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Methods of utilizing the eighth grade study guide in the third class districts of Yellowstone County Montana

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CHAPTER I

INTRODUCTION

In the fall of 1950 the State Department of Public Instruction of the State of Montana introduced in all third class districts "A Study Guide for Eighth Graders." The Study Guide was to replace the eighth grade state examinations which eighth grade students in third class districts were required to pass in order to enter high school. A mimeographed copy of the Study Guide was sent out to all County Superintendents, who in turn called a meeting of their eighth grade teachers to explain what the Study Guide was and some of the possible ways in which it could be used in the classroom. Each teacher was provided with enough copies of the Study Guide so that every eighth grade student had one with which to work during the 1950-1951 school term.

Aside from being mainly a course of study for eighth grade students, the Study Guide is designed to help the student to help himself in learning a number of essential skills, to help him brush up on his weaknesses, and particularly to learn to take the responsibility of completing his work. It also provides for the student to judge his own

work and to take note of his own improvement. It was intended to be a "self-help" project to prepare the eighth graders to do better work when they enter high school.

The actual work the student does with the Study Guide such as penmanship speed samples, reading speed tests, spelling tests, etc., are filed in a large folder or portfolio and kept throughout the year and turned over to the County Superintendent at the end of the school term. After examining and judging the work of each child, the County Superintendent and the teacher decide which children are ready for high school work. The portfolio, containing the student's papers on the Study Guide, follows him to the high school, there to be examined by the high school staff, who can then judge the quality and caliber of work to be expected of him. This gives the high school staff a much better basis on which to judge their new students, as actual work is available to examine, rather than just a grade.

At its inception the success of the Study Guide was questionable, in fact it was really an experiment, but after its first year of use it has been accepted quite favorably

by the teachers and other educators in the state.¹ In the fall of 1951 it was printed in a commercially bound form, and its use is now required by eighth grade students in the city schools as well as the rural schools.² A copy of the Study Guide is included in the Appendix.

STATEMENT OF THE PROBLEM

The purpose of this paper is to report a study of the effect on instruction, and the various methods of utilization of the Eighth Grade Study Guide in the third class districts in Yellowstone County, Montana.

PURPOSE OF THE STUDY

The Study Guide is an entirely new method of eighth grade evaluation in the state of Montana. As a result of its introduction it was presupposed that methods of instruction would undergo a change and the Study Guide would be used in various ways.³ This study was an attempt to determine if any actual change in instructional methods did take place, and also to discover the various ways in which the Study Guide was used in the classroom. The purpose in making the study was to determine:

¹ Lillian Peterson, Montana State Rural School Supervisor. State Dept. of Public Instruction. Interview.

² Montana State Dept. of Public Instruction Bulletin No. 7, October, 1951

³ Lillian Peterson, loc. cit.

1. How the methods of instruction had changed under the use of the Study Guide as compared to the methods used under the state examination plan.

2. If the whole Study Guide was being used, or if only the starred items were being emphasized.

3. The various methods of utilization of the Study Guide, including; (a) Amount of time spent on the Study Guide, (b) How the Guide was used to supplement regular classroom work, and (c) The amount of work done on the Study Guide at home.

4. What promotional policy seemed to be most prevalent under the use of the Study Guide.

5. The classroom teacher's reaction. Does she consider the Guide an improvement over the state examinations? How would she improve the Study Guide?

PROCEDURES

Direct contact with the teachers in the field who were working with the Study Guide was essential in order to make this study, and it was also necessary to work in collaboration with the County Superintendent of Schools through whose office the teachers received supervision on the Study Guide. The following procedures were used.

1. A questionnaire concerning the Study Guide was sent to eighth grade teachers in the third class districts that had eighth grade classes.

2. Results of the questionnaire were tabulated and compiled.

3. Actual portfolios of eighth grade students' work were obtained from the County Superintendent and examined.

4. The principal and teachers in the Billings Junior High School were interviewed concerning how they have used the information in the portfolios in determining the quality of work they expect from their ninth grade students.

5. A record of promotions and failures of eighth grade students for the years of 1950-1951, 1951-1952 was obtained, and compared with promotions and failures during the two years prior to the introduction of the Study Guide.

6. A follow up questionnaire was sent out two years after the original questionnaire had been answered.

7. A comparison of the results of the original questionnaire and the follow up questionnaire was made.

8. The findings were used as a basis for conclusions as to whether the Study Guide was preferred over the state examinations, and also to determine which of the methods of using the Study Guide were most common. Suggestions for improving the Study Guide were also a result of the finding.

CHAPTER II

THE SCHOOLS AND TEACHERS IN THE STUDY

The questionnaire was sent to fifteen schools in the third class districts in Yellowstone County. Actually the county has twenty-six third class districts, but eleven of them did not have eighth grade classes, or were sending their upper grade students to larger city schools in first or second class districts. Of the fifteen teachers who received the questionnaire, fourteen filled it out. Twelve of these schools had women as upper grade teachers while only two had men.

The accompanying map of Yellowstone County shows the location of the schools included in the study. Several of the schools, Elysian, Baseline, Shiloh, Elder Grove, and Canyon Creek schools are located in the heavily populated area of the county between the cities of Laurel and Billings. Basin Creek, Broadview, Indian Arrow and Marsh and Lone Pine schools are nearly isolated types and are in areas where the population is sparse. Independent, Pioneer, Shepherd, and Scandia schools are located in the eastern part of the county which is one of the better irrigated farming areas.

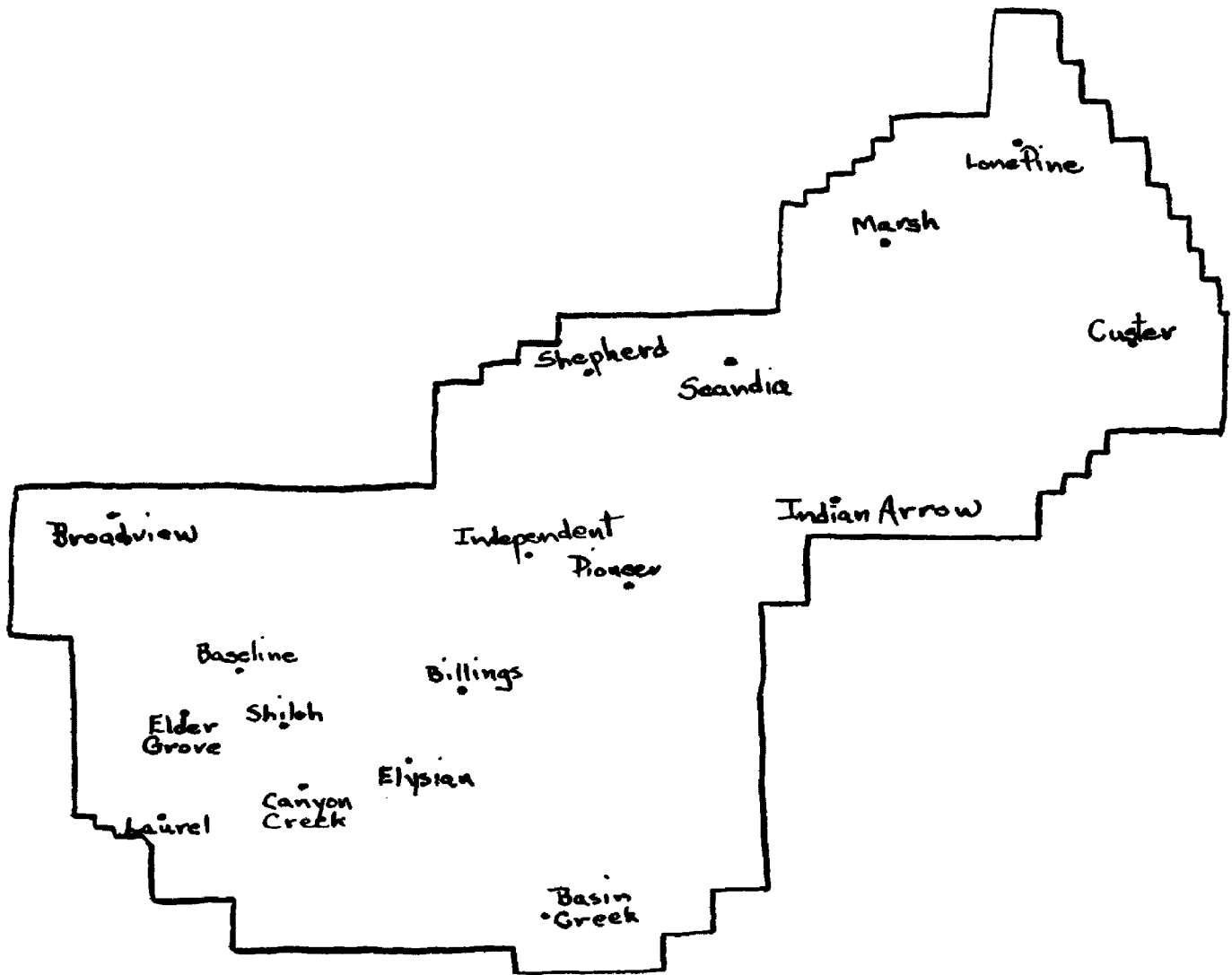


FIGURE 1

YELLOWSTONE COUNTY RURAL SCHOOLS
INCLUDED IN THE STUDY

(Billings and Laurel shown for location purposes only)

ENROLLMENT OF THE SCHOOLS IN THE STUDY

All of the schools were one or two room schools having small enrollments except the Shepherd school which is located in a small farming community, and has an elementary school and a high school. Table I shows that thirteen schools had seventh grade classes while fourteen had eighth grade classes. The seventh grade enrollments were shown in order to clarify the follow-up study on promotion of this group of children who were in the eighth grade during the 1952-1953 school term.

