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a Guide
to
Citizenship

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CASE CIVICS

A GUIDE TO
CITIZENSHIP



FOR SCHOOLS

Originated in Idea and Arranged in Form by
FRED D. CRAM

County Superintendent of Schools
MASON CITY, IOWA

No. 1.
Worth County

Hancock County



Franklin County

SCHOOL DISTRICT MAP OF CERRO GORDO COUNTY

CASE CIVICS

A GUIDE TO
CITIZENSHIP



FOR SCHOOLS

Originated in Idea and Arranged in Form by
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no 1

INTRODUCTION

1. This is not a text book.
2. In itself, it is not informative, in general. Use text books and other outlines containing information.
3. This outline is not, I think, adapted to pupils' use, though copies may be put into the hands of pupils if the teacher so desires.
4. While the booklet is arranged for a half year's work, day by day, the order need not be religiously followed.
5. The work is not graded. It is hoped to grade the material later, when a second half year will be added.
6. Teachers will think of many additional questions; the ones given are by no means exhaustive.
7. Pupils are expected to secure much of the information from original sources:
 - (a) One another.
 - (b) Parents.
 - (c) Neighbors.
 - (d) Local officials.
 - (e) County officials.
 - (f) State officials.
8. Except in case of discussion of roads, and the postoffice, the outline does not go beyond state government. In preparing pupils for Eighth grade examinations, do not forget the Federal Government.
9. Teachers will find it necessary to be prepared ahead, to use this scheme intelligently.
10. Please suggest to me such improvements herein as you believe would be helpful.
11. The time limits are of value. Adhere to them when absolute, and use judgment when permitted to vary from the schedule.

FRED D. CRAM

October 23, 1918.

Mason City, Iowa.

FIRST WEEK

First Day

A boy on his way to school stopped at a neighbor's, to get a drink. He was tardy.

Should he be marked "Tardy" by the teacher?

(Discuss two minutes)

NOTES

FIRST WEEK**Second Day**

A girl on her way to school saw a bird caught by a string, so that he could not fly. She helped the bird to get free, but lost so much time that she missed the opening exercises.

1. Should she be marked tardy?
2. Should she be required to make up the work missed?

(Discuss from five to ten minutes.)

NOTES

FIRST WEEK**Third Day**

A boy in town stepped on a piece of glass lying on the side walk. He angrily kicked the glass into the street.

Did he do right?

(Discuss five minutes.)

NOTES

FIRST WEEK**Fourth Day**

A man driving an automobile struck a rock in the road. One of his dash lights came loose, and he got out to tighten it up.

1. What else might he do while out of the car?
2. Who is responsible for rocks in the road?
(Discuss No. 1 two minutes. No. 2 will bring out duties of road supervisor, trustees, and county supervisors, and also each citizen's responsibility for good roads. Discuss at least eight minutes—and see that a lesson is taught.)

NOTES

FIRST WEEK**Fifth Day**

A friend of mine often picks me up and brings me down town in his automobile. He is more likely to do this in the summer time, or pleasant days, than in winter time, or bad days.

What do you think of this?

(Discuss five minutes being sure to get both viewpoints.)

NOTES

SECOND WEEK**First Day**

One day, as I was driving off a school ground where I had been visiting the school, a boy threw a rock that struck my car.

1. Why should he not have done this?
2. What should I have done?
3. What should his classmates have done?
4. What should his teacher have done?
5. Is there anyone else who should be interested in the matter? Who?

(Discuss ten minutes)

NOTES

SECOND WEEK**Second Day**

There is a boy in school who does not like his teacher. All other pupils like her, but he is always hurting their feelings by saying disagreeable things about her.

What should the other children do?

(Discuss five minutes)

NOTES

SECOND WEEK**Third Day**

One muddy day, two boys applied for an office job in a large factory. One of the boys removed his rubbers before entering the office; the other did not, for he noticed that the office employees did not remove their rubbers till they got to the cloak room.

Which boy should the manager select, and why?

(Discuss five to ten minutes)

NOTES

SECOND WEEK**Fourth Day**

A ragged boy with clean face and hands, and a dirty faced boy with fine clothes appeared at a man's desk to apply for the same job, at the same time.

Which should he take?

(Discuss five minutes, unless children grasp complications, then give ten minutes.)

NOTES

SECOND WEEK**Fifth Day**

A boy whom I know once wanted to go to grandma's on a bitter cold day. His parents did not want him to go. After doing much coaxing, he was permitted to make the trip. On the way home, he froze one of his ears.

Who was to blame?

(Discuss eight to ten minutes. Carefully guard discussion of parents.)

NOTES

THIRD WEEK

First Day

A law was enacted in Iowa requiring owners of lots lying just off streets newly paved to pay a small part of the improvement expense. For instance, Lot C is assessed for paving on Street 2.

