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RURAL-TEACHER PREPARATION IN COUNTY TRAINING SCHOOLS AND HIGH SCHOOLS

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, June 1, 1917.

SIR: The number of new teachers required annually to fill vacancies in the public and private elementary and high schools in the United States is estimated to be approximately 130,000, of which more than 85,000 are required by rural schools. The number of graduates from our normal schools and from classes, schools, and departments of education in our colleges and universities is less than 35,000. This leaves nearly 100,000 positions to be filled each year by teachers who have not had the education and professional training of these schools. Most of the graduates from the normal schools and of the graduates in education from the colleges and universities find positions as teachers in high schools or in the elementary schools of cities and larger towns. Only a small per cent, therefore, of the teachers in the rural schools of most States have any adequate professional training. As a partial remedy for this evil, nearly half the States have provided for some degree of professional instruction and training of teachers in county normal schools of elementary grade or in public high schools. The growing recognition of the need that teachers in rural schools should have at least some kind and degree of professional training has resulted in a rapid extension of this policy and a desire on the part of school officers, legislators, and students of education for information in regard to its results. That this information may be available I am transmitting herewith for publication as a bulletin of the Bureau of Education a manuscript on the status of rural-teacher preparation in county training schools and high schools, which has been prepared at my direction by Harold W. Foght, specialist in rural-school practice in this Bureau.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

PREFACE.

There is considerable difference of opinion among educators in regard to the wisdom of preparing rural teachers in academic institutions of secondary rank. Many fear that this may result in lower standards of academic work, while others insist that such teacher preparation will add dignity and a new sense of responsibility to the tasks of the secondary schools. The question as to the wisdom of this instruction is of little concern to the present study. The real thing of concern is the expediency of teacher training in secondary schools.

It is well to bear in mind, as has been shown in a previous study made by the Bureau of Education [1] that one-third of the great army of 350,000 rural teachers now in the service have little or no professional preparation for their work. According to the same study, it appears that the average rural teacher remains in the teaching profession less than four school years of 140 days each. This means that a number of teachers equal to the entire personnel must be brought into the schools every four years or that about 87,500 new teachers must be provided annually.

During the school year ending 1915 the 273 public and private normal schools enrolled 100,325 students and graduated 21,944. It is quite certain that most of these found positions in towns and cities, as did most of those who graduated from the schools of education in universities and colleges. The agricultural colleges have done something for the preparation of secondary teachers in agriculture and teachers for some of the strongest consolidated schools; but the fact remains that until the normal schools and the schools of education graduate annually much larger numbers of men and women than they now do the great majority of these 87,500 new teachers must go into their field of activity professionally unprepared or other institutions than those mentioned above must come to their assistance—i. e., secondary schools must undertake the task.

The present study aims neither to encourage nor to discourage the establishment of county training schools and teacher-training departments in high schools. The study was made to let the public at large see what has been accomplished for rural-teacher training in this kind of institution, and particularly to offer suggestions in the hope of making the schools now in operation more effective, as

[1] United States Bureau of Education, Bulletin, 1914, No. 49, Efficiency and Preparation of Rural Teachers.

well as to assist the States that are now contemplating the organization of rural-teacher training in secondary schools.

It seems certain that the normal schools and other higher professional schools must begin in all seriousness to work out the problem of adequate preparation for rural teachers within their own institutions, or secondary schools will become permanent teacher-training institutions. In sections of the country where the normal schools have been able to offer specialized preparation for teachers the demand for similar instruction in the high schools is very limited. In sections where the normal schools have their hands full preparing teachers for town and city schools additional normal schools ought to be provided wherein to prepare strong teachers for the large number of farm-community schools which are rapidly developing in every section of the country.

H. W. F.

RURAL TEACHER PREPARATION IN COUNTY TRAINING SCHOOLS AND HIGH SCHOOLS.

INTRODUCTION.

The Chicago conference on rural-teacher training.—In the fall of 1914, the United States Commissioner of Education called a national conference on teacher training for rural schools at Chicago. Educational institutions for rural-teacher training in the different sections of the country sent delegates. The conference held meetings covering three days, emphasizing the work of the different kinds of training schools. It became apparent early in the meetings that the task of preparing teachers for the modern rural schools was just in its inception. It was frankly acknowledged that the professional schools as a whole have had all they could do to prepare teachers for town and city schools, and that little attention has been given to the specialized preparation of rural teachers. While there was no unanimity as to the wisdom of preparing rural teachers in secondary schools as a permanent factor in professional training, the delegates were unanimous in their belief that for the present all educational institutions which can at all adapt themselves for professional instruction must be encouraged to do so.

The hope was expressed by many that through proper legislation leading to better salaries, better housing, and longer terms, more teachers than in the past might be induced to go into the rural schools. This would in itself stimulate well-prepared teachers to seek rural schools. Meanwhile, the resolutions passed by the conference, which are given below, indicate clearly the feeling of the delegates present:

Whereas an investigation recently conducted by the National Bureau of Education discloses the fact that 32.7 per cent of all the rural teachers now in service in the United States have had little or no professional preparation for their work; and in view of the accepted significance of rural education to our national life, and as the success of all rural education depends to a large extent upon the teacher: Therefore be it

Resolved, That it is the sense of this conference that all educational institutions which can readily lend themselves to such purpose be utilized to train teachers for the rural schools.

To this end we recommend that this special professional training for rural teachers be carried on in the following types of schools:

1. Universities and colleges throughout the country where consistent with practical administration. That these services be interpreted to include the establishment

of high standards of rural life and education and the actual work of training for rural leadership.

2. State and private normal schools in special departments of rural education, and in the preparation of teachers for teacher-training departments in high schools and county normals.

3. State agricultural colleges in their departments of education through the right training of men and women to teach in the secondary schools such subjects as agriculture, manual training, and home economics; that the agricultural college is also doing a proper work in this direction when it is promoting the ideal of vocational education in the minds of all the people—patrons, teachers, and children; that the agricultural college should be looked to as the authoritative source of agricultural knowledge; the agricultural high schools should not only have for their highest purpose the training of young people for the farm and home and in the promotion of vocational education, but they should be expected to add much professional work for effective teaching in the rural schools.

4. That the preparation of teachers for rural schools in county training schools and in teacher-training classes in high schools is approved as a policy where more extensive training is not at present feasible; and it is recommended that such training in high schools should not be given before the junior year, and no diploma of graduation be granted before the twelfth school year is finished.

5. That the need for professionally trained teachers to take charge of teacher-training classes in high schools and in county normals is very keenly felt and hence we urge upon institutions engaged in the training of teachers the necessity for their offering suitable training for such positions.

6. That we urge upon normal schools, colleges, and universities the reasonableness and justice of admitting high-school training-class graduates with rights and privileges equal to those extended to other high-school graduates.

7. That we commend the extension work, the rural school and life conferences, and summer sessions of our normal schools, colleges, universities, and agricultural schools as a means for the improvement of rural teachers in service, the promotion of agricultural education, and the betterment of rural life through the home, school, and church.

8. That the training of teachers for the rural schools should be such that they will be fitted to utilize the boys' and girls' home-project work as a means of motivating the industrial, social, and educational life of the school, the home, and the community.

Method of procedure.—The first part of the study is based on investigations made in the field and compiled from the latest available data of the 21 States which offer teacher training of this kind. The second part deals chiefly with the estimates of the value placed upon rural teacher training by educators in position to know the work of the teachers. These include reports from State superintendents of public instruction, presidents of universities, presidents of State normal schools, State supervisors of teacher training in secondary schools, and county superintendents in whose counties the teachers do their work. The third part of the study, finally, is devoted to suggestions for strengthening rural-teacher preparation in the schools where it is now offered and for guidance of the States which may hereafter contemplate organizing training departments.

I. THE PRESENT STATUS OF THE TRAINING SCHOOLS.

Historical statement.—Rural teacher training in secondary schools is not an innovation, having been operative in private academies in New York State since 1834. By legislative enactment of that year, eight academies were established to prepare common-school teachers. In these academies lie the beginnings of the present teacher-training classes of New York. Eventually they became public high schools, retaining their early normal-school privileges.

The growth of teacher training in county normal schools and high schools has been rapid during the last few years. At the present time teacher training in secondary schools is carried on in 21 States. This includes the so-called county training schools, teacher-training departments in connection with high schools, and teacher training as part of regular high-school courses. Wisconsin is the only State in the group that has genuine county training schools in every respect separate from the public high schools. New York, Michigan, Minnesota, Nevada, and Ohio have what are called county training schools or classes, or separate departments more or less closely connected with the public high schools, using public-school buildings and equipment for their work. Arkansas, Florida, Iowa, Kansas, Maryland, Missouri, Nebraska, Oklahoma, Oregon, Vermont, Virginia, West Virginia, and Wisconsin have training courses as part of the ordinary high-school courses, leaving all except the professional work in charge of the regular high-school instructors. Maine offers teacher training in a few accredited academies. Finally, North Carolina and North Dakota have similar courses in a number of high schools, although they have no legal enactment directly authorizing the organization of teacher training.

The total number of schools in the 21 States preparing teachers for rural communities through county normal schools and high-school training departments and classes is 1,493, with an attendance of 27,111 students. There were 16,626 graduates in 1917.

Teacher training in secondary schools—Enrollment, graduates, requirements for admission and graduation.