TABLE I
SEVENTH AND EIGHTH GRADE ENROLLMENTS
IN YELLOWSTONE COUNTY 1951-1952

	NUMBER OF SCHOOLS	NUMBER OF PUPILS	TOTALS
SEVENTH GRADE	3	1	3
	1	2	2
	4	3	12
	2	5	10
	3	7	21
		<hr/>	48
EIGHTH GRADE	4	1	4
	2	3	6
	1	5	5
	1	6	6
	1	7	7
	1	9	9
	3	4	12
	1	14	14
		<hr/>	63

TEACHING LOAD

The teaching load of the teachers in the 3rd class districts in Yellowstone County included various combinations of grades. Those teachers who had the heaviest load as far as pupils were concerned had fewer grades to teach, while those teachers who had five or more grades to teach had very small enrollments. The one teacher who was teaching all eight grades had only one eighth grade student and one seventh grade student. Four of the teachers who were teaching grades five and above had enrollments of twelve and above.

TABLE II

TEACHING LOAD BY GRADES IN THE
3RD CLASS DISTRICTS IN YELLOWSTONE COUNTY
1951-1952

NUMBER OF TEACHERS	TEACHING LOAD BY GRADES
1	1,2,3,4,5,6,7,8
1	3,4,5,6,7,8
1	2,4,5,6,7,8
1	1,2,4,8
4	5,6,7,8
3	6,7,8
1	4,7,8
2	7,8

EXPERIENCE OF THE TEACHERS

The teaching experience of the teachers in this study in the state of Montana ranged from two to twenty-six years. A spread of twenty-four years experience within the fourteen teacher group afforded an opportunity to get the opinions of the experienced as well as the inexperienced teacher. The years of experience these teachers had with the eighth grade state examinations ranged from no experience to twenty years. Those teachers who had two years of experience in the state started their teaching careers the same year that the Study Guide was introduced and therefore could not have had experience in the use of the state examinations. The average number of years of teaching experience in the state of Montana was nine years, while the average number of years of experience with the state examinations was six.

This variety of experience provided for opinions on the Study Guide from several levels of the experience scale in general teaching. All of the teachers had had one year of experience with the Study Guide at the time this study was undertaken. The following tables show the number of teachers and their actual number of years of experience in the state and their experience with the state examinations.

TABLE III

YEARS OF TEACHING EXPERIENCE IN MONTANA
OF THE TEACHERS INCLUDED IN THE STUDY

NUMBER OF TEACHERS	YEARS OF EXPERIENCE
2	2
2	3
1	7
1	8
1	9
1	10
1	12
1	15
1	16
1	18
1	25
1	26

TABLE IV

YEARS OF EXPERIENCE WITH 8TH GRADE
STATE EXAMINATIONS IN MONTANA

NUMBER OF TEACHERS	YEARS OF EXPERIENCE
2	0
1	1
1	2
1	4
1	5
1	6
1	7
1	8
3	10
1	18
1	20

CHAPTER III

METHODS USED IN WORKING WITH THE STUDY GUIDE

When the Study Guide was introduced no exact stipulations were given as to how it was to be used in the classroom. After the introductory meeting was held by the County Superintendent and the teachers, each teacher was allowed to work out her own methods in making use of the Study Guide.

The two most common methods used in working with the Study Guide were correlation with regular subject work, and working on the Guide after daily assignments were completed. Only half of the teachers allowed the students to take the work home, although this was encouraged when the Study Guide was introduced. The use of regular daily periods for work on the Guide was a method used by three of the fourteen teachers. The field trip was a popular method used while studying the community section. Those teachers who set aside a weekly period for special work on the Guide indicated that they used Friday afternoons for this work. Those teachers who stated that they spent extra time with children who were weak in certain subject areas pointed out that the Study Guide gave them an opportunity to give this individual help.

Table V is a tabulation of the methods used and the number of teachers who were using them.

TABLE V

METHODS USED IN WORKING WITH THE STUDY GUIDE

1. Used regular periods-----	3
2. Worked on Study Guide after daily assignments-----	13
3. Allowed students to work on Study Guide at home----	7
4. Used the work in the Study Guide in correlation with regular classroom work-----	13
5. Other methods:	
a. Field trips-----	11
b. Spent extra time with individual students-----	9
c. Some weekly periods were set aside for Study Guide work only-----	6

HOW THE COMMUNITY SECTION WAS STUDIED

The most common method of working out the community section of the Study Guide was to send committees of children to interview "pioneers" who were living in the community. After the committees had completed their interviews they reported their information to the entire class, after which each student wrote his own report on what information he had gained from the committee. There were no indications from the results of the questionnaire that the schools brought "pioneers" or other resource people of the community into the school to make reports and give information directly to the class.

Many of the schools used field trips as a method of acquiring information concerning their local communities. Several took their entire classes to the county courthouse to get specific information on community population, taxable valuation, and lists of county and state officials.

Special reference material was mentioned by many of the teachers. Those references most commonly mentioned were Montana in the Making, and Montana Government, both written by N.C. Abbott. Others pointed out that they used material in their encyclopedias about Montana and their local communities.

Schoolboards were brought into the study in many cases to help the children learn about their community, and especially the records of the clerks of the school districts were examined for local historical information.

Another method employed in gathering community information was letter writing; letters were written to county officials and to pioneers who were no longer living in the community.

In one instance telephone conversations were used in order to acquire needed community information.

Several schools made a study of their communities by writing a history of their community, and leaving it in their home-rooms as a memento for later eighth grade classes.

USE OF THE STUDY GUIDE AS A CRITERION FOR PROMOTION

Every school indicated that completion of the starred items in the Guide was necessary before any eighth grade student was promoted. Seven of the fourteen schools stated that more than ninety per cent of their students were doing all of the work included in the Guide, although they were not using this as a criteria for promotion. Three schools pointed out that their slow students had to be forced to extreme efforts in order to complete the work on the starred items. The starred items are those items which should be placed in the portfolios to follow the students to high school. Actually the work included in them is the minimum amount of work to be expected of eighth grade students. The opinions of the teachers indicate that they consider this work to be what they would expect as average achievement in their classes. Table VI is a tabulation of the opinions of the teachers on the starred items in the Guide.

TABLE VI

TABULATION OF OPINIONS AS TO WHETHER THE WORK ON THE STARRED ITEMS IN THE STUDY GUIDE IS A LOW, AVERAGE, OR HIGH LEVEL OF ATTAINMENT FOR 8TH GRADE STUDENTS

LOW

AVERAGE

HIGH

4 teachers

9 teachers

1 teacher

TEACHERS OPINIONS ON SPECIFIC SUBJECTS IN THE GUIDE

The philosophy of the Study Guide is that it should be a functional approach to the tool subjects wherein the skills of reading, language, writing, arithmetic, reference reading, and dictionary use are learned through practical activities such as pen pal clubs for letter writing, store-keeping for making change and manipulating numbers, vocabulary notebooks for word meaning plus other activities which the teacher or the children might wish to enter into in order to learn the required skills. The Study Guide sets up certain minimum standards which the students must meet in each of these skills, for example each student must be able to write legibly a certain number of words per minute and to know the meaning of the material he has read. The teachers were asked if they thought the amount of minimum requirements included in the Study Guide in these tool subjects should be increased, decreased or left the same, in order to do a better job of teaching the students to become proficient in these skill subjects. Table VII is a tabulation of these opinions. The majority of the teachers voted to leave the amount of work included in these subjects the same. Language received an equal number of votes for increasing the amount of work and leaving it the same. Reading, dictionary work, and arithmetic were subjects in which many of the teachers felt there could be some increase in the content. One subject received one vote to be decreased

and that was the section on the community study.

TABLE VII

TABULATION OF OPINIONS ON THE MINIMUM
REQUIREMENTS IN EACH SUBJECT IN THE
STUDY GUIDE

SUBJECT	INCREASE	DECREASE	LEAVE THE SAME
Reading	5	0	9
Language	7	0	7
Spelling	3	0	10
Dictionary	5	0	9
Writing	1	0	13
Arithmetic	4	0	10
Community Study	0	1	11

In Table VII there are some cases where the opinions do not equal the number of teachers included in the study. The reason for this is that some of the teachers were unwilling to commit themselves on the amount of work they thought should be included in certain subjects.

FORMS USED IN ORGANIZING THE PORTFOLIO

When the Study Guide was introduced in the schools it was suggested that a filing system of some kind be kept by each student in order to keep his papers in neat order. The most common method used by the schools in this study was to file the papers in legal size manila folders or portfolios in which they kept their papers in alphabetical order according to subject. Several schools used 8½ by 11 manila folders for each subject area and these were filed in the

manila folders or portfolios. In many cases the teachers indicated that the manila folders were decorated in art classes as an added project along with the work in the Study Guide. Another method used by two schools was to file the papers in prong fastener binders, using index tabs on the edges of the papers in order to segregate the papers on the different subjects. One teacher stated that this was the neatest form they could find, and she felt that it gave her students good practice in filing methods.

CHAPTER IV

EFFECT OF THE STUDY GUIDE ON INSTRUCTION

When the Study Guide was introduced and used as an evaluation in determining whether an eighth grade student was eligible to enter high school it released the teachers and the students from the necessity of having to review and prepare for the state examinations every spring. In many schools a common practice was to spend several weeks each year on this intensive review, and another practice was to collect as many of the old state examinations as possible for the children to study in order to accomplish this review. During this period of the year that was the main educational objective, and very little time was available for field trips, unit activities or other more broadening educational experiences. The reaction of several of the teachers after they had been released from the necessity of having to prepare their students for the state examinations are related in the following paragraphs.