Put on board



Give a good feature of this law. Give one weak point.
(Discuss ten minutes.)

NOTES

THIRD WEEK**Second Day**

An automobile driver left the hard packed snow of the middle road, getting into the soft snow at the side. In order to get back into the road, he had to cut out a large section of the hard snow from the roadway. This made a large hole in the road, which would be bad for other drivers.

What could he do to put the road in shape?

What else could be done?

(Discuss five to ten minutes.)

NOTES

THIRD WEEK

Third Day

Why should a horse be blanketed when required to stand in the cold?

(Discuss five minutes.)

NOTES.

THIRD WEEK**Fourth Day**

A man was on the way to work one morning, happy and content. His job brought him twenty dollars a week. His employer liked him, and expected him to stay for the next year, which he had partly promised to do. A friend offered him twenty-five dollars a week, if he would begin work the next morning.

1. What should you have done?
2. Was it right for the other man to offer him the job?

(Discuss ten minutes.)

NOTES

THIRD WEEK**Fifth Day**

My friend and neighbor owns a car. One day, he passed me on the street, running forty miles per hour. There is a city ordinance requiring drivers to slow down to fifteen miles per hour.

1. What was my duty to my friend?
2. What was my duty to the city?
3. Who is the city?
4. To whom should I have reported, had I done the reporting?

(Discuss fifteen minutes. This is the second question to bring out duties of officials. Teach this lesson, and review.)

NOTES

FOURTH WEEK**First Day**

A neighbor of mine on the farm, was picking corn on election day. When I asked him to accompany me to the polls, he would not go, as he said he had no choice between the candidates for President.

What do you think of my neighbor's citizenship?

(Discuss ten minutes.)

NOTES

FOURTH WEEK**Second Day**

When paving a street recently, the city engineer recommended a curve in the curb line, owing to a large tree which stood somewhat out in the street. The city council decided that the tree should be cut down and removed, that the curb might be straight. The owner of the property then went before the council and asked that the tree be permitted to remain, as it was a beautiful and valuable one. It was especially precious to him, as he and his mother, now dead, had planted it about seventy years before.

What should you have done had you been the contractor? The city engineer? A member of the council? The owner of the property? A neighbor with a similar tree? A neighbor with no similar tree? A taxpayer in another part of town?

NOTES

FOURTH WEEK**Third Day**

A paving repair gang left a pile of gravel along the curb of the street after they had finished their work. A man living near cleaned up the gravel from the pavement and put it into his children's play box back of the house. Another resident of the neighborhood laughed at him for doing street cleaning for the doing of which he had paid taxes. A third citizen reported to the street department that the first man had stolen the gravel. What should you have done, had you been the contractor, or foreman of the paving gang? The lot owner next the sand pile? The first neighbor? The second? A member of the council? A taxpayer in another part of town?

(Discuss fifteen minutes.)

NOTES

FOURTH WEEK**Fourth Day**

The people of a certain rural neighborhood wanted a consolidated school. Those living near a small town wanted the building at the town, while those further away wanted a rural site chosen. For several years these people got along with unsatisfactory one room schools because they could not agree on the site.

1. Had you lived in town, what would have been your attitude?
2. What, if two miles from town?
3. What, if five miles from town?
4. Was a compromise possible?
If so, what?

(Discuss fifteen minutes.)



ROCKWELL SCHOOL

FOURTH WEEK**Fifth Day**

A new teacher had come into a room in which the children had made the work so hard for the previous teacher that she had resigned with ill health. After a week or so, the children saw that the new teacher was different from any they had ever had. One day a boy said to her:

Are you a REAL teacher?

The teacher was taken somewhat aback by the question.

"Why do you ask that?" she replied, with a question of her own.

"Cause you aren't like other teachers. You see a fellow's side of things."

What do you think of this boy's question?

What IS a REAL teacher?

(Discuss ten minutes. Permit no unkind personalities.)

NOTES

FIFTH WEEK**First Day**

Just opposite a certain house there is the beginning of a diagonal street. People desiring to take the walk along this diagonal street, often "cut across" the parking of the above mentioned place, until a path has been formed. The grass has been killed out.

What should these people do?

What should the owner do?

What should the city do?

To whom should the property owner appeal?

(Discuss ten minutes. The officials responsible for streets should be learned in this connection.)

NOTES

FIFTH WEEK**Second Day**

A man who was smoking a cigar stopped me on the street one day and asked me about a school teacher who had come to the city schools. He did not like him because he smoked cigars.

Was the man inconsistent, or not?

Why do people expect more of teachers than of lawyers or doctors in respect to bad habits?

(Discuss ten minutes.)

NOTES

FIFTH WEEK**Third Day**

A teacher in New England held a daily toothbrush drill. The children all lined up each morning at a certain time, and cleaned their teeth according to command—Ready! Take brush! Take tooth paste, etc! One boy refused to clean his teeth. The teacher talked to him about it, and then called on his parents. Still, he would not clean his teeth.