States.	Number of training departments in State.	Approximate number of students attending, 1916–17.	Approximate number of graduates, 1916–17.	Requirements for admission to class or department.	Requirements for graduation.
Arkansas [1]	7	250	97	Completion of two years' work in high school	Completion of four-year high-school course.
Florida	13	245		16 years of age; graduate from eighth grade	Not yet definite; will be at least two years long.
Iowa	170	3,760	1,500	Completion of two years' standard high school	Completion of four-year high-school course; pass State examination in 16 school subjects.
Kansas	282	5,000	2,500	At least 7 high-school credits	15 units.
Maine	13	211	80	Two full years' secondary school	Four years secondary grade, of which training course is part.
Maryland	2	40	36	High-school graduation	One additional year to high-school course.
Michigan	50	750	700	11 grades minimum; 60 per cent are high-school graduates	One year of work in county normal school.
Minnesota	131	1,700	1,600	Three years' high school; good health and personality	Completion of year's work in training department.
Missouri	111	1,900	1,105	8 units of high school; student must rank in upper two-thirds of student body.	16 units, including 3 professional subjects.
Nebraska	209	3,474	2,500	Completion of 10 grades in an accredited high school	10 weeks review of 4 major subjects and minor reviews; 18 weeks of pedagogy and practice teaching; graduation from high school.
Nevada	3	35	25	Graduation from standard four-year high school	One year, including observation and practice teaching.
New York	113	1,929	1,552	Graduation from four-year high school	Completion of approved one-year course.
North Carolina [1]	12	175	121	Professional work limited to fourth year	Completion of regular four-year course.
North Dakota	83	695	350	Graduation from eighth grade as a minimum	Indefinite.
Ohio	42	1,150	1,000	Most of the schools require graduation from four-year high school.	Completion of well-rounded one-year course.
Oklahoma	50	1,500	900	Must have finished junior high school	Graduation from accredited four-year high school.
Oregon	57	463	450	Completion of three years' work in high school	Completion of a four-year high-school course.
Vermont	36	350	325	At least three years of high school	One year of professional work.
Virginia	26	418	225	Completion of 14 units	A one-year course.
West Virginia	27	550	435	Minimum requirement, graduation from eighth grade; the work planned for each of the four years in high school.	Completion of 16 units of high-school work as outlined by the State board of education.
Wisconsin	[2] 27	868	409	Completion of two years of high school work	Completion of regular four-year high school.
	[3] 28	1,648	716	Minimum requirements, graduation from eighth grade; maximum requirements, high-school graduation.	Minimum requirements, two years' work above eighth grade; maximum requirements, two years above high-school graduation.
Total	1,493	27,111	16,626		

[1] For 1915–16.

[2] In high schools.

[3] In county training schools.

It is important to understand the chief points of difference in these 21 systems. The legal names or designations are loosely drawn and often misleading.

1. Wisconsin has the only true county training schools; i. e., schools which are in every respect distinct and separate. They are organized under their own boards of education, have their own instructors who devote all their time to these schools, are housed in their own school plants, and are in all other respects separate from the regular public schools.

2. New York, Michigan, Minnesota, Nevada, and Ohio may be classed under one head, although they differ in the legal designation of their training systems. New York and Minnesota have separate "training departments" in connection with the established high schools. Michigan has "county normal training classes" and Ohio, "county normal schools" organized practically on an independent basis, but using existing high school plants for convenience. These five States have, in other words, training courses organized as distinct schools, though using high school equipment. The student-teachers in these schools do not receive high school diplomas of graduation but receive instead certificates to teach.

3. The 16 other States enumerated blend their training course subjects with the regular academic subjects, offering them particularly in the junior and senior years. The work is taken by the regular high school students and counts toward graduation and the high school diploma, in lieu of other high school subjects.

WISCONSIN COUNTY TRAINING SCHOOLS.

Organization.—The Wisconsin system of county training schools for rural teachers was established by legislative enactment in 1899, and was at first limited to two schools. The organization provided for a county training school board of three members, one of whom should be the county superintendent of schools. The State superintendent of public instruction was given entire control of the schools, with authority to prescribe the courses of study and the qualifications of their teachers. The schools were to be kept open for at least ten months each year. They were to receive State aid in the sum of one-half of the total amount expended for teachers' salaries, provided that no one school receive more than $2,500 annually.

Successive legislatures have increased the number of training schools that may be opened, and have modified the conditions for receiving State aid. By 1913, the total number of schools that might be established was placed at 33. In 1916–17, 30 of these schools were in operation in as many different counties. The State-aid clause has recently been modified so that now the State pays an amount

equivalent to the salaries expended for teaching-staff, provided that not more than $3,000 annually shall be paid schools having only two teachers and that not more than $3,500 shall be paid to schools having three or more teachers. This State-aid feature has been of great importance to the successful establishment and maintenance of the schools.

Enrollment and graduation.—The first year's enrollment in the schools numbered only 113 students. There has been a steady increase from year to year since, reaching 1,413 in 1914 and 1,648 in 1916. A study of the matriculants in all the schools, made recently by W. E. Larson, the rural school inspector, showed that 11 per cent were high school graduates, 2½ per cent had had three years of high school preparation, 10 per cent had had two years in high schools, and 14½ per cent one year in high schools. The remaining 62 per cent were eighth-grade graduates from State accredited elementary schools.

It is also interesting to note that out of the total attendance, 77 per cent of the students were country bred, and the remaining 23 per cent were from the towns and cities. They were, upon the whole, a sturdy lot of young men and women, used to home responsibilities and work, many of them making their own way in the world. Of a total 1,227 students enrolled in 1912, 784 were reported as having distinct home responsibilities and 376 worked their way through school.

How the graduates are succeeding.—Since 1899, 4,506 students, all told, have graduated from the 28 county training schools. During 1914, 582 were graduated and began work in the schools of their home counties. Out of a total 3,924 students, who had graduated prior to 1913, 2,013 were found to be actively engaged in teaching. Of these 1,566 were in the rural schools. The rest held positions in the smaller towns of Wisconsin and elsewhere. This is a remarkable record when contrasted with the life work of an average rural teacher who so often leaves the country for village and town schools at the earliest opportunity.

An investigation into the success of these teachers, made by W. E. Larson,[1] with the assistance of the county superintendents in whose counties they teach, discloses that out of 1,440 teachers covered by the report 21 per cent were declared by the county superintendents to be excellent teachers, 45 per cent were good, 21½ were fair, 4½ were returned as unclassed, and only 7½ were marked as poor. This speaks very well, indeed, for the work of the county training-school teachers.

Points of strength in teaching.—Mr. Larson's investigation further emphasizes that the training-school graduates invariably know what to do when they get into the schools. Their own life experience and the preparation given them in schools located in the heart of the rural communities have specifically prepared them to solve rural problems

[1] Bureau of Education, Bulletin, 1916, No. 17.

and led them to study carefully the conditions under which work in the average country school must be done. They plan their work in the training schools with country school conditions in mind; consequently when they enter the schools their ideas are definite in regard to the necessary steps of procedure. They know what must be taught, the classes that must be organized, the equipment with which they have to work, etc. They seem to get down to work from the start, whereas many teachers who have not had such special training waste much time in getting the school under way.

The very strongest phase of the teachers' work appears to lie in the success with which they are able to project the activities of the school into the home and the home interests into the schools. In other words, the county training-school graduates have been unusually successful in socializing the country community. This, it is well known, is generally the point of greatest weakness in teachers reared and trained in the town schools.

COURSES OF INSTRUCTION.

There are two courses of instruction: The first, which covers one year, is intended for graduates of high schools; the second, a two-year course, is for all nongraduates. Legally the State superintendent prescribes these courses. He permits modifications to meet local community needs, however. The courses are arranged for one and two years, but students who show lack of preparation are required to spend more time in study than the specified one or two years. The outline of courses given below is from Sauk County. They are typical of what is found in most of the schools.

TWO-YEAR COURSE.

First year.

First quarter.	Second quarter.	Third quarter.	Fourth quarter.
Spelling.	Spelling.	Arithmetic.	Arithmetic.
Reading.	Reading.	Language.	Composition.
Plays and games (7).	Physiology.	Library reading.	Library reading.
Drawing (3).	Writing.	Physiology (3).	Drawing (7).
Agriculture.	Physical geography.	Construction (7).	Plays and games (3).
Physical geography.		Geography.	Geography.
			Agriculture.

Second year.

Language.	Theory.	United States history.	Sewing.
Reading and orthoepy.	Reading.	American literature.	United States history.
Arithmetic.	Arithmetic.	Grammar.	Civics.
Cataloging.	Management and law.	Observation and practice.	Observation and practice.
	Observation and practice teachers' conference.	Practice teachers' conference.	Rural economy.
			Practice teachers' conference.

ONE-YEAR COURSE.

For high-school graduates and those having finished the tenth grade.

The tenth grade.

First quarter.	Second quarter.	Third quarter.	Fourth quarter.
Spelling.	Reading.	Physiology (3).	Civics.
Language.	Theory.	Construction (7).	Rural economics.
Reading and orthoepy.	Arithmetic.	Grammar.	Agriculture.
Agriculture.	Management and law.	Geography.	Library reading.
Arithmetic.	Writing.	United States history.	United States history.
Cataloging.	Observation and practice.	Observation and practice.	Drawing (7).
Plays and games (7).		American literature.	Plays and games(3).
Drawing (3).		Practice teachers' conference.	Practice teachers' conference.

A study of the courses shows that practically all the time is devoted to every-day subject matter, such as must be taught in all well-organized elementary schools. Each subject is emphasized both from the academic and from the professional point of view. Most of the schools demand a full year's work in agriculture. The nature environment is emphasized throughout the course. The practical phases of the subjects and practical applications, likewise, are kept clearly in view.

All the schools have observation work and practice teaching. This is especially emphasized in reading and the mother tongue—subjects which are usually poorly taught in the country schools. A thing of more than passing importance is the study of rural sociology and farm economics, either formally or informally. This study has done much to face the teachers-in-training toward the real problems of country life.

SCHOOLS WITH TEACHER-PREPARATION IN SEPARATE DEPARTMENTS.

