child finishes the eighth grade when he is fourteen or eighteen years old? The parent may say he has plenty of time and two or three years more in the grades will do no

harm. Yes, but while he is spending that time studying the same thing over and over again he could, at a small cost be in high school, taking up more advanced studies which will help him prepare for his life's work. There is no time more valuable than school time, no loss harder to make up to a child than loss of a grade,, no failure more distressing than failure to advance with children of like age. If the pupil stays in the grades too long he becomes discouraged and takes an indifferent attitude toward his work which may stay with him forever and be the cause of his failure in life. Every parent should do his part to see that his child completes a grade a year so that he will get through school on time and become a producer.

The chief causes of overagedness are:

1. Poor attendance. Out of 207 pupils enrolled in the schools of Clay District the teachers' record show an average daily attendance of 171. The chief causes of poor attendance are: 1. Ill health. 2. Physical defects. 3. Bad roads. 4. Indifference. Ill health is an important cause of poor attendance; it is the result of physical defects, contagious diseases, and under nourishment. Most physical defects can be removed if taken in time. The risk of getting contagious diseases can be reduced to a minimum by strict quarantines, and vaccination. In rural districts where it is very easy to prevent the spread of contagious diseases, frequently the least precautions are taken. There are a few people who seem to feel that if other people do not want contagious diseases which they have, the other person should stay away from school and other public places where contagious and infectious diseases are so commonly spread. If a person dies from a contagious disease contracted thru another person's carelessness, who is responsible for the death?

The second important cause of poor attendance is bad roads. Dirt roads that get so muddy in winter that they are almost impassible are a menace to school attendance. This is especially true in the case of sickly and young children.

Indifference is the third important cause of poor attendance.

Either the child, the parents, or both may fail to realize the importance of regular attendance at school. No chain is stronger than its weakest link. No child can miss school without being handicapped. Sometimes parents keep children out of school to work on the farm or in the home. This is unfair to the children. What parent is there who does not wish he had more education? A free public school education is the just inheritance of every American child. It is more to be desired than gold or silver, and no child should be cheated out of his birth-right for a few days work.

2. Physical Defects.

Physical defects cause lots of children to be held back in school. Defective eyes, adenoids, diseased tonsils, and lack of nourishing food cause children to appear dull and unattentive. When such defects are removed the same children frequently prove to be among the brightest in school. The children of Clay District are being held back in school owing to physical handicaps that can be removed.

These defects are interfering with the children's progress in school as is shown by the table and graph below which were made from Dr. Covert's report. Under-aged means those who are young for the grade they are in; normal means those who are in the grade where they belong; and over-aged means older than they should be for the grades they are in.

	Underaged		Normal		Overaged		Total No.
	No.	Per Ct.	No.	Per Ct.	No.	Per Ct.	
Defective eyes	0	0	6	18	65	39	71
Defective teeth	4	44	14	41	95	57	113
Enlarged glands	3	33	11	32	81	49	95
Underweight	0	0	4	12	58	35	62
Diseased tonsils	2	22	8	24	29	18	39
Total	2		43		328		380

The children that are underaged average one defect per child. The children that are normal aged average 1.26 defects per child, and the children that are overaged average 2 defects per child. The defects which seem to be holding the children back most are under nourishment as determined by weight and defective eyes. Are the children worth the cost of an eye, ear and throat specialist, a physician or a dentist? Which receives more thought—proper food for stock, or proper

food for children? Is the money realized from the sale of the stock more to be desired than healthy happy children?

The state is not especially interested in the individual achievements of any particular child, but its very existence depends upon the intelligence of its citizens; therefore, compulsory school attendance laws have been passed. Regardless of what people think of a law it should be enforced as it is written; then, if it is a good law the people will be benefitted by it and if it is a bad law, the bad effects will cause it to be repealed. The West Virginia Compulsory School Attendance Law is rigidly enforced in some sections, while in others it is openly violated. This law is binding to parents, teachers, principals, and employers, and each is subject to fine or imprisonment for violation thereof. Each day a child is out of school without a lawful excuse is a separate offense and the parent may, upon conviction thereof be fined from three to twenty dollars or confined in jail from five to twenty days. The teacher principal, or superintendent who fails to report a child's absence is given a similar punishment.

Other causes of overagedness are:

3. Lack of interest which is caused by the overcrowded curriculum, the failure of the teacher to understand the pupils and their needs, and other causes given above.

4. Mental weaknesses. Statistics show that only 2 per cent of children that are retarded are feeble minded. However, there are all degrees of intelligence between the feeble minded and the genius. There are doubtlessly a few children in Clay District who are below the average mentally, but the results of the intelligence tests given tend to discredit this as a cause of overage.