What do you think of him?

How should you like the tooth brush drill?

Of what use is it?

(Discuss ten minutes.)

NOTES

FIFTH WEEK**Fourth Day**

A boy had the bad and disagreeable habit of wetting his thumb with his tongue in turning the leaves of a book. No argument or punishment seemed able to break the habit. When free text books were adopted in his district, the books being loaned to the pupils, taken up at the end of each term and reloaned to someone else, the boy decided to quit his disagreeable method of turning leaves. He had a hard fight to quit, but he won.

What do you think of him?

What do you suppose caused him to reform?

(Discuss ten minutes.)

NOTES

FIFTH WEEK**Fifth Day**

“Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the pleasant land.”
“Constant dropping wears away stone.”

Memorize the above quotations.
What lessons do they bring to you?

Do they have their great importance to you as an individual,
or to you as a member of society?

(Discuss ten minutes.)

NOTES

SIXTH WEEK**First Day**

Some Iowa school districts have one director; some have three; others have five, a few have seven.

In which kind do you live?
Do you prefer it?

Why is the seven man board unsatisfactory for rural schools?

(Discuss five to ten minutes.)

NOTES

SIXTH WEEK**Second Day**

The boys of a rural school wanted to have a debate with the boys of a nearby town school. The question came up as to whom they should write. They knew no one in the town who was connected with the school.

To whom should you have written?

What county official could have helped them out?

What officer is usually at the head of a town school?

(Discuss five to ten minutes.)

NOTES

SIXTH WEEK**Third Day**

Two cousins were visiting during harvest time, when school was out. They both lived in the country. During the afternoon, they got to talking about school.

“My father wanted school to begin the first Monday in September,” said one, “but the directors didn’t want it to open till Tuesday, because Monday is Labor Day.”

“Why do you say ‘directors’?” asked the other lad. “We have one director.”

That’s queer,” replied the first one; “we have three—and a secretary and a treasurer, besides.”

In what kind of rural district did each live?

(Discuss ten to fifteen minutes.)

NOTES

SIXTH WEEK**Fourth Day**

Two girls were walking along a country road, one Sunday afternoon. They lived just across the road from one another, but were in different townships. They were expecting to drive to town the next morning, and the question came up as to which one should take her horse and cutter, as the sleighing was good that spring. It was the first Sunday in March.

"Come to think of it," said Mary, "I can't have our horse and cutter, for father has to drive to the school house for the annual election."

"Our meeting comes a week from tomorrow," said Ruth, "so I can take our horse."

In what kind of rural district did each live?

(Discuss ten to fifteen minutes.)

NOTES

SIXTH WEEK**Fifth Day**

"This is the day for me to get my pay," said a teacher one afternoon. "Who will go to get it for me?" Several hands went up. Finally the teacher said: "I'll let the one go who can tell me exactly what he will do."

There was not one pupil who got it right.

What should you do, if the teacher let you go to get her money?

In what form would the salary probably be paid?

(Discuss ten to twelve minutes.)

NOTES

SEVENTH WEEK**First Day**

Three boys got into an argument over the name of their township. One of them declared that he had heard his father say that they lived in Essex township. Another, whose father was a real estate salesman, knew he had heard his father refer to the township as "Township 95, north." The third, whose father was a director of the school district, had that morning heard him say there was to be an election in the "school township."

Which one was right?

What did each have in mind?

Give name and number of YOUR township.

(Discuss fifteen to twenty minutes.)

NOTES

SEVENTH WEEK**Second Day**

Recently a man was seen in the act of stealing a bushel of corn from a farmer's crib. The farmer let the thief depart with the corn, and not till the next day did he decide what to do. He then decided to have the thief arrested.

To whom should he go first?

What would that person do?

What would the farmer do?

Who would probably arrest the thief in the country? In town?

(Discuss ten minutes, and follow up next day.)

NOTES

SEVENTH WEEK**Third Day**

Where would the thief be taken, when arrested?

What could he demand?

What would the farmer do?

If the thief went to the farmer and offered to pay for the corn, should the farmer accept?

(Discuss ten minutes.)

NOTES

SEVENTH WEEK**Fourth Day**

The justice heard both sides of the case, and decided that the man who stole the corn should return it to the crib; should pay a fine of \$5.00; and should pay the costs.

What is a fine?

What do we mean by costs of a case?

What do we call the meeting at which the justice presided?

If the farmer should want his son to help with the case, how would he get him?

Who would go for the son?

What legal paper would he take?

(Discuss ten to fifteen minutes, follow up next day.)

NOTES

SEVENTH WEEK**Fifth Day**

Can the son refuse to go to the trial?

If he refuses, what can the constable do?