NEW YORK.—*History of teacher preparation.*—The earliest professional training of rural teachers in the United States was done in New York State. The report of the State board of regents to the legislature in 1821 indicates that certain academies were then training teachers for the common schools. This work received its first official sanction in 1827, when the legislature passed "an act to provide permanent funds for an appropriation to the common schools, to increase the literature, and to promote the education of teachers." This voluntary teacher-training work in the academies grew rapidly in popularity, until in 1834 the legislature enacted a law specifically authorizing the formation of special classes of students in the academies of the State for the training of teachers.

This appears to have been the first legislative provision made by any American State for the establishment of an institution to train teachers.

In compliance with the law, one academy was designated for this purpose in each of the eight senate districts which by reason of "endowment and literary character were most capable of accomplishing the results desired."

The list of subjects included in the early course of study contained:

1. English language.
2. Writing and drawing.
3. Arithmetic, mental and written, and bookkeeping.
4. Geography and general history, combined.
5. History of the United States.
6. Geometry, trigonometry, mensuration and surveying.
7. Natural philosophy and the elements of astronomy.
8. Chemistry and mineralogy.
9. The Constitution of the United States and the constitution of the State of New York.
10. Select parts of the Revised Statutes and the duties of public officers.
11. Moral and intellectual philosophy.
12. The principles of teaching.

Establishment of the first normal school in the State.—The results accomplished through the new training classes were not entirely satisfactory. There was common complaint that "the training of teachers was made secondary to the regular work of the academies." An opinion was rapidly crystallizing in favor of separate institutions for teacher preparation, and in the year 1844 the legislature passed an act to establish the State's first normal school at Albany. From this year onward until 1849 the special State aid was withheld from the academies, which, nevertheless, did not discontinue their work of teacher preparation, although the number of teachers in training dwindled down materially. In 1849 the legislature again made an appropriation to the academies for the instruction of teachers, because the number graduated from the one normal school proved insufficient to meet the demands of the rapidly growing State.

Organization and number.—The specific work of the training classes has been to prepare rural teachers. The supervision of these classes by State supervisors has grown more and more effective; regulations for admission have been gradually strengthened; and courses of study have been modified with changing needs. Altogether between 1896, when the education department began to issue the training class certificates, and 1914, 12,873 teachers have been certificated; 1,248 of these teachers were certificated in 1914. About 1,500 teachers were graduated in 1915 and 1,552 in 1916.

Before any school can be designated as a teacher training school, certain definite requirements must be met. On this point Hon. Thomas E. Finegan, assistant commissioner of education, says:

Before a school is designated to organize a training class such school is examined by an inspector of the department and a written report is made of the character of buildings, the equipment of the institution, the general spirit of the community toward the maintenance of good schools, the qualifications of teachers employed, and the accessibility of the community to students who may desire to enter such class. The local school authorities must employ a special teacher for the training class, who must be either a college graduate or a graduate of a normal school of the State who has had at least three years' experience in teaching in the public schools of the State. Two of the three years of such experience must have been in grades below the ninth. The holder of a State certificate granted in this State upon examination since 1875, who has had such experience, is also acceptable. The training class instructor must be paid a salary of at least $600. The local school authorities must also set apart a suitable room or apartment separate from all other departments of the school for the training class. Other members of the school are not permitted to be seated with, or to recite with, the training class students. The object is to make the training class work as separate and distinct as possible from the academic or other work of the school.

Requirements for admission.—The requirements for admission to the New York training classes have been strengthened gradually, until they are now as exacting as in any State. Formerly any person could gain admission to the training classes who had to his credit two years of high school work in addition to a regular eight year elementary school course. The educational department of the State, however, realized that these regulations were too low to provide the kind of teachers needed at the present time for rural elementary schools. The requirements were, accordingly, enlarged, making necessary after September, 1916, the completion of three years of high school work, and after September, 1917, the completion of a four-year course in an approved high school for entrance to the classes. It should also be noted that graduates from the teacher training classes must pass an examination set by the educational department before being permitted to teach.

Proposal to establish special normal schools for rural teachers.—There is a growing feeling in the State that while the training classes have done much to place better-qualified teachers in rural communities, the kind of education provided in the high school training classes is too limited academically and professionally for the kind of teacher required in modern agricultural community schools. It is felt that teachers employed in the rural schools should be required to possess an equal amount of academic training with the teachers now in the cities and villages. This is a reasonable requirement. Practically the entire teacher product from the regular normal schools of the State is absorbed by the cities and larger towns. Very few of the normal school graduates find their way to rural com-

munities. State normal training institutions, it is therefore argued, should be established to meet the special needs of the rural schools. In some States this work is now being done largely through special rural school departments within the regular normal school.

Minimum requirements for an approved course.—The present training course comprises the work of one year above high-school grade; that is, it is a fifth or graduate year. Many of the details of the course are left to the discretion of the administrative heads of the schools offering the courses.

The present education law requires that the course of study must include 2,880 recitation periods, of which the following must be a part:

English.—The course in English must be continuous throughout the four years, and must provide adequate instruction in grammar, composition, rhetoric, and literature..... 494 periods.

History.—The course in history must include the three following courses, each of which should be continuous throughout the year:

Ancient history..... 114 periods.
History of Great Britain and Ireland..... 114 periods.
American history with the development of civic institutions..... 152 periods.

Mathematics.—The course in mathematics must include:

Algebra (through quadratics)..... 190 periods.
Plane geometry..... 190 periods.

Science.—The course in science must embrace biology (including human physiology) and physics. The laboratory method of teaching these subjects is prescribed:

Biology (or physiology with botany or zoology)..... 190 periods.
Physics or chemistry..... 190 periods.

Foreign languages.—The course in foreign languages must include:

Latin..... 380 periods or
French..... 380 periods or
German..... 380 periods.

Drawing.—The course in drawing must provide adequate instruction for.. 228 periods.

Vocal music.—The course in vocal music must provide adequate instruction in sight singing from the staff and the use of common technical terms for..... 152 periods.

The number of periods required in each subject is based on a school year of 38 weeks as a minimum.

MINNESOTA.—*Training departments in high schools.*—Minnesota requires more than 9,000 teachers for its one-teacher rural schools. At the present time probably not more than 35 per cent of those in the service have received any professional preparation for their work. A great majority of the rural teachers have in the past taught on common-school certificates issued upon passing a county examination. By a recent ruling of the State high-school board, which took effect in 1915, all new appointees in the elementary departments of high and graded schools must be advanced course normal-school graduates. This ruling means that the State normal schools and other institutions

of higher learning which in the past have sent some, though very few, teachers into the rural districts are now obliged to devote practically all their attention to preparing town and city teachers.

The hope for well-prepared rural teachers, therefore, lies with the training departments organized in connection with State high schools, 121 of which have such departments at this time. The training departments receive State aid to the amount of $1,000 each and come under the immediate control of the State high-school board, which also formulates the regulations for their operation. The departments while making full use of the established State high schools, are separate from the regular high-school courses, each training department being in charge of a special training supervisor and offering a full year's training to high-school students above third-year standing who desire to prepare themselves for teaching in rural schools.

The teacher-training departments had their real beginnings in 1905, although by earlier enactment a few high schools offered such courses. By an act of 1903, "$750 State aid was granted each high school having a four-year course and organized classes in each of the four grades therein which provided for special courses in the common branches." The department grew slowly at first. In 1907–8 there were only 233 students, all told, in 10 departments; in 1910 this number had grown to a student attendance of 489. In 1911–12 the schools show a better growth. In 1911 there were 56 training departments with 740 students in attendance; and in 1912, 81 departments with 1,018 students. For the period 1912–13 there was a slight drop in departments and attendance which were given at 80 departments and 979 students. In 1913 the State legislature made provision for increasing the amount of State aid to $1,000 per school. As a result 108 training departments were organized that year. In 1914–15 there were 120 departments, with an attendance of 1,500. In 1915–16 the same number of departments had 1,789 students. Finally, in 1916–17 there are 121 organized departments in high schools and 8 in church schools. The present attendance is approximately 1,800, with 1,600 graduates for the year.

Development of the training departments.—The organization and work of the training departments was not at first so satisfactory as might have been desired. The most apparent weakness was due to the fact that students could receive certificates to teach without having completed the full four-year high-school course of study. Thus, for example, second-grade certificates were commonly granted to students of only one year's attendance above the second year of the high school. This weakness, fortunately, has recently been remedied under a new ruling of the State high-school board. Three years of high-school work are now required for admission to the classes. In addition to this, the students admitted must possess

good health and fair personality and other requirements necessary for successful teaching. The training work is finally to be placed on a graduate basis beginning in September 1918.

Plan of organization.—The organization and supervision of the training-school work is directed by a State inspector of teacher-training departments who, fortunately, in Minnesota is a country-life expert of national reputation. Under her direction the departments have already reached a marked degree of efficiency. Some of the outstanding facts in the Minnesota system are these:

1. The teachers in charge of the departments are encouraged and, indeed, are expected to attend summer schools.
2. Marked attention is paid to the study of country-life problems and the organization of the rural community.
3. Practice teaching is required of all teachers in training, for which purpose local town schools and near-by rural schools are used.
4. The course of study emphasizes all the subjects that ought to be taught in the modern rural school.