WAYS IN WHICH THE INSTRUCTIONAL METHODS CHANGED

The one statement that was outstanding, and made by eleven of the fourteen teachers, was that intensive review was no longer needed to get ready for the state examinations.

Eight of the fourteen teachers indicated that they

used activities more than they had before the Study Guide was introduced.

Nine of the teachers stated that they used much less drill than before the introduction of the Guide.

One teacher made this statement: "My instruction is now more centered on individual progress and a better balanced individual who can work out his own problems, rather than an individual who is drilled full of facts to be remembered and hope they are the facts chosen by the State Board of examinations for that year."

Another stated: "In theory I'm teaching children instead of facts which are to be remembered only long enough to pass an examination."

Several teachers stated that they were now able to give much more individual instruction than they could before, and along with this individual instruction they were better able to relate their teaching to everyday living than they could during their previous years of instruction.

One teacher remarked that she had received more good from the Study Guide than the pupils. By saying this, she meant that the requirements are set down in a form which everyone can understand, and much of the unnecessary work that had to be covered before its introduction has now been eliminated.

Group work has been used more since the introduction

of the Study Guide. This has taken place in the form of committees of students working on special problems that are brought out in the Guide, or problems that have stemmed from suggestions in the Study Guide. The tendency is to learn by doing things, rather than the stimulus-response method of questions and answers.

PREFERENCE OF THE STUDY GUIDE TO STATE EXAMINATIONS

In order to determine the popularity of the Study Guide the teachers were asked whether they preferred it to the use of the state examinations in determining whether an eighth grade student was ready to enter high school. Of the fourteen teachers who answered this question seven preferred the Study Guide while seven of them preferred state examinations. Dividing the teachers into two groups, those having one to six years of experience with the state examinations, and those having seven to twenty years, it was found that the former group voted four to three in favor of the Study Guide, while the latter group voted four to three in favor of the state examinations.

RECOMMENDATIONS FOR CHANGES IN THE STUDY GUIDE

The majority of the teachers recommended that the directions in the Study Guide should be more specific. They maintained that if a Music Notebook is required it should be so stated, and if Art work is to be a part of the Study Guide it should be one of the areas included in it. Another

specific request was that the list of items that follow the student to the high school would be more definite.

Another recommendation was that all of the subjects taught in the eighth grade should be included in the Guide. For example they would like to have Science, Geography, and History as part of the Guide.

Five of the teachers who doubted the value of the Study Guide said that they felt that the high school teachers would never find time to examine all of the materials handed to them in the portfolios, and consequently they felt that the amount of material filed in the portfolios could be reduced.

Another criticism was that entirely too much writing was necessary in order to complete the work. More oral work was recommended.

CHAPTER V

GENERAL SUMMARY

In spite of the availability of a course of study such as the Eighth Grade Study Guide many of the teachers find it difficult to provide pupils with appropriate learning tools and to change over to different methods when a new approach is handed to them. Urgently needed are orientation courses for teachers when a new type of evaluation is introduced, so that they will know and understand what the objectives are and the best possible ways to attain them. After working with the Study Guide for three years many of the teachers in rural schools in Yellowstone County are not yet accustomed to its use and admit that they would be willing to go back to the state examination method of determining promotions of their eighth grade students. Many of the older teachers are reluctant to change their methods of teaching to meet the requirements set up by their supervisors even though they are willing to admit that the newer requirements are less stringent than those under which they have been working for many years. The inexperienced and younger teachers are more willing to accept change and consequently have been more versatile in their methods of working with and handling the problems that arise in working with the study guide.

Statements made in the questionnaires answered indicate that freedom from tension of having to take and pass the state examinations in many cases has brought about a 'laissez-faire' attitude on the part of the children. They take for granted that they will be promoted from the eighth grade and as a result do as little work as possible to get by. The teachers have observed this condition in several cases, but feel that perhaps it was mainly their fault in that they did not make proper use of the Study Guide. Lack of motivation on the part of the teacher appears to have brought on a condition in which the pupils do not have any incentive to do the work. The desire of many teachers to retain the state examinations and use them as a lever in order to get the students to complete their work is an indication that they feel that fears, tensions and pressures are needed in the classroom, and since they assume that the state examinations help to bring on this pressure it appears to be an admission that they prefer to have these pressures stem from a source other than from the teacher. Before the full effect and value of the Study Guide can be attained it will be necessary that the teachers purge their minds of the need for fears and tensions in order to get good work from their eighth grade students. Proper motivation, many learning devices, and a functional approach should be the basis in working out methods in handling the Study Guide.

PROMOTIONAL POLICIES FOLLOWED SINCE THE INTRODUCTION
OF THE STUDY GUIDE

Since the introduction of the Study Guide in the fall of 1950 there has not been a single failure of an eighth grade student in the rural schools of Yellowstone County. During this period there were three "social promotions" each year. A "social promotion" involves students who have been retained one or more times, are several years too old for their grade, and even though they have not completed the minimum requirements, are allowed to pass on to the next grade. During the three years prior to the introduction of the Study Guide there has been at least one failure each year. In the spring of 1950 there were four failures out of a group of twenty-four students, in 1949 one failure out of thirty-one students, and in 1947 six failures out of twenty-one students. During the period of 1947-1950 there was an average failure of fourteen per cent among eighth graders in the Yellowstone County rural schools. Since the Study Guide has been in effect the per cent of failure has been reduced to zero. In 1951 out of sixty-four students there were three "social promotions", in 1952 three "social promotions" out of sixty-three students, and in 1953 three "social promotions" out of forty-four students. The tendency under the Study Guide evaluation procedure has been to have continuous promotion, while under the state examination program failures were a common occurrence. If the continuous

promotion policy continues under the Study Guide plan the trend will be to have children in their own age group in the eighth grade, thereby eliminating many discipline problems which often arise when older children are retained and forced to mix with younger age groups.

HOW THE STUDY GUIDE HAS HELPED THE TEACHERS IN THE HIGH SCHOOLS

The portfolios that have followed the children to the high schools and junior high schools have been helpful, according to teachers and guidance instructors who have been interviewed. The opportunity of being able to examine some of the actual work that the children have done during their eighth year of schooling has been greatly appreciated. The autobiography, the student's handwriting, his ways of expressing himself, his ability to do neat work, and the general organization of his portfolio has given them much insight as to what might be expected of him as a student in the ninth grade. Another advantage of this arrangement is that it makes it possible for the teachers to determine the student's weaknesses and during the current school term make some provision to correct them. Both the dean of boys and dean of girls of the Billings Junior High School praised the information gleaned from the material included in the portfolios and felt that they were of great value, even though they stated that they did not have time to examine them as

thoroughly as they wished.¹

RECOMMENDATIONS

Since this study began many of the recommendations that were requested by the teachers of rural Yellowstone County have been put into effect. The last commercially bound form of the Study Guide was issued in the fall of 1952 and this edition of it has not been changed since that time. It now contains suggestions for developing better study habits, has specific instruction on how to develop skills in the skill subjects, and also gives exact information as to what the portfolio is and what it should contain. Specific instructions are given on what the high school folder should include. The majority of the teachers included in this study indicated that they were quite well satisfied with the Study Guide as it is now arranged, which of course is a great improvement over the first publication which was in mimeograph form and not as well organized as the final edition.

The most worthwhile recommendations that the writer can make concerning the Study Guide is that patience and time will finally prove that the Study Guide is a much needed improvement over the state examination method of evaluating the achievement of eighth grade students. In order that

¹ Lloyd V. Bergstrom and Ruth Russell, Billings Junior High School, Billings, Montana. Interview.

the teachers who are working with the Guide might be better oriented in its workings it is suggested that a three day workshop be held each fall under the supervision of the County Superintendent of Schools, aided by State Department personnel. Through such a workshop all of the experiences of the different teachers who have worked with the Guide could be brought out in discussion groups, new ideas presented, and then the inexperienced teachers would have a much better chance to get a good start during their first year of working with the Study Guide. During such a meeting the objectives of such a project could be itemized and set down in a form whereby each teacher would know what is to be expected of her in working with her eighth grade students on the Study Guide.

Upon examination of the portfolios in the spring of 1952 and 1953 the writer discovered that the majority of them were very well organized, and the work in them was of good quality. This is probably due to the thorough checking of all papers by the teachers, who in many cases insisted that the papers be written over and over again until near perfection was attained. Nevertheless, this indicates that the children are capable of doing good work and they are getting experience in being able to know and judge good work when they see it. According to the County Superintendent of schools there has been marked improvement in the work

put in the high school folders during the last two years. As the teachers gain more experience in working with the Study Guide they are able to get better work from their eighth grade students. In one room rural schools where the seventh grade students are exposed to the procedures carried on in the eighth grade, they become aware of the type and caliber of work expected of them when they reach the eighth grade. This is another reason given by the County Superintendent for improvement in eighth grade Study Guide work.

After three years of experience with the Study Guide several of the teachers in rural Yellowstone County are still not convinced of its value, but it is reasonable to expect that with the passing of time, and as the old evaluation method of the state examinations becomes past history, the Study Guide will take its rightful place in the eyes of all the eighth grade teachers in rural Yellowstone County as the best method yet devised to evaluate the work of their eighth graders.

1 T.E. Pemberton, County Superintendent of Schools, Yellowstone County, Montana. May 1953. Interview.

APPENDIX A
QUESTIONNAIRE

SUGGESTIONS FOR ANSWERING THIS QUESTIONNAIRE.

- (1) Please glance over the entire blank before marking it.
- (2) Answer each question, reading the directions carefully and making estimates where necessary, reply in terms of your own thinking.
- (3) After marking your blank, look again to be sure that you have answered every question.