What do we call the man who testifies?

What do we call the thief when he appears in court?

What do we call the farmer?

Give the legal designation of every person connected with the trial.

What would be done with the thief if he were found "not guilty."

(Discuss fifteen minutes, and follow next week.) .

NOTES

EIGHTH WEEK**First Day**

Could the accused man have any one to help him with his case?

Who would pay the fee?

What do we mean by fee?

Give different synonyms for "lawyer."

Why should a justice or judge be a lawyer, preferably?

Who is your Justice of the Peace?

Who are your constables?

(Discuss ten to fifteen minutes.)

NOTES

EIGHTH WEEK**Second Day**

A resident of a large city complained that the paving contractor working on his street was putting in gravel of a size smaller than had been agreed on between city and contractor. The city engineer called him a "crank," and the mayor said he was a trouble maker. They found the gravel not quite as agreed upon, but very nearly so.

What do you think of such a man?

(Discuss ten minutes.)

NOTES

EIGHTH WEEK**Third Day**

A man who was the father of two boys and a girl invited a city boy to visit them on the farm. One day, when walking about the place, the town lad asked the farmer to help him get through a barbed wire fence.

“Country boys do not ask to be helped through fences,” said the man; “and neither do soldiers.”

Why was this a good lesson?

(Discuss seven or eight minutes.)

NOTES

EIGHTH WEEK**Fourth Day**

One of the pupils in Lone Star school was taken ill, and was out of school for several weeks.

Jack sent him a book.

May sent him a bouquet.

Lois sent him a sofa cushion.

Rollo sent him a bowl of chicken soup which his mother prepared for him.

Rose sent him her card.

Frank wrote him a little note, telling how sorry he was for him.

Ernest went to see him every other day.

(Discuss for ten minutes the relative value of these sacrifices.)

NOTES

EIGHTH WEEK**Fifth Day**

When a new pupil came to school, a timid and bashful child, John went to him and asked him to play, but he shook his head. Then May tried to lead him to a cozy corner, but he pulled back.

How should we treat such a pupil?

Jack said, "Let him alone till he isn't so proud!"

Was that the trouble?

(Discuss ten minutes.)

NOTES

NINTH WEEK**First Day**

While a man was speaking to a group of children, one of them happened to think of something he wanted to tell. He quickly raised his hand, began to wave it above his head, and snapped his fingers loudly.

What should you have done in his place?

What should the speaker do?

What should we learn about such matters?

(Discuss ten minutes.)

NOTES

NINTH WEEK**Second Day**

A college student was one day puzzling over a difficult test problem in Algebra when he chanced to look up and into the face of a fellow student. The latter had been watching the former, and was ready to show him a figure on a sheet of paper which showed the first student an error in his work. He changed his figures, worked the entire problem through again, and got a perfect mark in it.

What do you think of the first student mentioned?

The second?

What should have been done?

(Discuss ten minutes.)

NOTES

NINTH WEEK**Third Day**

If a man slaps his neighbor in a town or city, who can file an information against him?

What is an information?

Who writes it?

Who serves it?

What is service?

How is service carried out?

Who tries the case?

What may the defendant claim?

If proved guilty, what will the defendant's probable punishment be?

(Discuss ten to fifteen minutes.)

NOTES

NINTH WEEK**Fourth Day**

A country boy, upon going to a large city, lost his way. To whom should he have applied for help?

Why should he not ask the first man he meets?

(Discuss ten minutes.)

NOTES

NINTH WEEK**Fifth Day****First School**

"Who spilled the water in the hall?" asked the teacher.
"Jack did," replied a boy.

Second School

"Who spilled the water in the hall?" asked the teacher.
"I did," quickly replied Jack.

(Without previous comment, after reading aloud to class, await reactions. Discuss ten minutes.)

NOTES

TENTH WEEK**First Day**

If you wish to mail a letter, what postage will you pay if it weighs less than one ounce?

If more than an ounce, but not two ounces, what stamp will be necessary?

If $3\frac{1}{2}$ ounces? If 4 ounces? If $4\frac{1}{2}$ ounces?

Where do we buy stamps?

Who is responsible for the postmaster?

Who selects him?

Whom may he have to help him?

Who makes the selection of his assistants?

(Discuss ten to fifteen minutes.)

NOTES

TENTH WEEK**Second Day**

Excepting for the Assistant postmaster, whom do we find appointing the postmaster's assistants?

Why can he not appoint them?

How is their fitness determined?

How long do they hold office?

(Leads to discussion of Civil Service. However, no intensive study is here expected. Discuss fifteen minutes.)

NOTES

TENTH WEEK**Third Day**

Of whom can the farmer buy his stamps? A money order?

Find out how long your rural route has been in existence.

Who established it? What for?

Has it ever been changed?

What time of day do you get your mail?