5. Not enrolled. This is caused by a lack of accurate census records, and failure to enforce the attendance law.

Let parents and patrons visit the schools that some of them have not entered since their own school days, and study with hearts and minds the needs of their children, and all children, so that out of first hand knowledge of conditions and necessities they may desire, demand and pay for the best education possible for all children which is their rightful heritage and our reasonable service.

AGE GRADE TABLE

AGES		1st	2nd	3rd	4th	5th	6th	7th	8th	Total
From Yrs. Mos.	To Yrs. Mos.									
5 - 3	6 - 2	6								6
6 - 3	7 - 2	11	1							12
7 - 3	8 - 2	17	10	1						28
8 - 3	9 - 2	4	11	4	1					20
9 - 3	10 - 2	3	3	12	3					21
10 - 3	11 - 2		3	8	4	2				17
11 - 3	12 - 2			6	6	5	1			18
12 - 3	13 - 2		1	3	4	7	5			20
13 - 3	14 - 2			1	2	7	7		3	20
14 - 3	15 - 2		1			5	7	2	4	19
15 - 3	16 - 2				3	2	1	2	6	14
16 - 3	17 - 2						2		3	5
17 - 3	18 - 2								3	3
18 - 3	19 - 2								3	3
19 - 3	20 - 2								1	1
Total		41	30	35	23	28	23	4		207

The figures at the top of the table above show the school grades from first to eighth. The figures at the left of the table show the pupil's ages January the first. The figures in the table show the number and the age of pupils in each grade. For example there are six pupils in the first grade under six years and three months old; eleven between six years three months and seven years three months etc.

The black squares show the normal ages for the different grades.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

The pupils of Clay District are about three and one half years overaged when they complete the eighth grade. This is caused by short school terms, irregular attendance, physical defects, poor classification and lack of individual instruction. The intelligence tests indicate that the pupils are not lacking in native intelligence, however they are not grouped in classes according to their ability.

With very limited professional preparation, the teachers are attempting to teach from twenty to forty classes a day. Only one teacher in the district is teaching the same school he did last year.

The facilities for laboratory and reference work are very limited. Notwithstanding that public utilities pay nearly half of the taxes, the average tax levy for school during the last four years was next to the lowest in the county.

In spite of these unfavorable conditions, there is some excellent work being done in the schools. In fact the work is about typical of what would be expected under present conditions. All signs point to a better day for Clay District schools. Hard roads are being constructed and a consolidated school is planned. The people will have the opportunity, within a few years, of making Clay District one of the best rural districts in the state, and providing a system of education where by their boys and girls will have just as good an opportunity for an education as any others in the state.

RECOMMENDATIONS

After making a careful survey of the public schools of Clay District we are convinced that many things should be done to improve the schools. In order to carry out this improvement program we would advise that a district superintendent or a helping teacher be employed. Since the district is small it is

possible that it unite with another in the employment of a district superintendent. The following are some of the duties of a district superintendent.

1. Select good teachers, and help them in program making and arranging courses of study.
2. Keep permanent records and reports and interpret them so they can be used in determining future policies.
3. Advise as to the erection of new buildings and the remodeling of old ones.
4. Keep tab on the finances of the district.
5. Promote classroom management.
6. Oversee attendance, health work, and classification of pupils.
7. Train teachers in the service, thru teachers' meetings personal conferences, teaching model lessons, etc.
8. Direct the educational policies of the district, and stimulate local interest in the schools.
9. Keep in close touch with the general progress of education outside the district.
10. Measure his own as well as his teachers efficiency.

ADDITIONAL RECOMMENDATIONS

1. That the board of education keep the salaries of teachers in comparison with the best in the county and encourage the teachers to keep in advance of the educational and professional requirements of the state for a first grade certificate.
2. That teachers keep in touch with educational progress and methods by the use of good educational papers and magazines and summer school.
3. That the school be linked with the activities of the community, and the course of study be arranged to meet local needs. If the teacher remains in the same school more than one year, greater interest will develop.

4. That more attention be given the primary subjects, and especially the method of teaching primary reading. No teacher should attempt to teach more than twenty classes a day. Correlation and alternation may be used to reduce the number of classes.

5. That all new buildings be built, equipped and furnished to meet the requirements for standardization and an effort be made to standardize all the schools within five years.

6. That the pupils be reclassified according to their ability.

7. That the Union and Riggs schools be consolidated and a modern two-teacher school be erected at Rosby's Rock.

8. That hot lunches be prepared and served by the older pupils to all who remain at school for lunch, and that every pupil have a physical examination at least once a year.

9. That regular meetings of teachers and school officials be held for free discussion of problems and progress in the several schools of the district; also regular meetings of school patrons for discussion of school and civic problems.

10. Since a high school education is as necessary now as a common school education was twenty years ago, that all children should be encouraged to go to high school.

11. That physical defects of the pupils be removed so far as possible, and that general health program be carried out.