PART I

BACKGROUND AND INFORMATION

1. SCHOOL. Write the name of the school where you teach.
_____. School District No. _____
2. ENROLLMENT. Write the number of pupils you have enrolled
in the 7th grade_____, 8th grade_____.
3. TEACHING LOAD. Encircle the number of each grade that you
teach. 1 2 3 4 5 6 7 8.
4. EXPERIENCE. Write the number of years of teaching exper-
ience you have had. _____
5. EXPERIENCE. Write the number of years you have taught in
Montana. _____.
6. EXPERIENCE. Were you teaching an eighth grade class in
Montana during the 1950-1951 school term?
Check, Yes _____
No _____
7. EXPERIENCE. Put down the number of years of experience
you have had with eighth grade state exam-
inations in Montana. _____

(Next page please)

PART II
STUDY GUIDE

1. COURSE OF STUDY.

Taking into consideration all of the work included in the Study Guide, would you consider the completion of all this work a low level of attainment, an average level of attainment, or a high level of attainment for an eighth grade student.

Check, Low _____
 Average _____
 High _____

2. COURSE OF STUDY.

In each of the following subject areas indicate whether you would increase, decrease, or leave the same, the amount of work included in them.

Use (I) for increase, (D) for decrease, and (S) for same.

Language _____

Arithmetic _____

History _____

Civics _____

Spelling _____

Community _____

3. USE OF THE STUDY GUIDE.

How do you use the study guide? Check each of the following that correspond with your use of the Guide.

- (1) Have regular periods for work with the study guide only. _____.
- (2) Allow the students to work on material in the guide after required daily assignments are completed. _____.
- (3) Allow the students to work on their Study Guide at home. _____.
- (4) Any other methods? (Write in the space below)

4. USE OF THE STUDY GUIDE.

In the space below tell how the "community" section of the Guide was handled in your school.

5. CHECKING.

Are all papers checked personally by you before they are placed in the portfolios? Yes _____

Check, No _____

6. CHECKING.

How often do you find time to evaluate each pupil according to the check list at the end of the Study Guide?

Check, Weekly _____
Twice monthly _____
monthly _____
Twice Yearly _____
Other periods _____

7. PROMOTION.

Are you holding each child responsible for having each starred item completed before he is promoted?

Check, Yes _____
No _____

8. PROMOTION.

How many 8th grade pupils were retained in the 1950-1951 school term. If none write "none". _____

9. FULL USE. Approximately what per cent of your pupils are doing only the starred items in the Guide? _____

10. FULL USE. Approximately what per cent of your pupils are doing all of the work outlined in the Study Guide? _____.

11. INSTRUCTION.

List the ways in which you feel your instruction has changed since the introduction of the Study Guide. Take into consideration some of the methods you have used while working with the state examinations.

1. _____
2. _____
3. _____
4. _____
5. _____

12. INSTRUCTION.

Do you prefer the study guide plan to the state examination plan?

Check, Yes _____
 No _____

(If you have not had experience with the state examinations, leave this question out.)

13. RECOMMENDATIONS AND CHANGES. If you were to recommend any changes in the study guide what would the be? Other recommendations?

APPENDIX B

Fellow Teachers:

Two years ago you were kind enough to fill out a questionnaire on the Study Guide for me. Now I am making a short follow-up study on this and would like for you to answer the four questions listed below. Merely check the answers or write comments if you so desire. I appreciate your patience and cooperation. Should you wish to know the results of this study I will be happy to talk with you about it, or write up a short brief on it for you. Thanks a million!

1. Do you prefer the Study Guide plan to the State Examination plan?

Yes _____

No _____

Comments:

2. Do you feel that you have made any changes in instructional methods now that you have worked with the Study Guide for three years?

Yes _____

No _____

Comments:

3. In your opinion, do you feel that the freedom from the tension of having to take the state examinations has produced a more relaxed feeling within your eighth graders, thereby creating a better learning situation?

Yes _____

No _____

Comments:

4. On the back of this sheet write any suggestions you might have for improving the Study Guide, or comments that you wish to make about it.

A STUDY GUIDE
for
EIGHTH GRADERS



State Department of Public Instruction
Helena, Montana
1952

MCKEE  PRINT.

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FOREWORD

TO THE EIGHTH GRADERS OF MONTANA

This is your last year in the grades. It is a very important year. There is no other school where you can learn the skills that you are expected to have when you enter high school, so this should be a year in which you and your teacher are surveying what you have learned the past seven years, brushing up on weak spots and setting up good attitudes toward those with whom you work.

Maybe some of you have felt all your progress has depended on your teachers. This is true to some extent but a great deal depends upon your interest and effort, too.

This bulletin is written to help you and your teachers to make the most of this year through your regular classes and through spending extra time in improving your written and oral work, your arithmetic skills and your reading.

It has been written:

1. to help you make the survey mentioned above.
2. to give a few hints about what you yourself can do to improve your skills and understandings in the 3 R's in addition to the help you get from your teacher.
3. to help you get better acquainted with your own community. Your community is a miniature of the nation; so if you understand your home town, learn to appreciate it and work in it you will learn how to take your important place in any community, in the state and in the nation.
4. to give you new opportunities to judge your own work and take note of your own improvement.

There is no other country where **every** person is so important.

This is a bulletin of self-help. It really is a short course of study. The only person who can sleep for you is yourself. Just so, the only person who can do your improving for you is yourself.

We hope that you and your teacher find this bulletin helpful this year and will enjoy checking on your improvement.

Good Luck!

MARY M. CONDON
State Superintendent
of Public Instruction

HOW IMPORTANT ARE EIGHTH GRADERS?

You are a part of about 7,000 Montana eighth graders who are helping to make good homes, good schools, good communities, a good Montana and a good United States. You are very important. You belong to the group known in our Constitution as "We, the People."

"We, the People of the United States, in Order to
form a more perfect Union
establish Justice
insure domestic Tranquility
provide for the common Defense
promote the general Welfare, and
secure the Blessings of Liberty to
ourselves and our Posterity,
do ordain and establish this Constitution of the United States of America."

This, as you know, is the **Preamble** to our **Constitution** and in it are given the six reasons for writing that constitution. They are important reasons and they are directions for you to **do things**—not to read and talk about **only**.

If the people ("We the People") which include eighth graders, learn what these directions mean and then obey them in our daily work and fun, what happy homes, schools and communities we shall have! This must be our first and constant effort toward doing away with war—toward winning the peace.

During the same year that the Constitution was written, another important document was also written. This document, the Ordinance of 1787, provided that schools should be established all over the country so that all of the people could understand these six reasons. We can say then that our schools are set up for the same six reasons that our governing document, the Constitution, was established.

We learn in school to read, write, figure, think, decide and act so that we may better understand the reasons or purposes of our kind of government, and can fill our important places in maintaining and preserving the homes and freedoms that our pioneers worked so hard to establish.

There isn't a work or recreation project where every moment's thought and action does not in some way either help or hinder one or more and sometimes all of the six purposes. For instance, the practice of good sportsmanship in games, co-operation in caring for the home, the school and the community property; courtesy, courage and kindness in dealing with each other, certainly **promote the general welfare**, help to **establish justice** and further **domestic tranquility (peace at home)**.

Just think what such influence by 7,000 Montana teen-agers can bring about for making a "More Perfect Union!"

The rewards from careful work, just consideration for other people, good study habits, and willing co-operation in good projects are just as sure and unfailing as is the fact that 2 and 2 are 4.

Again, careless work, poorly prepared assignments, selfish and uncooperative attitudes retard and help to destroy peace, justice and liberty just as certainly as your arithmetic solution fails if you insist that 2 and 2 are 5.

This **Guide** should help you to be more and more effective as skilled workers and as "Makers of the Flag." Possibly a good selection with which to start the year's literature study might be Franklin Lane's "Makers of the Flag."

NEEDS OF WORKERS UNDER OUR KIND OF GOVERNMENT ARE TOOLS OF LEARNING

"We, the people" are workers; and as workers we need tools. Each person chooses the kind of tools that will be most helpful to him in his particular work; but in our kind of government all workers, regardless of the kind of work they choose for a living, must **first** become skillful in using the **tools of learning: READING, WRITING, LANGUAGE, SPELLING AND ARITHMETIC**. How, otherwise can they continue to understand and act wisely in their community, state and national voting since this is a government "of the people, by the people and for the people?"

READING IS THE MOST IMPORTANT OF THESE TOOLS

Reading, which includes **several skills**, is the most important tool of learning. It is the key to all past learning and much present learning. The particular skills you need will depend upon whether you are reading for information or for fun.

The kind of subject matter that gives information, we call **work-type** material; and the kind that is read for fun, we call **recreational** material. Of course, the latter is the easier and can be read with more speed.

EXAMPLES OF WORK-TYPE MATERIAL

Work-type reading material includes subject matter found in history, geography, civics, and elementary science, as well as in reference books like encyclopedias and atlases. These subjects are often called **content subjects** because through them you learn facts and understandings (get content) about yourself and your surroundings; also, what your place is as a worker in your community, state and nation. Thus, you learn to study, and to think, and to apply.

To get these good results you need to read **carefully, thoughtfully** and usually more **slowly**, often taking notes.

WORK-TYPE SKILLS

Are you a good reader of work-type material? These are some proofs. You have been learning some of these ever since you entered the first grade.

1. Can you give the main topic of a paragraph?
2. Can you arrange the main topics of several paragraphs into an outline?
3. Can you give the general topic of a whole selection?
4. Can you follow written directions for doing a particular piece of work, such as performing an experiment, making an article from a pattern, working an arithmetic problem, etc.?
5. Can you form conclusions from facts that you have read?
6. Do you get mental pictures of what you read?
7. Is your vocabulary growing from use of context clues, from use of the dictionary and from study of various content subjects?
8. Can you skim? (See page 6.)
9. Can you read maps? Graphs?