How far does your carrier travel each day?

Where should a carrier live to have the least possible distance to travel?

(Discuss ten to fifteen minutes.)

NOTES

TENTH WEEK**Fourth Day**

Two boys got into a dispute about fairs and circuses. One boy declared that a fair was run by the government, while a circus was a private affair. The other said that both were run by private parties.

Which was right, if either?

What connection does the city government have with shows?

Find out who is president, and who is secretary, of your county or district fair.

How is it connected with the government?

(Discuss fifteen minutes.)

NOTES

TENTH WEEK**Fifth Day**

A city boy agreed that the country was a better place to live for the following reasons:

1. You don't spend so much money.
2. The country is more healthful.
3. The work is more pleasant than in town.
4. There is more to see.
5. The birds sing better.
6. There are better things to eat, and more to eat.
7. The water is better to drink.
8. There is more chance for fun.
9. There are more animals.
10. It isn't so hot in summer.

(Discuss ten to fifteen minutes.)

NOTES

ELEVENTH WEEK**First Day**

The farmer went to town to pay his taxes: which town?

He went to one of the large buildings: which one?

When he got inside, he looked for what officer?

If in March, what part of his tax must he pay?

When can he pay the rest?

What will happen if he does not pay his tax?

(These questions are not to be answered from books. Have pupils find out at home. Assign one day and re-ask the next. Discuss five to ten minutes.)

NOTES

THE COURT HOUSE, MASON CITY, IOWA

ELEVENTH WEEK**Second Day**

A farmer had a carload of hogs on January first. He shipped them to Mason City on January second, and sold them the same day. The assessor came around in February, and asked the man how many hogs he owned. The man said he had fifteen head, all brood sows.

Find out whether the farmer should pay tax on his carload. If nothing were said about the carload of hogs, who is to blame that the farmer did not have to pay tax on them?

If they were assessed, when would the tax be due?

(Discuss ten to twelve minutes.)

NOTES

ELEVENTH WEEK**Third Day**

A tax payer was dissatisfied with his assessment. He said his hogs were worth only thirty dollars apiece, whereas the assessor declared them worth forty dollars, and assessed them at ten dollars a head.

Why did he assess them at ten dollars?

Why should the farmer be dissatisfied if he claimed the hogs worth thirty dollars, and the assessor listed them at ten?

To whom should he appeal?

(Discuss ten to fifteen minutes.)

NOTES

ELEVENTH WEEK**Fourth Day**

Two young men were discussing joining the National Guard. One of them said the state furnished rifles and uniforms, but the other declared it to be the Federal Government.

Who was right?

Where does the National Guard usually drill?

What can be done with the Guard in time of war?

What officers does a company of the Guard have?

(Discuss fifteen minutes.)

NOTES

ELEVENTH WEEK**Fifth Day**

When paving the Mason City-Clear Lake highway, the contractors could not get crushed granite from Sioux Falls, as cars were so scarce. The question came up about using Mason City gravel. The State Highway Commission gave permission to use the gravel, if washed.

Who is this Commission?

What roads do they have charge of?

Who is their county representative?

(Discuss ten minutes, after answers are verified.)

NOTES

TWELFTH WEEK**First Day**

Two boys went to town early in March with their father. Before leaving home, the man said to his sons:

“Boys, I have to pay my taxes; record the deed to the farm I bought from Jones; see if the Farmers’ National Bank has released the mortgage which I paid up last week; get a hunting license; see if my land was not taxed higher than it should be; ascertain as to whether our road is to be graded and graveled this year; and secure a teacher for our school. If you can correctly tell me where to go and whom to see, I’ll buy each of you a dollar’s worth of whatever you want most.”

Tell what the boys will have to tell.

What do you think of this farmer in his attitude toward his boys?

(Discuss fifteen to twenty minutes.)

NOTES

TWELFTH WEEK**Second Day**

In a lawsuit between Doe and Roe in the District Court, the case was known as Doe vs. Roe.

Which was the plaintiff?

What was the other?

Who notified Roe that suit was started, and how much did he get for serving the paper?

Who presided in court?

Who called for witnesses?

If the state were involved, who was counsel for the state?

(Discuss ten to fifteen minutes.)

NOTES

TWELFTH WEEK**Third Day**

A twelve year old boy was driving a high power automobile through the country. He lost control of the car, ran into a fence, went through the fence and killed a valuable calf in the pasture. His father had to pay for the fence, for the calf and also a fine.

Why did the father have to pay?

What was the fine for?

(Discuss ten minutes.)

NOTES

TWELFTH WEEK**Fourth Day**

The duties of many officers have been brought out during this term of twelve weeks just closing. Today and tomorrow we want to see what you have remembered about some of the township and county officers. We shall determine this by asking, "Who is the sheriff? Who is the mayor?" etc.

Who is the city or town mayor?