Some of the requirements.—The State high-school board publishes from time to time a pamphlet laying down their rules and regulations relating to teacher-training departments. Among the rules for 1914–15 are the following:

Quarters and equipment:

a. A comfortable room having not less than 650 square feet of floor space shall be set aside for the exclusive use of this department. A second room for the establishment of an ungraded practice school is sometimes desirable.

b. The usual school-room furnishings of the training-department room, including the teacher's desk, blackboard, window shades, crayon, erasers, and clock, shall be supplied by the local school and will not be credited for State aid. The following equipment is also required: Students' seats (tables and chairs preferred); bookcases; worktables; industrial or construction materials; a case, cupboard, or other storage space for these materials; a reading table or a shelf for rural periodicals and teachers' magazines; a set of rubber printing type; maps; globe; hectograph or other duplicating machine; sand table; and bulletin board.

c. A carefully selected professional library must be established in the department room for the exclusive use of training students. Each volume of this library should be stamped with the name of the department. The following classes of books and publications should be included in the training-department library:

1. Pedagogical reference books.
2. Books on the country school and its problems.
3. Rural life books and bulletins.
4. Copies of texts and special method books in the common branches.
5. Rural periodicals and farm journals.
6. Teachers' magazines.
7. Children's library books—chosen from the "Two-hundred Book List for Minnesota Rural Schools."

Teacher:

a. Qualifications.—This department shall be placed in charge of a teacher especially authorized to do this work by the superintendent of education. Such authority will be given only to teachers of approved experience who possess special fitness and

personality; who have a knowledge of rural school conditions, including at least two years of actual teaching in rural schools; and who, in addition, qualify by presenting one of the following:

1. An advanced diploma from a Minnesota State normal or an indorsed diploma from a normal school of another State.
2. A diploma from the College of Education of the University of Minnesota or from the education department of any other accredited college or university.
3. A record of recognized and advanced scholastic and professional training and of wide experience in public-school work.

b. Salary.—The minimum salary for such instructor shall be $750, but school authorities are urged to employ teachers who are worth the money at higher salaries.

c. Duties.—The entire time of the special teacher shall be given to the department. One-half of the day shall be devoted to class work, and the other half to supervising practice work, and directing the preparation of students for their teaching and academic work.

Organization and program.

Program of studies.—The instruction of this department may be organized under either a two-semester plan or a three-term plan. Under the two-semester plan the following arrangement of subjects is recommended.

TWO-SEMESTER ORGANIZATION.

First semester:
- Teaching process.
- Arithmetic.
- Geography.
- Reading.
- Primary handwork—sewing (minor).

Second semester:
- Country school management (12 weeks) and country life (6 weeks).
- Hygiene (9 weeks); civics (9 weeks).
- American history.
- Composition and grammar.
- Cooking—agriculture (minor).

Under this organization one lesson per week in music and one in drawing may be secured by omitting one lesson each week in two regular subjects and substituting music and drawing in the periods thus gained, or by omitting practice teaching on Friday and using the time for this work.

THREE-TERM ORGANIZATION.

Fall:
- Teaching process.
- Arithmetic.
- Geography.
- Composition and grammar.
- Primary handwork (minor).

Winter:
- Country school management.
- American history.
- Hygiene and rural sanitation.
- Civics (8 weeks), story-telling (4 weeks).
- Drawing (minor).

Spring:
- Country life.
- Nature study and agriculture.

Spring—Continued.
Reading.
Sewing and cooking.
Music (minor).

The daily program.—The daily program for training departments should not carry more than four major periods of 35 or 40 minutes each, one minor period, and from an hour to an hour and a half of observation and practice teaching. The work given in the minor period as primary handwork, drawing, music, etc., should not require preparation outside the recitation. The following suggestive program for the first semester shows the possibilities under this plan or organization:

9–9.15 a. m. Opening exercises.
9.15–9.50 a. m. Arithmetic.
9.50–10.25 a. m. Geography.
10.25–10.30 a. m. Intermission.
10.30–11.10 a. m. Teaching process.
11.10–11.45 a. m. Reading.
11.45–12 m. Spelling or penmanship.
1.30–3 p. m. Observation and practice teaching.
3–3.30 p. m. Primary handwork (minor).
3.30–4 p. m. Study and conference period.

NEVADA.—*County normal training schools.*—In 1911 the State legislature enacted a law establishing normal training schools in connection with high schools wherever there are five or more applicants who fulfill the requirements for entrance. These are, (1) graduation from a high school giving an accredited four-year high-school course, or (2) possession of a Nevada State elementary teacher's certificate. The county high-school board in charge of the school in which the normal training school is to be located must agree to furnish the room, fuel, and equipment, such as blackboards, desks, etc. The county commissioners are required to furnish other equipment, books, bookcases, chairs for practice classes, etc., not to exceed $500 for any one year. The teacher is paid from the general State fund and is engaged by the State board of education. The course of study also is fixed by the State board of education which constitutes the normal training school board. The course must be pursued for a period of not less than 36 weeks. A certificate of graduation entitles the holder to a county normal elementary school certificate of the second grade, good for three years in the elementary schools of the State.

Reasons for organizing county normal schools.—The State of Nevada has no regular State normal schools. The University of Nevada has a department known as the State Normal School, which offers a four-year course leading to a "diploma of graduation which shall bear the heading "The Nevada State Normal School," and to all persons receiving this diploma the State board of education shall issue a State high-school certificate of the first grade good for five years." There is also offered a three-year course leading to a grammar grade diploma, to the possessors of which the State board shall grant a State grammar grade certificate good for five years. The

University of Nevada is located in Reno, near the western boundary of the State. It is, therefore, difficult of access, and attendance is relatively expensive, as the population of the State is scattered and there are few north and south railroad facilities. The result of these conditions is that Nevada must import each year from other States the majority of her teachers, and it is difficult to supply the demand for trained teachers.

The county normal schools were established to alleviate these conditions. In 1915–16 three such schools were conducted in the State in connection with county high schools, graduating 25 student teachers. These graduates were all engaged in teaching in the State the following year and, according to statement of the deputy State superintendents, were practically all successful. Thirty students are in attendance during 1916–17, of whom probably 26 will receive certificates to teach.

The following table gives the subject matter and time of the required course of study:

Weeks	36
Hours per week	25
Total hours per year	900

	Hours per year.
1. Theory and practice of rural school teaching	360
2. Science of education	72
3. Review and methods in English for rural schools	72
4. Review and methods in nature study and geography	72
5. Review and methods in history	72
6. Review and methods in arithmetic	36
7. Physiology, hygiene, and physical training	72
8. Drawing and fine arts	36
9. Elementary school music	36
10. Rural school agriculture and industrial training	36
11. Penmanship and how to teach it	36
Total	900

OHIO.—*County normal schools.*—The State Legislature of Ohio at its special session in 1914 made provision that hereafter no one will be permitted to enter the profession of teaching unless he has had a specified amount of professional preparation. The amount of professional work required will increase gradually from the present year until January 1, 1920, after which time at least one year of professional training in a recognized normal school, college, or university will be required. The effect of the new law is seen in the large number of student teachers flocking to the professional schools of the State.

The same legislature made provision for supplying additional teachers with professional preparation through the establishment of a system of county normal schools. These differ little from the

training departments in New York or Minnesota, except in minor details. They are called "county normal schools" because "the unit of territory designated for the establishment of such schools is the county school district," which in Ohio means an entire county, exclusive of any city or other independent district. The State department of education has direct control of the organization of the normal schools, which may, under State law, establish at least one and not more than three such schools in any one county.

The following points in the organization of the new schools are noteworthy:

1. Only standard high schools may get the normal school departments.

2. The teaching in the eight-year elementary schools below such high schools must likewise be approved by the State superintendent, as most of the observation work is to be done here.

3. The county superintendent—who in Ohio is a professional educator chosen by the county board of education—has direct supervision over the county normal schools. He nominates the director and other instructors needed in the schools, and is himself expected "to teach in the normal schools not less than 100 nor more than 200 periods per year."

4. A director of high professional qualifications and experience has direct charge of the schools.

5. Observation work and practice teaching is required of all student-teachers. This is done partly in the above-mentioned elementary schools and in adjacent one-teacher rural schools.

The State obligates itself to pay the expenses of schools to the amount of $1,000 annually. Up to this time the State department of education has made provision for 49 such schools, of which 42 are now fully organized, with an enrollment of 1,150 pupils in 1917. It is the policy of the State superintendent to move slowly in the matter of organizing the schools, placing them only where actually needed to provide teachers for rural communities and villages.

Course of study and articulation with State normal schools.—The county normal schools offer two courses, an advanced course requiring graduation from a first-class four-year high school for admission, and an elementary course requiring not less than one year of high-school study for admission. The professional work of the school covers one year of nine months. It is interesting to know that of the 42 schools now organized, 26 are on the advanced course list.

It was stated previously that by legislative enactment all teachers of Ohio must have obtained a certain amount of professional work by 1920. The county normal school work was organized with this in view. The work was, moreover, planned to correlate with the courses of study in the State normal schools. According to this

arrangement, every student who has completed a one-year course in a county normal school following graduation from a first-class four-year high-school course is entitled to not less than 20 semester hours' nor more than 24 semester hours' credit at any one of the State normal schools. Since the courses in the State normal schools require 30 semester hours for a year's work, graduates from a county normal school may finish a regular two-year college course in a State normal school in one year and two summer terms at most. This becomes a special inducement for students to enter the county normal schools. As can be seen, the training schools are really preparatory professional schools to the higher State normal schools.

The following is the advanced one-year course, intended for graduates of four-year high schools:

First semester.

Introductory educational psychology and child study	4
Observation of teaching	2
Practice teaching	1
Methods in elementary school subjects	2
Music	1
Drawing	1
Industrial arts	1
School sanitation and hygiene	2
Arithmetic and methods	3
History and methods	1
Primary reading	
	20

Second semester.

Principles of teaching	4
Practice teaching	2
Observation teaching	1
Household arts	1
The teaching of agriculture	2
Language and methods	4
School management	2
Rural life and education	2
Geography and methods	2
	20

Some of the special work of the schools.—Agriculture and domestic science form an important part of the course of study in the Ohio county normal schools. The State supervisors of agricultural education give short courses in agriculture to supplement the regular work in the school. As specialists in their field, they emphasize those things in the agriculture course that can not be learned from textbooks. In a similar way, an expert teacher in domestic science is provided by the State who gives short courses in the subject of household economics. It is the aim to fit these courses into the needs of rural and village life conditions. Of similar interest and importance

is a course of lectures delivered before the county normal schools through a committee of the State Medical Society. First aid to the injured; oral hygiene; hygiene of the eye, ear, nose, and throat; community hygiene; hygiene of womanhood; the treatment of the feeble-minded; and similar subjects are offered in this course.