If you can prove to yourself and to your teacher and county superintendent that you can use these skills in ordinary reading material, you will do good high school work without too much trouble.

EXAMPLES OF RECREATIONAL READING

Recreational reading is done for several reasons: for entertainment and fun, for interest in hobbies, to satisfy curiosity about certain things that you may have seen or heard. There are thousands of interesting books written about hundreds of subjects, but all can be classified into three groups: natural science, social science and special types of literature. Each of these divisions has a great number of sub-topics, such as:

- | | |
|--|--|
| 1. Natural Science
animal stories
plant life
the earth, stars and universe
scientific discoveries | 2. Social Science
biographies
our country
other lands
travel
communication
home and school
holidays
occupations |
| 3. Special Types of Literature
fairy tales, myths, folk stories
adventure, mystery, detective
drama and poetry
religion and Bible stories | |

Are you becoming a better reader of recreational-type materials? These are some proofs:

1. Do you enjoy reading books in at least one of the above groups?
2. Are you beginning to read stories and articles in several of the above kinds of literature? (**My Reading Design** offers a good plan for library reading. Many girls and boys are using it. It can be bought for about 5 cents and may last several years. The address is: Northern School Supply Company, Great Falls—Colburn School Supply Company, Billings.)
3. Is your recreational reading making your content subjects more interesting?
4. Is your vocabulary growing? An important result of both work-type and recreational reading is that it increases your vocabulary—(knowledge and use of more words). You often figure out what a word means from its place in a sentence. (You get a clue, a hint—from its context—its relation to other words in the sentence.)
5. Are you increasing your speed in silent reading?

SKIMMING

If you are hunting for just one date or one name, or one particular sentence on a page you move your eyes over the page to find it. Thus you are skimming. This is the kind of reading you do to find a name or word in an index, in a dictionary or in a telephone directory. It is also the kind of reading you do in scanning newspaper headlines.

SILENT READING SPEED

Most of your reading is done silently, and can be done with more speed than oral reading. Some people learn to read silently with great speed. It is possible for all to increase their speed some.

Your teacher will give you **at least** three speed tests this year in September, January and May, but you can test yourself oftener if you wish. The best material to begin with is a story which is rather easy to read. It should be a story you have not seen before.

1. On a piece of paper write the exact time you begin.
2. Read 3 or 4 paragraphs.
3. Write the time you stopped and determine the number of minutes you read.
4. Review mentally what you remember. If you do not recall anything, you need **not** count words as you really did **not** read.
5. If you do remember, count the words and divide by the number of minutes that you read. This is your speed per minute.

A good practice is to read interesting easy new material about ten minutes **every day** with as concentrated attention as you can, and always review mentally what you have read. After a month or so you can test yourself again for speed and you likely will find some improvement. (For speed standards see 1942 Course of Study, page 44.)

ORAL READING

Is oral reading important? Yes, it is, and should not be neglected. Oral reading must take for granted an audience situation and the audience must be able to hear, and understand the reader, and is helped if the reader can also be seen. In upper grades it is often a phase of the language program.

Situations that call for oral reading:

1. Club meetings for reading of minutes and committee reports.
2. Entertainment for children and/or for ill friends.
3. Reports in content class periods.
4. Radio reports and talks which must be read.
5. Choral reading in various rituals.

Important features to consider:

1. Good posture whether sitting or standing.
2. Careful preparation of material to be read. Practice as you would a musical selection.
3. Voice control.
4. Enunciation.
5. Pronunciation.
6. Interpretation.
7. Speed. Oral reading should, of course, be slower than silent reading.

LANGUAGE IS A TOOL

You will always have to talk or write to let others know your thoughts. To do this in such a way that others will understand you easily and will be glad to hear you, it is important to learn the skills of this tool. This is a list of some of the ways to **speak** every day. Do you know how to:

1. telephone courteously?
2. introduce friends?
3. interview a person? For example, a pioneer about early experiences; a county officer about a record?
4. take part in business meeting of a club?
5. make a report? For example, about an interview; what you have read on a subject?
6. direct people how to get to places? For example, to town; to school; to the courthouse?
7. take part in a conversation or discussion without interrupting? (Most of these are discussed in your language book. Look in the index for helps. Many will be discussed in class. **Listen** carefully.)

When you do any of the things listed above, do you know how to:

1. control your voice?
2. enunciate clearly?
3. speak and answer courteously?
4. use grammatical English?

There are many very important needs for **writing** your thoughts, too, and always will be. Here is a list:

1. how to write a business letter briefly and courteously.
2. how to write personal letters.
3. how to address an envelope.
4. how to write different kinds of courtesy notes, such as thank-you, sympathy and congratulation notes; informal invitations.
5. how to write the minutes of a club meeting.
6. how to make an outline.
7. how to check your own paper before handing it in.
8. how to make a bibliography.
9. how to take notes as you read.
10. how to write a good paragraph.

Besides knowing **how** to express yourself in these ways, do you do these things:

1. Write legibly? (See page 10.)
2. Spell correctly or use the dictionary when in doubt?
3. Make use of your grammar:
 - a. to make clear sentences?
 - b. to capitalize correctly?
 - c. to punctuate correctly?
4. Follow the pattern for good written form outlined on middle of page 11, under "Directions for Penmanship Samples."

SPELLING IS A TOOL

WHAT YOU LEARN IN SPELLING THIS YEAR YOU WILL USE AS LONG AS YOU LIVE.

Some find spelling easy; others find it hard; but every one can improve if he is interested and sets up an orderly plan for helping himself. Your teacher cannot learn for you. She can help you learn more easily.

Here is the first list of words to attack. It has the 220 words known as Dolch's List. This makes up **one-half** to **three-fourths** of **all the words** found in any material that you read. They look easy, and yet many eighth graders misspell them in their written work. Check yourself honestly. Have a classmate dictate them to you. If you miss any, begin work for self-improvement. If you do not miss any, go on to the next hurdle. In any case, whenever you have mastered this list, use it for a check in all of your written work.

Hurdle No. 1, Dolch's List.

a	but	find	his	make	play	start	use
about	buy	first	hold	many	please	stop	
after	by	five	hot	may	pull		very
again		fly	how	me	pretty	take	walk
all	call	for	hurt	much	put	tell	want
always	came	found		must		ten	warm
am	can	four	I	my	ran	thank	was
an	carry	from	if	myself	read	that	wash
and	clean	full	in		red	the	we
any	cold	funny	into	never	ride	their	well
are	come		is	new	round	them	went
around	could	gave	it	no	right	then	were
as	cut	get	its	not	run	there	what
ask		give		now		these	when
at	did	go	jump		said	they	where
ate	do	goes	just	of	saw	think	which
away	does	going		off	say	this	white
	done	good	keep	old	see	those	who
be	don't	got	kind	on	seven	three	why
because	down	green	know	once	shall	to	will
been	draw	grow		one	she	today	wish
before	drink		laugh	only	show	together	with
best		had	let	open	sing	too	work
better	eat	has	light	our	sit	try	would
big	eight	have	like	or	six	two	write
black	every	he	little	out	sleep		
blue		help	live	over	small	under	yellow
both	fall	her	long	own	so	up	yes
bring	far	here	look		some	upon	you
brown	fast	him	made	pick	soon	us	your

Hurdle No. 2, Jones' 100 Demons.

The list below is often called the 100 demons. Many adults miss these. Many eighth graders spelled them correctly at the end of the 7th grade. Check yourself and find out how much you need to do. Look for the trouble spots in each and go to work. You can master these demons before the end of the year. We expect you to. Your teacher will give them as tests occasionally too. She will also help you find the trouble spots if you need help. Use this list as a check list in your written work.

ache	choose	February	knew	piece	their	Wednesday
again	color	forty	know		there	week
always	coming	friend		raise	they	where
among	cough		laid	read	though	whether
answer	could	grammar	loose	ready	through	which
any	country	guess	lose		tired	whole
				said	to-night	women
beginning	dear	half	making	says	too	won't
been	doctor	having	many	seems	trouble	would
believe	does	hear	meant	separate	truly	write
blue	done	heard	minute	shoes	Tuesday	writing
break	don't	here	much	since	two	wrote
built		hoarse		some		
business	early	hour	none	straight	used	
busy	easy			sugar		
buy	enough	instead	often	sure	very	
	every		once			
can't		just		tear	wear	

Hurdle No. 3

Everybody needs to refer to the dictionary; but some people who find spelling hard must refer to it oftener for spelling than others. If you are one of these, the habit is important. See page 12 for dictionary skills.

Hurdle No. 4

Every subject has its own particular vocabulary. Examples in arithmetic are **quotient**, **decimal**, **perimeter**, etc., and in geography they are **strait**, **peninsula** and important proper names. (Most of these are spelled as they sound.)

Keep a note book all year ("My Own Speller") in which you write the new words from various subjects as they are introduced. This note book will be valuable to you in high school. Naturally you also learn the definitions.

If you find spelling easy and you have made all the other hurdles, try these. At least 25% of eighth grade students miss these. **As a rule, this test should not be attempted by those who find spelling hard** and have not mastered the first two hurdles. Students who intend to take stenography should work on these. They are not as hard as they look because they are phonetic. They are spelled as they sound; but you need to look up some rules about doubling consonants and about syllable divisions.