Who selected him for his place?

Who is the councilman?

Who is the marshall?

Who is a policeman?

Who is a constable?

Who is a Justice of the Peace?

Who is a school director?

Who is a school secretary?

Who hires the teacher in your district?

Who is the school treasurer?

Who is the road patrol?

What do we mean by taxpayer? plaintiff? defendant? witness? bailiff? fees? license?

Name some officers who receive fees, with duty for which they may charge a fee.

Who is a township trustee?

Who is a township clerk?

(All questions should be answered in twenty-five to thirty minutes. Give major duties only.)

NOTES

TWELFTH WEEK**Fifth Day**

Who is the assessor?

To whom does he report?

Who is the County Auditor?

Who is the County Treasurer?

Who is the County Recorder?

Who is the County Engineer? How chosen?

Who is the County Sheriff?

Who is the County Superintendent?

How is he chosen?

Who is the Clerk of Courts?

Who is the County Attorney?

Who is the Court Reporter?

Who are the County Supervisors?

How many have we in this county?

Which one of the present Supervisors represents your district?

Who is the Coroner?

What is a Deputy?

What is a warrant? An information? A lawsuit? A trial?

A lawyer? A state road? A county road? A township bridge?

(These questions should be answered promptly in thirty minutes—not going into minute detail, of course.)

NOTES

THIRTEENTH WEEK**First Day**

"Where do you live," I asked a bright looking lad on the first day of school.

"I live on the southeast quarter of the northeast quarter of Section Ten, Range Twenty-two, West, Township Ninety-four North," replied the lad, quick as a flash.

"Step to the board and show me with crayon," I said.

He did it: could you?

(Discuss fifteen minutes. Correlate with Arithmetic)

NOTES

THIRTEENTH WEEK**Second Day**

"I do not have to come to school," said a boy, one day.

"Oh yes, you do," said his playmate; "the law requires it."

"The law does not make anyone go more than two miles in his own district, nor more than a mile and a half to his own school if there be a school nearer than a mile and a half in another district."

Who was right?

What do you think of this law?

How is the distance measured, across the field, or by the road?

Why?

(Discuss fifteen minutes.)

NOTES

THIRTEENTH WEEK**Third Day**

“There ought to be a law to make people who send children to school pay for it, instead of taxing people who have no children to send,” said a man who was not fond of paying taxes.

“You could not pass such a law without changing our Iowa constitution,” said his neighbor.

Prove that the latter was right.

Why was this put into the constitution?

How could the constitution be changed?

What do we call such change?

(Discuss fifteen to twenty minutes.)

NOTES

THIRTEENTH WEEK**Fourth Day**

“There are four times as many insane people as feeble minded people in Iowa, two times as many bad women and men as bad boys; an equal number of bad girls and bad boys; as many epileptic people as deaf ones, and an equal number of blind ones; and as many old soldiers to take care of as there are orphans.”

“How do you know all this?” asked the surprised teacher.

“Because I counted the State Institutions,” replied the lad.

What do you think of all this?

(Discuss fifteen to twenty minutes. Correlate with Geography.)

NOTES

THIRTEENTH WEEK**Fifth Day**

My brother attends the State College of Agriculture; my sister, the State Teachers' College; my blind cousin is in the school for the blind; and our neighbor's boy attends the State University. If I write to my sister, who sends the letter on to our cousin, who then sends it to my brother, who remails it to my friend, how many stamps will be required for the whole trip? If my sister should not open it at all, but should send it on without reading it, should she have to pay postage?

Trace the route of the letter on an Iowa map.

(Discuss fifteen minutes.)

NOTES

FOURTEENTH WEEK**First Day**

A neighbor of my family wanted to fence his lot in such a way as to fence off a small part of our lot, rendering it inaccessible to us. We asked him not to do this, but he persisted. We secured what is called an "injunction" to prevent his action.

Who grants an injunction?

What is it?

Supposing a man should not heed the injunction?

(Discuss fifteen minutes.)

NOTES

FOURTEENTH WEEK**Second Day**

At one time, being desirous of going to town to work, I applied to the postmaster in town for a position. He replied that all positions were filled through the Civil Service, and that if I passed the examination, he could not give me a position, if it were left to him, as courtesy would demand his appointment of a resident of the city.

What did he mean?

Would it now be left to him to appoint in the Civil Service?

Who gets the appointment?

(Discuss fifteen minutes.)

NOTES

FOURTEENTH WEEK**Third Day**

"An anarchist thinks we should have no government," said a school boy.

"So does a socialist," put in his schoolmate.

"You are both wrong," argued a third.

"A socialist believes in still more governmental power than any existing government possesses," went on a fourth lad.

If left to you to decide, which should you say was nearest right?

Was anyone entirely wrong?

(Discuss fifteen minutes.)