MICHIGAN.—*County training classes.*—The teacher-training system in this State is unique in organization as the system is in most respects independent of the local schools to which the training classes are for convenience attached. The classes have each their own board of control, which comprises the State superintendent of public instruction, the county superintendent, and the local superintendent of the school where the county normal class is located. It is true that the local board of education of the district is required to provide quarters and equipment for the school, and also to pay the two instructors of the training classes from month to month, with the provision that the board will be reimbursed for this outlay at the close of the school year, provided the work done has proved satisfactory to the State superintendent. There may be only one such training class in each county. Tuition in the class is free to all students residing within the bounds of the county.

The special advantage of the average Michigan training class lies in this, that very many of its students come from rural districts, who may or may not be students of the central school where the class is in operation. There are, in 1917, 50 classes in operation, with a student attendance of approximately 780, from which number 700 will probably graduate this year.

Organization and practice school facilities.—The student body of the training courses is quite mature, since many of the students enter the classes several years after they have completed a high-school course. The minimum requirement for admission is 11 grades of work acquired in a standard high school. As a matter of fact, more than 60 per cent of the teachers in training are high-school graduates from approved high schools. Under the Michigan law the instructional staff of the training class consists of a principal and one critic teacher. The former must be an educator of exceptional preparation. He has general oversight of the students, and gives instruction in the academic and professional subjects. The critic teacher must have had expert training in her particular field. She has charge of the model school, which should be made up of several grades of pupils, first, third, and fifth grades preferably. This school is used both as an observation school and for practice teaching. The critic teacher is usually expected to teach at least one academic subject throughout the year, in addition to her critic work, in the belief that she will in this way gain a more intimate acquaintance with the students in training, their peculiarities, and needs. Considerable observation work is required of all the

students, so that they may get clear ideas on the principles and practices governing good teaching and management. The minimum requirement of practice teaching for graduation is 25 clock hours of actual instruction.

The present State superintendent of public instruction, Fred L. Keeler, has this to say about the effectiveness of the Michigan system as now in vogue:

> I am a firm believer that our county normal system is one of the best means of preparing teachers for the country schools. We get a large number of high-school graduates who live in the country and wish to teach in the country. These people, of course, live near towns where county normal classes are located, and they are able to take their training at these schools. They receive credit at the State normal schools and at the university for work done in the county normal classes. After two or three years a large portion of our county normal graduates enter the State normal schools and the university, and records show that they are among the best students in these institutions.

TEACHER PREPARATION AS PART OF THE REGULAR HIGH SCHOOL WORK.

ARKANSAS.—*Teacher training in high schools.*—Teacher-training classes were opened in Arkansas as a result of legislative enactment in September, 1911, when 14 high schools were placed on the list by the State board of education. At that time the sum of $10,000 was set aside from the fund for State aid to high schools, to be used for the encouragement of teacher training in these schools, no one school of which should receive more than $1,000. Of the 14 schools designated as teacher-training high schools in 1911 two were early dropped from the list for inefficiency; later two other schools were added. The State now gives each of these schools $500 a year outright and a small additional sum for each pupil enrolled in the training classes.

The total enrollment for the year 1911–12 was 324, with 41 graduates; for 1912–13 the enrollment was 398 with 51 graduates, and for 1913–14 the enrollment was 448, with 71 graduates. According to B. W. Torreyson, Secretary of the State Board of Education, fully 80 per cent of the 161 graduates are teaching, most of them with marked success. "They are," he says, "better equipped and therefore very much better teachers than the usual rural teachers. They all know what to do when they take charge of the schools. Their success depends on character, temperament and tact. Most of the 20 per cent who are not teaching are now continuing their professional studies in higher institutions."

Requirements for admission to the teacher-training lists.—No school will be permitted to organize a normal training department in Arkansas before it has complied with the following requirements of the State Board of Education:

1. The school must offer a full high-school course of not less than four years.

2. It must employ at least three teachers who give their whole time to high-school work and in addition to these a normal training teacher approved by the State Board of Education.

3. It must have a well-equipped laboratory for the teaching of at least two natural sciences or for one science and one industrial subject.

4. It must expend at least $25 a year for the purchase of reference books on teaching.

5. It must provide for a school term of not less than eight months.

The required course of study.—No student is permitted to matriculate for the normal training work who has not had at least two years' high-school work. The course of study is as follows:

English	3.0 units.
Algebra	1.5 units.
Plane geometry	1.0 unit.
History	2.0 units.
Including United States history and government	1 unit.
Science	1.0 unit.
Including physiology and hygiene	½ unit.
Pedagogy	3.0 units.
(See below.)	
Course in pedagogy:	
Beginning class—third year high school—	
Elementary psychology	one-half year.
Principles of method	one-half year.
Advanced class—fourth year high school—	
School management	one-half year.
Arithmetic	one-half year.
(With special methods.)	
Language	one-third year.
Geography	one-third year.
Reading	one-third year.
(Observation and practice.)	

FLORIDA.—*Organizing teacher-training departments in high schools.*—This is the most recent State to organize teacher training in high schools. The law became effective one year ago. Up to the present time, 13 departments have been established, with a total attendance of 245 pupils.

The requirements for admission of students are unusually low. Any student may be admitted who is at least 16 years of age and who has "regularly and creditably completed the eighth grade of a standard school, or who has taught a public school for not less than six months." While no class has yet been graduated, the State department of education has ruled that "the length of the courses shall be at least two years."

IOWA.—*High-school training courses.*—The State of Iowa is now in its sixth year under the teacher-training law, which became effective in 1911. During the first year courses were organized in 42 schools, with an enrollment of 592; during the second year in 92 schools, with an enrollment of 1,409; during the third year in 133 schools, with an enrollment of 2,308; during the fourth year in 165 schools, with an enrollment of 3,452; during the fifth year in 170 schools, with an enrollment of 3,540; and during the present year in 170 schools, with an approximate attendance of 3,760. The average size of the high-school training classes for 1915 was 21.4 pupils. The organization of the courses is under the direction of the State superintendent of public instruction, who prescribes the course of study and inspects the schools for thoroughness and efficiency of administration. This phase of the work is in charge of the State inspector of normal training in high schools. An approved high school with a teacher-training course received, according to the original law, annual State aid in the sum of $500. In case two or more high schools had been designated for teacher training in the same county an annual sum of $800 was divided among them. The last general assembly of the State, however, amended the law by raising the aid from $500 per school to $750 regardless of the number of such schools in a county and appropriated $100,000 for the year 1913–14 and $125,000 for each year thereafter.

Students must complete the regular four-year high-school course, taking the reviews and professional work in the third and fourth years of the course, to get the training teachers' certificate. The weakness, perhaps, of the Iowa system has been that no special instructors are designated for the professional work, this being left in charge of the high-school principal or city superintendent, either of whom has too many administrative duties to be well fitted for this kind of work, or the professional subjects are given to one or more of the high-school teachers best suited for this teaching. It should be said, however, that the State department of education is very careful in these matters. While the law does not state definitely that professional teachers are required, the State department of education has seen fit to put its own interpretation upon the law and now generally insists that teachers of special qualifications do this work.

Iowa, like many other States, has introduced teacher training in high schools because well-prepared rural teachers had to be provided somehow and because the one State normal school and other schools of education were not providing them. There are in the State 12,500 rural schools, requiring annually a very large number of teachers to fill the vacancies. Eighty-five per cent of these teachers come from the high schools; 51 per cent are high-school graduates; of the other 49 per cent a considerable number have had some work in high schools, although very many have no high-school preparation what-

ever and have found their way into the teaching field directly from the grades, after having passed a local county examination.

The new form of teacher-training is doing much to remedy the evils of meager academic and professional training. The course of study for teacher-training students provides a thorough review in the common-school subjects and emphasizes how to present them in the elementary schools. A reasonable amount of instruction in psychology and methods and management of elementary schools is also required. The State department of education has published a series of valuable circulars which are placed in the hands of the instructors and teachers-in-training in the high-school departments. Particularly excellent are the Outlines of Psychology and School Management, Outlines of Music, and the Spelling List of Words.

KANSAS.—*Teacher-training in the high schools.*—The system of rural teacher-training in accredited high schools and academies has been very effective in Kansas. As early as 1886, a few Kansas high schools were authorized by law to offer normal training courses and to issue certificates to graduates, but it was not until 1909 that the present effective system was inaugurated. At that time, very few rural teachers had any professional preparation for their work, since the demand for trained teachers in the towns and cities was greater than the three State normal schools could fill. Because of this, legislative provision was made for the present teacher-training courses, the organization of which was left to the State board of education. This board prescribes the regulations under which accredited high schools and academies may offer courses in normal training and sees to it that the regulations are properly enforced.

Regulations of the State board of education.—The courses are open to accredited four-year high schools and academies only. When the work first began, only seniors and postgraduates were entitled to take the work. This consisted in part of professional work and in part of reviews of the elementary subjects. There was thus required one-half year in psychology and one-half year in school methods and management, one year in American history, and a review of arithmetic, geography, grammar, and reading. After a year of experimentation, the State board decided to reorganize the work. One-half year of hygienic physiology, one-half year of civics and one-half year of psychology should be required of all normal training students in the junior year, together with enough other work from the regular high-school course to make the required four units. The work in the senior year should thereafter consist of one year in American history, one year of physics, one-half year of methods and management, and a review of one-half year in arithmetic and of 12 weeks each in geography, grammar, and reading, all of the reviews to be presented with special reference to methods of teaching. These regulations, with slight modifications, are still in use.