ONE HUNDRED FIFTY-NINE JUNIOR HIGH SCHOOL SPELLING DEMONS*

absolutely	acknowledging	affectionate	appearance	ascertain
acceptable	acknowledgment	affectionately	appreciation	assuring
accepted	acquaintance	all right	approximately	attaching
accommodate	acquainted	American	arrangement	authority
acknowledge	advisable	apparently	arrangements	awfully

based	definite	immediately	originally	representatives
basis	definitely	inconvenience		requirements
basketball	Dept.	inconvenienced	parcel post	response
bearing	determine		partial	ridiculous
benefit	determined	inquiry	passed	
bulletin	dining	inst.	planning	satisfactorily
bureau	disappoint	judgment	permanent	schedule
	disappointed		personally	Sec.
campaign	doesn't	lading	possibility	semester
cancel	dormitory	literature	practically	sense
canceled	Dr.		preferred	separate
cancellation	duly	memorandum	principle	sincerely
capacity		mere	principles	specified
catalog	edition	minimum	prior	spirits
catalogs	equipped	mortgage	privilege	sufficient
clothes	especially	mutual	probably	superintendent
committee	exceedingly		psychology	
communication	excellent	naturally		temporary
community	executive	necessarily	quantity	thorough
company's	exhausted	necessary		thoroughly
completely	existence	necessity	receipt	transferred
conscience	extension	No.	receipts	
considerably	extremely		recommend	ult.
convenience	financial	occasion	recommendation	undoubtedly
convenient		occasionally	recommended	unfortunately
cooperation	good-by	occurred	referred	unnecessary
cordially	government	omitted	referring	usually
correspondence	grateful	opportunities	regretting	
courtesy	guarantee	opportunity	remittance	warrant
criticism	guardian	original	representative	

* These words are those reported as missed by at least twenty-five per cent of eighth grade students. Taken from 5th year book Dept. of Superintendence.

WRITING IS A TOOL

Writing is important for two reasons:

1. To help you remember your own thoughts.
2. To give your thoughts to other people.

To save their time in reading what you write, it is courteous to make your writing clear and neat—legible.

What makes writing legible?—(easy to read).

1. All letters are correctly formed.
2. Small letters are the same height and are about ½ as high as the tall letters b, f, h, k and l. (A good word to practice on is **commencement**.)
3. T's are crossed and i's dotted.
4. Words are separated about the width of one letter. Sentences are separated about the width of two letters.
5. Slant is in the direction which the reader's eyes move.
6. All capital letters are of the same height.
7. The following combinations give considerable trouble: oa, oc, ok, on, os, ot, ov, ow, oy; ba and any other letter following b, v and w; also, gh and ay. Check your writing on this point.

PENMANSHIP SPEED

Eighth graders should be able to write **legibly** at a speed of 70 to 75 letters a minute. All may not accomplish this; but if you work at it you can **improve**. Even two minutes daily outside of your general writing period will be valuable. Occasionally compare your writing with the Handwriting Scale on your wall.

Speed has no value unless your writing is clear. Here is a way you can test your speed. Your teacher will give you these tests occasionally; but you can take them oftener if you are interested and you should be.

1. Choose a simple selection or sentence and keep on writing it over and over for **exactly** two minutes.
2. Count the letters you wrote in this time and divide by two. This is your speed per minute **provided of course that your writing is easily read**. If it isn't, you are writing **too fast**. Remember, that even if you scribble while you are taking notes, written assignments should always be carefully done, and transfer of scribbled notes to a note book should also reflect neatness and care.

DIRECTIONS FOR PENMANSHIP SAMPLES

A practical way of measuring your progress is to write a series of samples—possibly one each month, and file for later comparison. Use a selection of about 40 words that have no spelling difficulties. If the Preamble to the Constitution is chosen, be sure that the words are spelled correctly.

1. Write your name and grade in the upper right-hand corner of the paper.
2. Underneath your name write the date.
3. On the first line, write "Penmanship Sample."
4. Skip one line.
5. Leave a margin at the left of the paper of 1 inch and at the right about the same.

(These directions for a properly written paper have been taken from the latest Freshman Course of Study in English.)

ARITHMETIC IS A TOOL

Many high school students are handicapped because they have not learned the very simplest arithmetic processes. You will be tested on these basic questions:

1. Can you read whole numbers?
2. Do you know the addition combinations without counting on your fingers?
3. Do you know the multiplication facts up to 12?
4. Have you mastered the long division process with two and three places in the divisor?
5. Do you know how to add, subtract, multiply and divide fractions?
6. Can you change mixed numbers to fractions?
7. Can you add, subtract, multiply and divide decimals?
8. Are you sure that you know where to place the decimal point in these processes?
9. Can you change decimals to fractions? To per cent?
10. Can you change per cent to decimals?
11. Complete these equivalents; **prove** them and memorize them.

	fractions	decimals	or	per cents	fractions	decimals	per cents
Exam.	$\frac{1}{2} =$	.5		50%	$\frac{1}{8} =$	.....	.....
	$\frac{1}{4}$	.....		.....	$\frac{3}{8}$	.....	.....
	$\frac{1}{3}$	.....		.....	$1\frac{1}{2}$	.....	.....
	$\frac{1}{5}$	.....		.....	$\frac{5}{8}$	.....	.....
	$\frac{2}{3}$	.....		.....	$1\frac{1}{4}$	.....	.....
	$\frac{7}{8}$	.....		.....	$\frac{3}{4}$	.....	.....

Do you know these tables of measurement:

linear?	cubic?	dry?	avoirdupois weight?
square?	liquid?	time?	

Do you know how to:

1. endorse a check ?
2. write a receipt?
3. make out a deposit slip?
4. write a check and fill out the stub?
5. make a statement of goods sold?

Here is a good scheme for practicing multiplication:

1. Write all the numbers to 12 out of order at the top of a page like this:
10, 3, 7, 12, 8, 2, 1, 9, 4, 11, 5, 6
Lay another page right under these figures and write the answers as you multiply each by some one multiplier, for instance by 7. Now fold the answers on your second page under and use another multiplier.

You may have other devices that are better; but make a habit of self-drill for improvement.

If you know the processes mentioned above you will be a good eighth grader and you will enjoy high school mathematics.

Do not forget to keep a vocabulary list from arithmetic in "My Own Speller." (See page 9.)

DO YOU KNOW HOW TO READ ARITHMETIC FOR PROBLEM SOLVING?

Read carefully. Every word is important. Think through these steps:

1. What facts are told in the problem?
2. What question is asked?
3. How will you get the results?
4. If the problem has more than one step, what are the hidden questions?
5. What must you do to answer each?
6. If at first you must **write** the answers to these questions, do so. Later it will become a habit of thinking.

THE DICTIONARY IS A TOOL How To Use It

Below is a review of what you have learned in the lower grades about using the dictionary plus a few new skills. Check yourself carefully and then set about to improve in speed and understanding. You no doubt will need some help from your teacher; but most of it you can do alone. Be sure that the dictionary becomes a valuable tool to you this year. For some of the work you will refer to the large dictionary. This is a good practice before going to high school.

FOR SPEED

1. Do you know your alphabet **well**? Can you begin with any letter and go on? Do you know the letters immediately **preceding** any given letter?
2. Do you know which third or fourth of the dictionary to turn to in searching for a word?
3. Do you know how to make use of the two guide words?
4. Do you know how to alphabetize words according to the first letter? The first two letters? The first three letters?

FOR UNDERSTANDING

1. Do you know how to interpret for pronunciation the phonetic spelling that in parenthesis follows each word?
2. Do you know how to interpret the heavy and light accent marks in a word?
3. Do you know that words sometimes have two pronunciations? Which one is preferred?
4. Do you know that **diacritical** marks over vowels are explained at the bottom of each page?

5. Do you know how to interpret these markings?
6. Do you know where to find pronouncing sections for names in geography? biography? Bible? Christian names?
7. Do you know how to interpret the syllabication of a word so that in your written paragraphs when you must divide a word at the end of a line, you can find out where to make the division? **This is very important.**
8. Do you know how to select the meaning that will fit the context in which the word is used?
9. Do you know how to find and use synonyms?
10. Do you know how to find and use antonyms?
11. Do you know how to interpret the abbreviations which show what part of speech a word is?
12. Do you know where to find the sections that give abbreviations of words? Meanings of foreign words and phrases?

BOOKS ARE TOOLS

It is important to know the make-up of a book, as each part is important to the reader. These are the parts of a book and their values:

1. **The title page**—(a) On the front side you will find the title of the book, the name of the author or authors and near the bottom of this page, the publishers and their address or addresses. (b) On the back of the title page you will find the copyright date. If you are reading a science article, it is important to know that the date is very recent. Why?
2. **The foreword or preface**—This states the reason the author has written the **book**. If you read it you will understand better what is said in the book.
3. **Table of Contents**—This is an outline of the book given as titles of chapters, sections or units. From this you get a bird's-eye view of the whole book before you read it. Maybe you want to read only part of the book. Table of contents will help you decide.
4. **Index**—This is an alphabetized arrangement of all information in the book and is very convenient if you are arranging a bibliography for any topic, or if you wish to find information about some particular topic.
5. **Glossary**—This is not found in all books—It is a dictionary of unusual words in the book in which it is given.
6. **Foot notes**—These are often found in reference books. Small numbers in the text refer to small numbers at the bottom of the page, followed by important explanations. These should be read.
7. **Bibliographies**—These are often found in reference books and text books. They are lists of books that are related to the same material that is in the book you are using. From these lists you will find in the library other very interesting and valuable reading. You should learn to make your own bibliographies on various topics. Some of these books are recreational reading.