NOTES

FOURTEENTH WEEK**Fourth Day**

"I wish some judge would make a law against shooting quails," burst out a boy who loved birds.

"Humph, judges don't make laws; they are made by the governor or president," said his classmate.

"Ha, Ha!" laughed a third lad; "you fellows have something to learn about law making," and he ran to tell his teacher what a joke he had on his friends.

What was the joke?

Who does make laws?

(Discuss long enough to develop three Departments of Government)

NOTES

FOURTEENTH WEEK**Fifth Day**

"I'll bet I know how many Senators Iowa has," challenged James.

"How many?" asked Fred.

"Well you take the number of her counties, and divide by nine; that gives the number of her Representatives; then you subtract the number of Governors she has, and also take off the number of Secretaries of State, dividing this by the smallest number of County Supervisors a county may have, minus the number of County Auditors, we find the number of Senators."

Can you do it?

(Ten Minutes.)

NOTES

FIFTEENTH WEEK**First Day**

Two men were discussing the senators from their state, when one of them referred to Senator Brown as the "Senior Senator."

"Why do you call Brown the "Senior?" asked the other man; "he is a much younger man than Senator Smith."

What was the answer?

(Discuss five or six minutes.)

NOTES

FIFTEENTH WEEK**Second Day**

Over what railroads would you probably travel if you were—

1. The sheriff, taking a prisoner to the nearest state penitentiary?
2. The County Nurse, taking an orphan child to the State Orphan's Home?
3. The Deputy Sheriff taking an insane patient to the nearest hospital for the insane.
4. A friend, taking a veteran of the Civil War to our Soldiers' Home?
5. A Constable, taking a girl to the Girls' Industrial school?
6. A health officer, taking a child to the school for the deaf?

(Discuss fifteen minutes.)

NOTES

FIFTEENTH WEEK**Third Day**

During a recent epidemic, the whole state was put under "quarantine."

What does the term mean?

Does it vary in strictness?

Name some diseases which are closely quarantined.

Name some which are loosely quarantined.

Who put the state under quarantine?

Some cities were quarantined by local authorities; who were they?

Who has authority to quarantine a rural township?

(Discuss fifteen to twenty minutes.)

NOTES

FIFTEENTH WEEK**Fourth Day**

After the State Legislature had voted to establish an institution for the treatment of epileptic patients, a great discussion occurred as to where the institution should be located.

What board had to decide?

How many members has it?

Where is its office?

Find who are now the members, if possible.

Do this board's duties end with the placing of the institution?

What other institutions does the board control?

(Discuss twenty minutes.)

NOTES

FIFTEENTH WEEK**Fifth Day**

The board which controls the State educational institutions some years since decided to make certain reforms in the four schools. The faculty, friends, students, and graduates of one of the schools made a nation-wide remonstrance, but the board decided to go ahead with the changes. The matter hung fire until the following winter, when a check was brought to the reforms by the General Assembly.

Who is this Board?

How many members has it?

How could the General Assembly check its action? Should it do so?

(Discuss fifteen minutes.)

NOTES

SIXTEENTH WEEK**First Day**

One of our leading merchants was recently arrested for using a measure for selling beans by the quart which was badly dented at the bottom.

Why?

Who has authority to arrest such a merchant, or have him arrested?

How does he get his position?

Where is his office?

See if you can find other duties of his position?

Why was such an officer necessary?

(Discuss fifteen minutes.)

NOTES

SIXTEENTH WEEK**Second Day**

In an Iowa city there is a man who occasionally buys milk from milk wagons, tests it, finds it lacking in "butter fat" and arrests the milkman who is guilty.

Who is this man?

Does he have other duties?

Under what State official does he serve?

Who appoints him to office?

Why is such an officer necessary?

(Discuss fifteen minutes.)

NOTES

SIXTEENTH WEEK**Third Day**

I'd rather be a bank president than Governor of Iowa," said a boy in our school.

"Why?" naturally asked his friend.

"Because he gets a better salary," was the reply.

Which had you rather be? Why?

What is the Governor's salary?

Does any other State official get a better salary?

Why do men like to become State officers?

(Discuss ten to fifteen minutes.)

NOTES

SIXTEENTH WEEK**Fourth Day**

Put an outline map of Iowa (furnished from the County Superintendent's office) on the wall.

"Children, we secured this map from the County Superintendent. Who pays for it? If our director should buy it, who would pay?"

Place on the map the name of your county.

"What is the source of this county name?"

"What other counties have a similarly derived name?"

(Discuss ten minutes. This map exercise will be continued for several days.)

NOTES

SIXTEENTH WEEK**Fifth Day**

Continue map exercise.

Name and place name correctly on neighboring counties.

If possible, trace name of neighbors to sources. Do not jump to hasty conclusions and do not state theories as facts. For instance, Marshall county was not named for Chief Justice John Marshall, while Jones county may or may not have been named for John Paul Jones, the Revolutionary hero.