All teachers of the normal training classes are required to be graduates of accredited colleges or State normal schools and must have had at least two years' teaching experience and must be approved by the State superintendent of public instruction before entering upon their work. The teachers-in-training are required to take regular observation work in elementary grades or near-by rural schools, although no actual practice work is required.

Growth of the movement.—During the first year of the new organization, normal training courses were organized in 110 high schools and academies; 721 seniors and postgraduates completed the normal training work that year, and of this number 615 were successful in their examinations which are held directly by the State board of education. The successful candidates received the State-wide two-year renewable normal training teacher's certificate. The next year, 1910–11, a total of 125 schools, representing 80 out of the 105 counties of the State, were approved in accordance with the provisions of the State act; 946 seniors and postgraduates completed the work this year, of which number 704 were successful in their examinations. During the year 1911–12 the annual State appropriations which had hitherto been $50,000—of which amount not to exceed $1,000 should go to any one county—were increased to $75,000. That year 160 schools, representing a total of 90 counties with an enrollment of 1,256, were organized; of this number 1,125 secured certificates to teach. The number of schools was further increased to 189 for the school year 1913. The enrollment was more than 2,500 junior, senior, and postgraduate students. Of this number, 1,275 were applicants for certificates, of which 936 were successful. During the school year 1916–17, 282 high schools and academies were giving teacher-training instruction with a total enrollment of more than 5,000 juniors, seniors, and postgraduates in the classes. Of these approximately 2,500 will graduate at the close of the school year; but probably not more than 1,800 will pass the strict State examination.

How the primary purpose of teacher training is being accomplished.—The reports of State Superintendent W. D. Ross show in a striking manner how the teacher-training courses in the schools of Kansas are accomplishing their work. In 1910–11, 7,873 teachers were employed in the rural schools of the State; of these only 197 could boast a normal school training or its equivalent; 2,379 were high-school graduates, and 1,639 had been in high-school attendance for one year or more; while the large number of 3,658 had only an elementary school education. In 1914, there were 7,842 rural teachers employed in the State. Of this number, 238 were graduates of colleges and normal schools; 2,980 were graduates of teacher-training high-school classes; and 1,654 had attended high school one year or more. This left at that time 2,970 with only a common-school

training as against 3,658 with a similar preparation three years ago. Since then several thousand additional high-school-trained teachers have gone into service. The significance of this is, to quote State Superintendent W. D. Ross, "that within a decade no teacher will be teaching, even in the rural schools of Kansas, who has not had at least a full four-year high-school course, including specific work in normal training."

MAINE.—*Teacher training in academies.*—The State has not yet felt so acutely as some States the need for teacher preparation in schools other than the regular normal schools. The State normal schools have been able to a surprising degree in the past to fill the demands for teachers both for town and country communities. As an illustration, in 1915, all the members of the graduating class in one of the State normal schools went into one-teacher rural schools and, to quote the State Superintendent Payson Smith, "It would probably be safe to say that one-third of all the graduates of the normal schools went into schools of this class."

Under these circumstances the State has not found it necessary to utilize the high schools for teacher preparation, although such courses have been authorized in certain accredited academies since 1901. At this time 13 academies maintain teacher-training courses with an enrollment of 239 students. Two years ago 12 schools were offering the work with an enrollment of 247 students. The academy courses are subsidized by the State in an annual sum of $250. All the professional work of the courses is in charge of a professionally prepared teacher of normal-school training or its equivalent. Four years of work are required for graduation from the course, the professional work of which is limited to the last two years. The professional subjects required are the following: History of education, elementary psychology, methods of teaching, school management, school law, with observation work and practice school teaching. Each teacher in training must have at least six full weeks of practice work in elementary schools.

Efforts to strengthen the courses.—State Inspector of High Schools Josiah W. Taylor has this to say about reorganizing and strengthening the academy teacher-training courses so as to make them answer community needs more completely than they have done in the past:

> An effort to organize the work more completely has been made within the last few years with the result that stronger teachers have been placed in charge, the schoolroom work systematized and strengthened, more definite requirements made for observation and practice teaching, and provision secured for a reference library. The most significant results which I have noted are (1) a fairly strong tendency on the part of those who have completed the course to attend normal schools either at once or within a comparatively short time; (2) favorable comment on the part of superintendents who have hired graduates, showing that they have sufficient knowledge of school procedure to avoid many of the mistakes which the ordinary high-school graduate is likely to make during the first year of her teaching.

It may also be added that at the time of writing a bill is pending in the legislature, which, if passed, would extend the system of teacher training to high schools and increase the State-aid provision from $250 to $500 or $750 per school.

MARYLAND.—*The beginnings of teacher training in high schools.*—The legislature of 1914 gave the State department of education authority to organize teacher-training courses in certain accredited high schools. The State department is planning to establish such courses in 12 counties, although to date only 2 have actually been organized. The State superintendent assumes that these 12 training classes will be able to graduate annually on an average 10 student teachers, or about 120 from the high school training classes each year. The present enrollment in the two schools is 40, of which number 36 will probably be graduated this year. If to these be added the graduates from the three State normal schools and the State-aided colleges, the output should be large enough to take care of the 350 to 400 annual vacancies in the rural schools of the State. The qualifications of the teacher in charge of the training department, the course of study, library equipment, and other important details rest with the State department.

The study of pedagogy in the Maryland courses begins with the last year of the high school course and extends a whole year beyond graduation. By this plan the training school graduates will have reached a reasonable maturity which safeguards the schoolroom from extreme youth. It also guarantees a full year's work in pedagogy and reviews and methods of presenting the elementary subjects.

Course of study.—The work for the teachers in training is the same throughout the first three years of the course as that given the regular high school students. The fourth year, as will appear from the course given below, is modified somewhat. The postgraduate year is devoted entirely to pedagogy and reviews of the common school subjects. The course follows:

Fourth year.

	Periods per week.
English—Literature, rhetoric and composition	4
Science—Physics, half year; agriculture, half year, gardening, dairying and poultry raising	5
Latin—Cæsar, 4 books, grammar and prose	4
History—United States history and civics	5
Education—History and principles of education	3
Drawing and music	1

Postgraduate—First half year.

Special methods and review of arithmetic, grammar, and spelling	5
Psychology and principles of education	5
School law and State course of study	4
Special methods and reviews of reading and history	2

	Periods per week.
School management	2
Nature study and agriculture	4
Drawing and child songs	2
Second half year.	
Observation and practice teaching	10
Physiology, hygiene, and school and home sanitation	5
School management and course of study	4
Geography, nature study, and home economics	4
Drawing or school music	1

MISSOURI.—*High-school teacher-training courses.*—The system of teacher training in high schools was established in this State in 1913, and has been introduced since then into 111 schools, with an enrollment of 1,900 students, of whom 1,105 will probably graduate. Missouri has profited by the experiences of other Middle Western States which have had training courses in high schools a longer time. The endeavor has been to maintain high standards. To this end only first-class high schools with five or more teachers have been selected for the courses, the work in teacher training being given only in the eleventh and twelfth grades. The entire work of teacher training is practically in the hands of the State department of education which is held responsible for the course of study, qualifications of the teacher in charge of the professional work, as well as for the examination and certification of the student product. The State grants an annual aid in the sum of $750 for the accredited high school courses.

Qualifications of the professional instructors.—All the training course directors and teachers must be approved by the State superintendent. The following requirements are made the basis of approval for such instructors:

a The general requirements for teachers in approved high schools;

b Sixty semester hours of academic college work in advance of the four-year high school course;

c. Thirty semester hours of educational work in addition to the preceeding requirement;

d. Twenty-four months of successful teaching experience, part of this being in rural schools;

e. Good personality and evidence of special fitness for work in training teachers.

So strict did these qualifications prove that many schools have had difficulty in finding professional teachers for their courses. Several, indeed, were obliged to postpone the inauguration of the course because they could not find the right kind of teacher. This has now been remedied.

Requirements for graduation.—No student will be graduated from the teacher-training course who has not been in attendance a full four-year period, having completed the required 16 units of work, and having passed all the examinations given by the State superintendent. Again, only students who rank in the upper third of their classes are permitted to complete more than four units in a year, and even the strongest students must elect a special or vocational subject if a fifth unit is desired. Each unit in education is expected to demand one-fourth of the student's time. The certificate granted at completion of the training course is good for two years in rural and elementary schools in any part of the State.

Course of study.—The subject matter to be completed by the teacher-training students includes three units of English; two of mathematics; two of science, one of which must be agriculture; two of history, one being American history; one special or vocational subject; three units of electives; and three units in education. The first unit in education is given during the third year. This is entitled method through subject matter and emphasizes content of subject particularly. Reading, language, grammar, geography, and arithmetic are studied as material which the student will soon be teaching, special attention being devoted to method of procedure.

The following is a concise statement on the advantages of the new system of teacher-training upon the schools and teachers, by S. E. Davis, until recently State inspector of teacher training in Missouri high schools:

1. Standards have been more definitely formulated for teachers and courses in education in standard colleges and junior colleges. The work of these schools has been definitely inspected and approved or rejected.

2. Better teaching in elementary grades has resulted in all towns where high schools are offering teacher-training. A condition of approval is that all grade teachers must hold a first-grade certificate. Grade instruction is directly related to the work in education because of the fact that training students are not expected to observe poor teaching. Information blanks are filled by grade teachers. School boards have shown great willingness to dismiss incapable grade teachers and to require more training of many who have for many years been content with insufficient education.