KINDS OF BOOKS

In small libraries most books are texts and reference books which you need to know how to use. You also need to know what kind of information you can expect to get from them. **Your teacher will help you to master these skills.**

1. **Encyclopedias**—(Copyrights in these should be fairly recent. A 1928 copyright has little value for you today; especially in science, geography and history.)
2. **World Almanacs**—These are **annual** references so the copyright must always be for the current year.
3. **Atlases**—These are books containing **maps** and short descriptions of important places. (Copyright should be recent, certainly since the last war.)

4. **Anthologies**—These contain choice selections of literature and their authors. (Recent copyrights are not important.)
5. **Text books**—(Histories, geographies, civics and elementary science books should have copyright dates of 1946 or later.) Older books are valuable reference if they are used with basic texts of late copyrights.)

USE OF LIBRARY

1. Know the rules of your own library and its cataloging.
2. If you have a county library, learn how to use it. This could be initiated with a field trip to the library.
3. If you need further service, borrow books from the State Extension Library at the University, Missoula, Montana. Your obligation is to pay return postage and, of course, take good care of the book. Schools can get 20 or 30 books at one time with the privilege of keeping them for several weeks. Individuals may also borrow books in the same manner.

HOW TO HANDLE BOOKS (Conservation)

1. How to open a **new** book.
 - a. **Never** break back the covers; but follow the next few instructions.
 - b. Be sure that your hands are clean.
 - c. Hold the **back** of the book on the desk.
 - d. Lay down the two covers and **press** on them near their joining to the book itself.
 - e. Now lay down two or three pages on each side and each time smooth them down with your finger tips near the back of the book, until all have been folded down.
 - f. Your book is now ready for use.

THE CONTENT SUBJECTS AND YOUR COMMUNITIES

Through the study of history, geography, civics and elementary science, you become acquainted with and interested in your surroundings **far away**; but often fail to associate these facts and understandings with conditions in your own communities.

Your school district, town and county are the smallest divisions of our form of government and also the smallest units of geography. You live in these day after day and year after year and **yet they are often the least discussed, and often very poorly understood and little appreciated.** This likely comes from the fact that nothing about them is found in the books that you study. Therefore, a good habit to form as you read your books in the content subjects is to ask yourself and others this question, "How does this fit **our** community, school or home?"

In elementary science, for instance, does it seem sensible to read about plant and animal life in many parts of the world and take no notice of what you have at home? To read about plans for good water supply in Los Angeles and know nothing about the plans in your own community?

This information must be found by observing, listening, questioning, reading newspapers, pamphlets and magazines and bringing them into class discussions.

To make elementary science, history, geography, health and civics classes alive and interesting, your teacher and you will want to include such applications in regular class work all year. You will also likely take a few field trips. Some of you will also go out to interview various people.

KNOW YOUR SURROUNDINGS

Every wide-awake person ought to be acquainted with his surroundings. The better you know your community, the better you will like it. The better you like it, the more willing you are to help make it better.

Here are some suggestions that may help you know more about your own home district, community and county.

ABOUT YOUR SCHOOL DISTRICT:

1. Give the name, number and class of the school district in which your school is located. (1st class districts have 8000 or more people; 2nd class districts have from 1000 to 8000 people; 3rd class districts have less than 1000 people.)
2. Give distances of districts each way.
3. Give size in **approximate** number of square miles.
4. Taxable valuation of the district.....; levy.....
5. Number of schools in the district.....; elementary.....; high.....
6. School Board members—how selected—when? Duties.
7. Enrollment in the district..... In your room.....
8. Number of grades in your room.....
9. Number of buses serving school children.....
10. Nationalities represented in your room.....
11. Games played at recess.....
12. Name of your school club.....
13. Name of your county superintendent.....
14. Name of your city superintendent.....
15. Other information to be given in Self-Evaluation blank.

ABOUT YOUR TOWN OR TRADING CENTER:

1. Is it incorporated? Why?
2. What form of government is used? Your civics texts explain different kinds.
3. If there is a mayor, what is his name?
4. 1950 population.
5. Did it grow since 1940?..... Why?.....
6. Located on what railroad?.....
7. On what highway?.....
8. Does it have an airport?..... For what air route or routes?.....
9. Near what river or lake?.....
10. What is its altitude? A railroad time table in your library would be helpful for this information.
11. When was it first settled?
12. How old is it?
13. Names of notable pioneers, authors, musicians, artists or statesmen who have lived there or are living there now.
14. What nationalities are rather heavily represented?
15. What races?
16. Most important industries?
17. Number of churches?
18. Theatres?

19. Name of newspaper or papers circulated?
20. Library?
21. Playgrounds or parks?
22. Federal agencies such as Post Office, Indian Service, Forest Service, etc.?
23. **Voluntary** agencies that are working for good of community, such as service clubs, women's clubs, Chamber of Commerce, etc.?
24. Taxable valuation?
25. What is your city tax levy? What is it used for?
26. Most common recreation for adults?
27. For children after school hours?
28. Safety provisions, list of.....
29. Safety hazards, list of.....

ABOUT YOUR COUNTY:

1. Size: approximate distance each way. Approximate number of square miles in it.
2. Population in 1950.....; in 1940..... How do you account for the change?
3. County seat and other towns.
4. Names of railroads, highways and air lines, if any.
5. Number of air miles you are from Seattle..... Berlin.....
Moscow..... Tokio..... Rio de Janiero.....
6. Date of organization; circumstances, if possible.
7. Most important industries. Are they of any importance to other states or nations? Of what importance are they to your community?
8. Names of county commissioners.
9. Taxable valuation, amount of money realized from 1 mill of tax. With this information, can you figure how much money would be due on property worth \$15,000?
10. Season when most of your moisture falls. About how many inches annually? How is this determined?
11. Length of growing season.
12. Rivers
- Lakes
- Mountains
- Buttes
- Prairies
- Parks
13. Where is the county library, if any?
14. Where is Health Department located? Who works there?
15. Fair grounds.
16. Conservation provisions for wild life
17. Conservation provisions for soil
18. Conservation provisions for forests

} Do you have organizations in your county
} spreading news about this conservation?

19. Do you know the names and important information about the common growing things in your county? Trees, flowers, grasses and weeds, wild animals, birds and insects?
20. Do you know the organizations in your county that are working for conservation and can give help or literature about it?

Then, there are the **conveniences** of our **modern living**. Many of these conveniences and services we take for granted. We would miss them greatly if they were taken from us. Why not find out something about how we got them? Are they free? What is so valuable about them? When, in about ten or fifteen years you will have something to say and do about them, will you eliminate any? This list is for your convenience to think about and discuss during various classes.

- | | |
|---|------------------------------------|
| 1. roads | 14. bridges |
| 2. street lamps | 15. telephones |
| 3. sewage disposal | 16. radio |
| 4. schools | 17. Weather Bureau forecasting |
| 5. water | 18. school bus service |
| 6. home lights | 19. highway patrol |
| 7. police protection | 20. state and national law making |
| 8. records of sales of property | 21. fire protection |
| 9. care of streets, such as daily sweeping and sprinkling | 22. fire insurance |
| 10. census information | 23. city traffic signs |
| 11. help in better farming methods | 24. road traffic signs |
| 12. rural electrification | 25. inspection of foods |
| 13. weed cutting along the highway | 26. national, state and city parks |

N. B. This can be a very interesting project for the whole year and the years in high school, too. About what period of history brought the greatest number of new inventions?

KEEPING FIT FOR GOOD WORK IS YOUR JOB

To do good work at any time, it is important to be well physically and mentally. You have learned many things about this; but do you practice what you have learned? This is **your** responsibility. Your teacher and parents can not eat, sleep, nor think for you!

1. Know what the 7 basic foods are and discipline yourself to eat balanced sensible meals.
2. Avoid lunches of pie, cokes and candy bars.
3. Be sure that you eat breakfast.
4. Sleep long enough to feel rested—not less than 8 or 9 hours. This means that you will need to go to bed rather early.
5. Dress for the weather.
6. Learn to enjoy working and playing with others.
7. Have good fun.
8. Ask for help when you need it.
9. Admit your mistakes.
10. Do a good turn every day. (A boy scout rule.)
11. Cultivate a hobby.

A FEW POINTERS ON GOOD STUDY HABITS

1. **Listen** carefully to assignments. Take notes if necessary.
2. Clear your desk except for the tools you need such as a dictionary and other reference books.
3. See that the light is correct.
4. List the things you have to do and then attack one thing at a time.
5. Keep an orderly notebook of assignments, outlines and summaries which can be reviewed easily.
6. If you are only a fair reader, you can set about improving yourself. You can also find books with the necessary material which have fewer reading difficulties.

SOME POINTERS ON GOOD WORKMANSHIP

1. All work handed in is **neat**.
2. Equipment and books are kept in order.
3. Written work can be read easily.
4. Work is checked for mistakes before handing in.
5. Assignments are completed **on time**.
6. Eighth graders should use pen and ink for written assignments.
7. The form of written work should be the same as the penmanship sample described on page 11.

SOME POINTERS ON SCHOOL CITIZENSHIP

1. Desks, other furniture and equipment are given same care as in a good home.
2. Supplies, such as paper, toilet supplies, chalk, etc., are used without waste. This is being fair to yourself and to your parents who pay for these things with their taxes.
3. Responsibility is taken for placing things where they belong.
4. Books are handled with care.
5. Quiet is maintained during school hours so that others are not disturbed.

A CHECK LIST FOR 7th and 8th GRADERS FOR TEACHERS

I. THE LANGUAGE ARTS

Reading

1. Understands what he reads.
2. Reads silently at satisfactory rate.
3. Is growing in ability to read orally.
4. Shows growth in library reading as to variety and number of good books read.

Language

1. Speaks distinctly and in pleasing tone of voice.
2. Expresses ideas clearly with good sentences.
3. Knows how to telephone courteously.
4. Is growing in ability to speak from notes or without.