Locate and place county seats.

Name some officers to be found in each.

(Discuss fifteen minutes.)

NOTES

SEVENTEENTH WEEK**First Day**

Continue map exercise.

Locate the State capital.

What building will be found in every state capital?

How do we spell the word capitol?

Why the difference in spelling?

Name some officials who may be found in this building.

Name some officials who will have offices there but will probably spend most of their time on the road, out over the State?

(Discuss ten to fifteen minutes.)

NOTES

SEVENTEENTH WEEK**Second Day**

Continue map exercise.

Locate the State Institutions.

What is each for?

Under whose control is the State Teachers' College? etc.

(Give twenty minutes to this exercise.)

NOTES

SEVENTEENTH WEEK**Third Day**

Continue map work.

Today, children, we wish to place on the map names of large cities which have the commission form of government.

What is the commission form?

How are the commissioners chosen?

For how long do they serve?

How do they usually divide the duties among themselves?

How do these so called large cities compare in size with large cities in Illinois, Michigan, New York, Ohio, and Massachusetts?

(Discuss fifteen to twenty minutes.)

NOTES

SEVENTEENTH WEEK**Fourth Day**

"My father has just joined the Farm Improvement Association," said John to his teacher.

"What is that?" asked the teacher.

Can you answer for John?

Who is the President of your County Farm Improvement Club?

Who is its Secretary?

Do you know of anything the Association has done in your County?

Who is your County Agent?

What does he do for the County?

Are there any other employed officers? What?

(Discuss fifteen minutes.)

NOTES

SEVENTEENTH WEEK**Fifth Day**

In a certain neighborhood there is a farm which was worth, in 1860, \$2.50 per acre. It was bought at that figure by a New York man. In 1870, without ever having been plowed, without a fence, house, or barn, it was worth \$10 per acre. In 1890, just as it had always stood, it was worth thirty dollars per acre. By 1900 it had increased in value to about fifty dollars. In 1918, the New York man died, and his children sold the farm for one hundred dollars an acre. It was still virgin prairie, without a building, a piece of tile, or a plowed field.

What made it increase in price?

Who should have the increase? Why?

(Discuss fifteen minutes.)

NOTES

EIGHTEENTH WEEK**First Day**

A farmer whom I know is a member of the following societies, boards, or clubs: the Rural Telephone Company; a Country Club which meets every two weeks; the Equity Union; the school board; the rural church; the County Fair Association; the County Farm Improvement Association; the County Farmer's Mutual Insurance Co.; a good roads club; the Sunday School; and a family annual reunion known as "The Brotherly Browns."

How does one get membership in each of such organizations?

(Discuss ten to fifteen minutes.)

NOTES

EIGHTEENTH WEEK**Second Day**

Two farmers living in a very hilly country, well wooded, had bought their farms at a low price in an early day. One immediately "cleared off" the timber, sold it for \$1 a cord, burned the brush, and "grubbed" the stumps. He paid for his farm in two years. By the end of ten years, his land was all under the plow, but by the end of fifteen years, it was worth little more than the buildings he possessed. The other man cleared the valleys and hill-tops, but left the side hills wooded; while it took him ten years to pay for his farm, at the end of fifteen years it had quadrupled in value, without considering the buildings.

(Discuss these matters ten to fifteen minutes.)

NOTES

EIGHTEENTH WEEK**Third Day**

Some time ago, a superintendent of schools told me that he had planted, the previous spring, a lot of flowers in the school yard. When he came back in the fall, the whole yard was grown up to weeds.

"I'll never try to do anything of the sort again here," he said.

Was he right?

Is there anything to do besides give up in despair?

Whose business is it to keep public property beautiful and attractive?

Do you do your share?

(Discuss ten to fifteen minutes?)

NOTES

McKINLEY SCHOOL, MASON CITY, IOWA

EIGHTEENTH WEEK**Fourth Day**

Children, today we shall see who our neighbor States are, in a way similar to our finding our neighbor counties. I secured this outline map of the United States from our County Superintendent.

Why should HE be interested in OUR having a U. S. map?

Is there any way we can pay him back for it?

Locate Iowa.

In what part do we live?

What neighbor State is nearest us here at this point?

How did this State get its name?

(Discuss fifteen minutes.)

NOTES

EIGHTEENTH WEEK**Fifth Day**

Continue map exercise.

Take the pointer, name and locate our neighbor States.

Do you have any relatives in any of them? Where?

Point to the state where you were born if not in Iowa.

Point to the State where your father was born; your mother;
your grandfather; grandmother.

Find the capital of each State; what officers might we find
there?

Will the officers be exactly the same as in Iowa?

Find a large city and tell why it developed so well.

(Discuss fifteen minutes.)

NOTES



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