3. The presence of observing students has resulted in greater attention to method on the part of high school teachers. The probability of a visit from teacher-training students either individually or in class has made grade teachers more alert, and conscious of the fact that traditional practices, though endured by little children, may not be the best methods when viewed by more critical judges. Many teacher-training libraries have been used by grade teachers.

4. In conclusion, the status of the study of education has been greatly improved by a year of teacher-training work. It is considered an honor to a community to maintain a teacher-training school. The teacher who is approved to teach education feels complimented; it is recognized that only good students are permitted to take work in education. All this must tend to dignify technical preparation for the work of teaching.

NEBRASKA.—*Teacher-training in the high schools.*—In 1905 the State legislature enacted a law prescribing that all teachers acquire

"normal training in a summer school approved by the State department of education, or in a State normal school or high school of the State." This led to further legislation in 1907, under which the State organized its first teacher-training departments in high schools. Under the Nebraska system, teachers-in-training must graduate from an accredited high school which, now, means a four-year high school. The professional work is all given in the junior and senior years. The organization of teacher-training departments in this State has had a marked influence on the scaling up of the high-schools departments and also of the grade work in the schools where the departments are maintained, because only the best prepared instructors are placed in charge of the training work.

In 1907, teacher-training was begun in 69 accredited high schools. The number of departments and students in attendance grew rapidly, until by 1916-17 there were 209 well organized classes in high schools and academies with a total attendance of 3,800 students, of which approximately 2,500 would graduate at the close of the school year.

Reasons for organizing the training courses.—The State of Nebraska has about 3,000 vacancies to fill in its rural schools each year. The 13 private and denominational colleges, the five public and private normal schools and the State university certify annually about 700 teachers with first and second grade certificates. This would give the State one and one-tenth teacher for each of the town schools of the State and practically no trained teachers for rural schools. In other words, the higher professional institutions have been unable to prepare teachers for the rural school because of the great demands made for their teaching product by the towns and villages. Under the high school teacher-training system, it should be possible within a few years to place a teacher with some professional preparation in every rural school of the State. This, in brief, is the purpose of organizing the courses.

Requirements for teachers in high schools and grades.—No teacher is eligible under the law to teach in the training department of any high-school district or in the high school department of any city school district in the State who is not a graduate from a regular four-year course of a college or university, or a graduate from the advanced course of a college, university, or normal school in Nebraska authorized by law to grant teachers' certificates, or who does not hold a professional State certificate obtained from the State superintendent on examination.

The State department of education has made the further requirement for teachers in the grades of these normal training high schools:

> Beginning with the school year 1914 all teachers in the grades must have had normal training in high schools, at least two years of teaching in addition thereto, or must be graduates from the elementary course of a State normal school and have had two

years' teaching, or be graduates from the full course of a State normal school or of a normal school that gives practice teaching in the grades equivalent to that of a State normal school.

Course of study for teacher-training high schools.—The four-year program given below is a regular Nebraska four-year high-school course, modified to adapt it for teacher-training purposes. The course has been approved by the State superintendent and the University of Nebraska.

For schools having at least three high-school teachers the course is as follows:

GRADE IX.

First semester.	Period.	Second semester.	Period.
Algebra	5	Algebra	5
English and bookkeeping	5	English	5
Physical geography	5	Agriculture	5
Latin	5	Latin	5

GRADE X.

Plane geometry	5	Plane geometry	5
General history	5	General history	5
English	5	Botany	5
Cæsar and Latin composition	5	Cæsar and Latin composition	5

GRADE XI.

Algebra	5	Solid geometry	5
Physics	5	Physics	5
English	5	English	5
Major reviews—arithmetic, geography	5	Minor reviews—mental arithmetic, penmanship, drawing, physiology, orthography	5
Latin or German	5		

School authorities will select four of the five subjects.

GRADE XII.

American history and civics	5	American history and civics	5
English	5	Chemistry	5
Major reviews—grammar, reading	5	Pedagogy	5
Latin or German	5	Latin or German	5

Suggested course for eleventh and twelfth grades without chemistry.

GRADE XI.

Algebra	5	Solid geometry	5
English	5	Civics	5
Latin or German	5	Latin or German	5
Major reviews [1]	5	Minor reviews [2]	5

[1] The major reviews are: Arithmetic, geography, grammar, and reading. Each subject receives 9 weeks.

[2] The minor reviews are: Physiology, drawing, penmanship, mental arithmetic, each one 4 weeks, and orthography 2 weeks.

GRADE XII.

First semesterr.	Period.	Second semester.	Period.
English—debating	5	English	5
American history	5	American history	5
Physics	5	Physics	5
Major reviews	5	Pedagogy	5

It will be seen from a study of the program that the third year of the high school offers the so-called major reviews in arithmetic and geography and the minor reviews in mental arithmetic, drawing, physiology, and orthography work in addition to the 3 units or 15 periods of regular academic work. The fourth year devotes 1 unit or 5 periods to major reviews in grammar and reading and 1 unit or 5 periods to pedagogy. No time is devoted directly to the study of rural-life subjects.

NORTH CAROLINA.—*Training classes.*—North Carolina has a few normal training classes organized directly by the State superintendent of public instruction under the State provision that "the course of study in high schools and the requirements for admission to them shall be prescribed by the State superintendent." There has never been any direct legislation on the subject nor are State subsidies offered for the encouragement of better teaching, although the State teachers' assembly and other educational organizations within the State have repeatedly urged legislation and State aid for teacher training in accredited high schools.

Twelve high schools are doing satisfactory work in teacher-training courses at the present time. The professional work is limited mainly to the last year of the high-school course.

NORTH DAKOTA.—*Voluntary teacher training in the high schools.*—Four-fifths of the population in North Dakota is purely agricultural and three-fourths of the instructors teach in the open country and places of less than 2,500 population. The higher teacher-training institutions have been unable to supply the large number of well-prepared teachers demanded by rural districts; because of this keen demand a number of accredited high schools have seen fit to organize training classes in connection with the regular high-school work. The State does not give these schools any special favors or recognition, although the State department of education "accredits" the diplomas of such teacher-training students and grants them the right to teach for a limited period of time in the rural schools of the State.

In 1915–16 there were 49 such departments in operation with an attendance of about 390, from which number 256 were accredited to teach; in 1916–17 the number of classes has increased to 83 with an approximate attendance of 695 and 350 graduates. The organization is still in the making stage. Entrance requirements are quite

indefinite, while graduation is based on completion of the high-school course.

OKLAHOMA.—*Newly established training classes.*—Oklahoma organized its first teacher-training classes in the fall of 1915. The State law under which the classes were organized provides that—

> the State superintendent of public instruction may issue teachers' certificates valid for two years, to all students who graduate from district agricultural schools or from fully accredited high schools when such schools have satisfied the said State superintendent that the course of study completed by the students desiring such certificate is equivalent to a four-year high school fully accredited with the State university, and that the said schools have sufficient equipment for teaching agriculture, domestic science, and manual training, and that the students have completed such a course in psychology and the science of teaching as the said State superintendent may prescribe.

In compliance with this law the State superintendent, together with a committee of city and town superintendents, drew up the requirements under which training classes may be organized in the high schools and secondary agricultural schools.

Qualifications of teachers.—The teachers in charge of the teacher-training courses must be normal-school or college graduates with at least 24 months of actual teaching experience, a part of this experience having been acquired in the rural schools.

As a further requirement, all the teachers employed in teacher-training high schools must be college or normal-school graduates or holders of State high-school certificates. The high schools must also in other respects conform to the standards of the North Central Association of Colleges and Secondary Schools.

Subjects required in the course.—The teacher-training work is given in the eleventh or twelfth grades, and all teachers in training are required to complete at least 16 high-school units, the same as prescribed in the regular high-school courses.

The course includes one-half unit in psychology; one-half unit in the science of teaching; one unit in American history and government; one year's work in agriculture, including laboratory and demonstration work with special emphasis on school garden work, not to be offered earlier than the eleventh grade; not less than one unit in domestic science for girls and not less than one unit in manual training for boys; and one unit of review courses of six weeks each, to include the following subjects in the order listed: Penmanship and spelling, reading, physiology and sanitation, arithmetic, grammar, and geography. It is desirable also that two units of domestic science or two units of manual training be included.

One hour daily, or its equivalent in time, must be devoted to observation work and lesson plans, and to practice teaching wherever possible. All students who take the teacher-training course must do actual observation work in all grades from the first to the eighth, inclusive.

Teacher training in secondary agricultural schools.—Several of the States having teacher training in secondary institutions include in this list secondary schools of agriculture. In Oklahoma there is one such agricultural school for each congressional district.

The agricultural school has an ideal environment and equipment for the preparation of rural teachers and in such States as Nebraska, where this kind of instruction has been in progress for several years, excellent results have been secured. Similar classes are now under way in the secondary agricultural schools of Oklahoma. The course embraces four years, the teacher-training work being given in the senior year, which is as follows:

SENIOR YEAR.

Boys.	*Girls.*
First term.	First term.
5—English literature and classics.	5—English.
3—(4) Physics.	5—Advanced algebra, or
4—(2) Veterinary science.	5. Psychology.
3—(2) Soils and fertilizers.	5. History of education.
5—Advanced algebra, or	3—(4) Physics.
5. Psychology.	(2) Practice work.
5. History of education.	(4) Dressmaking.
(2) Practice work.	(4) Cooking.
Second term.	Second term.
5—American literature and classics.	5—English.
3—(4) Physics.	5—Solid geometry, or
4—(2) Entomology.	5. School management.
4—(2) Feed and feeding.	5. Theory and practice.
5—Solid geometry, or	3—(4) Physics.
5. Theory and practice of teaching.	4—(2) Entomology.
5. School management.	(4) Millinery.
(2) Practice work.	(4) Sewing.
	(4) Cooking.