5. Takes part in discussions without interrupting.
6. Is growing in paragraph writing and ability to make outlines.
7. Is growing in writing various kinds of notes and letters correctly and courteously.
8. Is correcting grammatical mistakes such as "He done it."
9. Is mastering the simplest grammar rules.
10. Is growing in ability to take part in business meetings of clubs, such as placing motions, presiding, writing minutes, etc.

Spelling

1. Is improving in spelling in all written work within level of grade.
2. Seeks meaning and use of new words.
3. Is learning how to use the dictionary daily.
4. Keeps a spelling list of words from other subjects.

Penmanship

1. Shows improvement in writing legibly and freely in **all** written assignments.
2. Practices writing carefully every day and hands in one practice page.
3. Knows what his speed of writing should be and does not exceed it until his work meets grade standard.
4. Is learning how to check his own writing.
N. B. If you are improving in any of the above 4, you are improving in all, because they are so closely related.

II. THE FINE ARTS

Music

1. Enjoys singing with others.
2. Enjoys listening to good music.
3. Shows growth in response to rhythm.
4. Is growing in note reading and other musical theory.

Art

1. Is becoming more appreciative of the beauty of nature.
2. Is learning that art includes order and cleanliness in dress, house-keeping, and all written work and activities.
3. Is growing in understanding of color.
4. Is growing in use of color as it applies to choice of decorations for home; for school; for clothing; for projects such as booklets, posters, etc.
5. Is learning to enjoy expression thru drawing, painting, modeling and crafts.
6. Is growing in ability and understanding of designing.
7. Is growing in ability to letter.
8. Is learning to appreciate good pictures.

III. MATHEMATICS

Arithmetic

1. Is mastering the number facts for his grade and reviews those of other grades.
2. Is growing in ability to apply numbers to his own problems.
3. Works accurately and neatly.
4. Can prove his work.
5. Is growing in speed of computation. This takes practice.
6. Is mastering the **vocabulary** both in understanding and spelling in each new unit.
7. Is growing in ability to read and solve problems.

IV. SOCIAL STUDIES

Geography

1. Takes part thoughtfully in class discussions.
2. Brings pictures, current information, exhibits, etc., pertinent to the subject.
3. Is learning to respect, understand and have good will towards people in other lands.
4. Is learning to understand the effects of geography on industries, and on the way people live.
5. Is learning more and more to think about causes and effects and apply them to the community—for instance, the position of mountains, the latitude, altitude, winds, etc. How do they effect your community?
6. Is learning how the airplane has changed our thinking about distance, time, transportation, relations with other nations, jobs, etc.
7. Is learning how to read maps: mercator, global, relief, weather. Also graphs and charts.
8. Is learning common names for land and water forms and examples of each. (Spelling of these is usually phonetic.)
9. Is learning where the most important natural resources are found in great quantity throughout the world.
10. Is learning why great cities have developed where they are.

History

Is improving in ability:

1. to gather facts from more than one source, and listing books used, i. e., making your own bibliography.
2. to associate the geography of countries with their histories.
3. to listen carefully during discussions and ask good questions.
4. to work with topics rather than by page-to-page assignments.
5. to work with others in small groups.
6. to link the present with the past.
7. to appreciate what peoples of the past have given to us and that it took a long time and effort.
8. to understand that in order to keep these heritages, we must learn how to practice the "Golden Rule."
9. to see that history is being made now in each community, state and nation.
10. to work with a time line.

11. to make reports on—contributions that inventors, statesmen, writers, musicians, teachers, labor leaders and others have made toward the progress of the world.
12. to think of the progress in other countries at the same period that the United States has been growing.
13. to understand that everything we have in music, art, science and literature is related to history in some way.
14. is becoming interested in the history of the community and the school.
15. brings current information, pictures, exhibits, etc., to the classroom.
16. is becoming interested in reading biographies for free reading.

Civics

Is learning:

1. to see that citizenship is doing what you know should be done for the good of others and for yourself.
2. to assume responsibilities in club activities, field trips, community experiences, care of school property and in playground activities.
3. how dependent people are upon each other in community, state, nation and world.
4. to understand that the world can progress only through earnest effort and attitudes of cooperation and good sportsmanship.
5. the facts and values of community government, state and national.
6. to appreciate that the many services of government must be paid for by parents and must be safeguarded by careful use.
7. to be interested and well-informed about local government of his community and its services.
8. to appreciate what our form of government means to individuals and to the world.
9. to see that the Preamble to the Constitution should be used as a measuring stick for the citizenship of each person, school and community.
How am I or we, helping by the way we work and play,

a. to form a more perfect union?	d. to provide for the common defense?
b. to establish justice?	e. to promote the general welfare?
c. to insure peace at home?	f. to secure the blessing of liberty to ourselves and our posterity?
10. to understand that by carelessness in the schoolroom, community, forests, etc., you are raising taxes for your parents.
11. to take pride in your own school and community by listing values in it that are often taken for granted and not noticed. Make use of the Self-Evaluation blank for this.

Science

1. Is growing in appreciation of natural surroundings.
2. Is learning how to set up experiments and to draw conclusions from them.
3. Takes good care of equipment.
4. Writes careful neat reports of experiments and field trips.
5. Is learning how to plan purposeful field trips.
6. Is growing in understanding of the why, where, and how of conservation of: school property, clothing, food, soil, forest, water and wild life.
7. Is learning that conservation means wise use of all resources—not hoarding.
8. Is learning that man can control his environment by intelligence.

Health, Physical Education and Personality Development

1. Is learning basic facts about the structure and functions of the body; its needs as to nutrition, posture, sleep, person hygiene, mental and preventive measures.
2. Is improving practices as result of this knowledge in eating habits, grooming, light, heat and temperature conditions and consideration for others.
3. Is practicing the safety rules taught about the home, the school and the highways; and can meet emergencies with first-aid.
4. Is learning such facts about narcotics and alcohol that their true nature is understood.
5. Is learning to understand himself and the satisfaction of adjusting to family and out-of-home social living, and is beginning to plan for future work and recreation.
6. Is growing in ability to accept constructive criticism and to apply self-control and consideration for others in co-operative work and play—in being a good sport.
7. Is learning the need for public sanitation and other preventive measures as well as personal responsibility in co-operating with public agencies for these purposes.

THE PORTFOLIO—WHAT IS IT AND WHY?

The State Department of Public Instruction recommends the portfolio project again. The form is **not** important. It may be a large envelope, a box, a file or just a loose-leaf notebook.

Its purpose is to provide an orderly way of assembling pieces of work that you and your teacher have evaluated as samples of your work at that time for comparison with what you may do later. It may also be chosen for its value as information to you in various subjects. Your superintendent or teacher and you may decide on a number of things that this department will not dictate.

The portfolio will, of course, be yours; but should be used for examination by your parents and the county superintendent. It will be a device for you to systematically file and preserve your paragraphs, maps, reports, tests, drawings, etc.

When the year is at an end you must transfer a number of paragraphs and proofs of accomplishments to a file which will be sent to the high school of your choice.

THE HIGH SCHOOL FOLDER — WHAT SHALL IT INCLUDE?

1. A copy of your report card (To be supplied by teacher or superintendent.)
2. A cumulative health record (To be supplied by teacher or superintendent.)
3. A profile of a standardized test given as directed by the local superintendent, county superintendent or principal. (To be supplied by superintendent or county superintendent.)
4. A statement by teacher or superintendent concerning any exceptional accomplishment. Examples: ability to draw or model; sing or play. A sample of art might be helpful.
5. Three samples of penmanship, written in September, January and May (To be supplied by teacher.)
6. "My Auto-Biography." This shall not be longer than 300 words. Enclosing a snap-shot will make it more valuable.
7. A paragraph of not more than six sentences on:
 / "My Two Most Important Reasons for Using the Dictionary."
 or
 / "How the Guide Words Help My Speed in Dictionary Use."

8. A paragraph of not less than six nor more than eight sentences using this topic sentence: " 'My Own Speller' has made me more conscious of the special vocabulary that is found in each subject." In this paragraph you might mention the subjects from which you have recorded words throughout the year and from which subjects you have learned the most new words. Possibly you may explain whether a new habit has been developed and whether interest is more keen.

✓9. A report on a science experiment, using this pattern.

a. the purpose

b. materials used

c. description of process, including a statement of the time it took to get results. For example, if you planted seeds you would take note of the days before they sprouted

d. conclusion—statement of results

If you prefer you may give a report on a field trip using a similar pattern.

10. A short paragraph on "I Have A Hobby."

11. A bibliography that you made or helped to make for a history or social studies unit. This might include encyclopedias, books on music, science, biography, other texts, historic novels, films, etc. Be sure that authors and copyright dates are included.

12. A list of books that you have read this year. This should be countersigned by your teacher.

✓13. One page giving the following information in complete sentences:

a. Your speed in penmanship

b. The dates you completed spelling hurdles 1 and 2

c. Whether or not you mastered the 159 Junior High School Spelling Demons —

d. If not, give the reason

e. Your five favorite songs .-

f. Your two favorite subjects in school

g. The current event or newspaper you read in school.

14. In three complete sentences tell whether you worked on the district, community and county projects from the Guide as a unit or incidentally during social studies periods.

N. B. All work included in the high school folders must be done in ink and, preferably on paper about 8½"x11". All directions are given in the Study Guide. Be sure to date your papers as these materials will be collected all year. The last papers should show improvement over earlier ones. It should be understood that county superintendents and/or city superintendents may make further demands throughout the year. Certainly teacher-made tests should be given as units or parts of units are completed. Some of these might well be included in each child's portfolio, but such demands should come from local authority.