OREGON.—*Teacher-training courses in high schools.*—Rural school preparation in Oregon high schools dates from 1911, when 21 courses were established by law in accredited high schools. Since then there has been a steady growth in the number of departments organized. In 1915–16 there were 43 departments, and in 1916–17, 57, with an attendance of 463 students, of whom about 450 will be graduated.

Any pupil who has completed three years of high school work may be admitted to the teachers' training course; those who are directing the work, however, have succeeded in eliminating persons who they believe would have little native aptitude for the work. The professional work is given chiefly in the third and fourth years of the course. In the second year one semester is devoted to elementary agriculture with as much practical demonstration work as possible. In the third

year are given American history and civics with methods of teaching these subjects throughout the nine months. In the fourth year are given reviews in English grammar, arithmetic, geography, and several other subjects, all of them being taught from the pedagogical point of view. These reviews are for nine weeks in each subject. The teachers in training get 12 weeks' work in the theory of teaching, 4 weeks in Oregon school law, and 2 weeks on the daily program, school blanks, and the mechanical phases of schoolroom practice. Of greatest importance in the entire course is probably the observation work and teaching practice. This is given throughout the fourth year, 15 weeks of 40 minutes each daily being devoted to teaching practice in the elementary schools.

A one-year State certificate is granted without examination to all student teachers who have completed the four-year course in teacher-training high schools. This certificate may be renewed once, but only upon satisfactory evidence of at least six months' successful teaching experience.

VERMONT.—*Teacher-training courses.*—The legislative act creating teacher-training courses in Vermont went into effect July 1, 1911. The courses were established in connection with first-class high schools and academies and were limited by law to 12 for the first year and to 15 for the second. The restriction of numbers was removed entirely in 1912. At first the minimum number for a training class was fixed at 10 students. This was later reduced to 8. The superintendent of public instruction was empowered to employ special instructors for the courses and the township in which the school was located was required to raise $200 toward the instructor's salary, the State obligating itself to pay the rest of the amount up to $800.

By a new act in 1912 the power of locating the training courses and employing specialists was transferred to the State board of education. By the more recent act of 1915 all regulations concerning the control of the courses were delegated to the State board of education and the State now assumes the full expense of maintenance. The work is limited to seniors and graduates. Upon completion of the course seniors receive certificates which entitle them to teach without further examination in the elementary schools of the State for four years, and postgraduates receive certificates which give them authority to teach in the elementary schools of the State for five years.

The following table shows the number of teacher-training courses established up to 1917 and the number of students enrolled in each of the years since the law went into effect:

Teacher-training courses established up to 1917.

	1911	1912	1913	1914	1915	1916
Number of courses	12	14	19	22	33	36
Number of seniors enrolled	106	103	124	159	.....	.....
Number of postgraduates enrolled	48	49	65	65	.....	.....
Total number enrolled	154	152	189	224	300	350
Number receiving certificates	138	139	183	.....	290	325

Purpose of the training courses.—The State of Vermont is in many respects a rural State, which has been obliged to depend upon the two State normal schools for its teachers. These schools, however, have been unable to provide teachers for the open country, hence the establishment of the new kind of teacher training. The primary purpose of the training courses is well summarized by ex-State Supt. Mason S. Stone, who says:

> The teacher-training courses were established for the purpose of meeting existing conditions and of supplying rural schools with teachers specially prepared therefor. The two normal schools, one of which is located in a village of less than 150 elementary school children and the other in a village of less than 115 elementary school children, have never been able, on account of their unfortunate location and limited training capacities, to affect the rural schools in any large degree. But the teacher-training courses, through proper encouragement, will be able to place a trained teacher in every rural school in less than three years. These teachers will be as well equipped, if not better, through the special training received to teach in the rural schools as the graduates from the one-year course of the normal schools who have received only general training.

Content of the courses and methods used.—The entire year is devoted to reviews of the elementary subjects and to study of the general principles and methods of education, together with a large amount of observation and practice school work. The specialist in charge devotes all his time to the class, either instructing them in his own classroom or directing them in their observation and practice work. Eight hundred periods of professional work are required, distributed as follows:

	Periods.
Review of elementary subjects	200
Principles and methods	200
Observation and practice	250
Psychology	50
Nature study and agriculture	50
School law and management	50

A review of elementary subjects is distributed approximately as follows:

	Periods.
Arithmetic	40
English	60
Hygiene	20
Geography	30
History	40
Civics	30

In addition to the above-prescribed subjects, there is a certain amount of instruction in drawing, English themes, reading of classics, etc.

As much practical work as possible is introduced into the course. Important work is done in seed selection, potato cutting for planting, and corn testing; in the points and kinds of various farm animals and fowls, the different kinds of soils, grasses, and trees; and in the various features of knowledge essential for successful agriculture. Much stress is laid on the cultivation of plats at home in lieu of school gardens. Local exhibits for simple prizes are also encouraged in connection with the opening of the fall term. Some instruction is also given in elementary manual training and, to the girls, in sewing, knitting, and weaving.

Vermont has just passed a salary act which provides State aid for teachers employed in rural schools, to be paid in addition to their regular salaries. The special aid amounts to $4 per week for each teacher who holds a life certificate, or who has had two years of professional training following graduation from a first-class high school; $3 per week for each teacher who has taught at least 80 weeks and holds a first-grade certificate, or who has had two years of professional training preceded by two years' work in an approved high school, or who has had one year of professional training following graduation from a first-class high school; and $2 per week for each teacher who has had one year of professional training preceded by three years' work in an approved high school.

"Through these teacher-training courses," says Ex-State Superintendent Stone, "and by the salary inducement now afforded, it is expected that the rural schools will be greatly improved in quality of the teaching therein, that community life will be greatly benefited by the character of the teachers employed, and that rural Vermont will soon come to its own."

VIRGINIA.—*Normal training classes in the high schools.*—The State is making a determined effort to eliminate untrained teachers from the profession. Of the 11,904 teachers in public schools in 1915, 1,500 were graduates of the normal schools and at least 500 had been prepared in high school training classes. Of the remaining 9,904 teachers, 5,000 had had some professional work in summer schools since their entrance upon the teaching profession. This leaves nearly 5,000 teachers without professional preparation. The showing is not satisfactory, although quite remarkable forward strides have been made recently. Out of the 11,904 teachers in Virginia last year, 8,027 held certificates equal to or higher than first grade, which is an increase of at least 2,500 such certificates in six years.

In 1906 the State had two training classes in high schools—one for white and one for colored students. In 1917 the number of schools

had increased to 26, of which only one was for colored students; in 1911–12, 656 teachers held normal training certificates; in 1912–13, the number of these teachers had increased to 714. The number of students enrolled in 1916–17 was 419, of whom probably 225 would graduate during the year.

Organization.—The organization of Virginia normal training classes is by law vested in the State board of education, which designates the schools in which the classes may be established, determines the qualifications of the teachers employed in the professional work and prescribes the courses of study to be pursued. The old State-aid provision of "not to exceed $1,500 per school" has recently been changed to $750 annually for each school doing satisfactory work. The State appropriations for subsidies was changed by the last legislature from $15,000 to $20,000 annually.

Minimum requirements.—A first-grade normal training high school in Virginia must offer the following minimum requirements in connection with the regular high-school course of study:

	Units.
English	4
Mathematics	3
History	2
Science	2
Normal training work	3
Electives	3
Total	17

1. A class of eight pupils.

2. Three teachers, not including the normal training teacher, giving their entire time to high-school work.

3. A reference library approved by the State department of public instruction to cost not less than $50.

4. An equipment of maps, globes, and apparatus approved by the State department of public instruction.

5. A special normal training teacher whose training and salary shall be approved by the department of public instruction.

6. A four-year high-school course.

The professional work is limited to the third and fourth years and comprises systematic reviews of the elementary subjects, including the teaching of these subjects and a study of psychology principles of teaching, and school management and methods. There is also a limited amount of observation work of elementary schools, and each student teacher must, in addition, do a small amount of practice teaching.

Junior normal training courses.—The State board of education has extended the opportunity of the normal training classes to teachers who are already in the service of the schools, but who have not had

four years of high school preparation. This may be done on the following conditions:

1. Teachers holding first-grade certificates who shall complete the work outlined above for the third and fourth years in arithmetic and grammar, psychology and the principles of teaching, school management and methods, reviews, special methods, observation, practice teaching, lesson plans, together with such high school studies as are necessary to complete a full program for the year, which studies may be in any grade of high school work, shall be granted a professional first-grade certificate.

All of this work may be done, of course, in one year.

2. Teachers holding second-grade certificates who shall complete the work outlined above for the third and fourth years in arithmetic and grammar, psychology and principles of teaching, school management and methods, reviews, special methods, observation, practice teaching, lesson plans, and, in addition, a full year's work in the normal training school (grammar or high school grades) in all of the branches on which the grading on their second-grade certificates falls below 75 per cent, together with such other studies as are necessary to complete a full program for the one year or two years (ordinarily two years will be found necessary) of work demanded by the requirements of this section, shall be granted a professional first-grade certificate, provided the marks made on the examination for their second-grade certificates and in the normal training school average 85 per cent on the subjects required for a first-grade certificate.

WEST VIRGINIA.—*Normal training departments recently introduced.*—This State has recently placed a law upon its statute books which went into effect in 1915. Under it the State department of education is organizing normal training departments in connection with first-class high schools and private and denominational schools throughout the State. The law contains the following provisions:

Whenever in the judgment of any county high school board or of any district or independent district board of education in whose districts a high school is maintained, it is advisable to provide for better training of the teachers in the elementary schools of their county or districts, such county high school board, district board of education, or independent district board of education shall have the authority to establish and maintain a normal training department in connection with any high school under their control, provide necessary rooms, furniture, equipment, and supplies, and to employ teachers therefor: *Provided*, That not more than one such normal training department shall be established in any county: *And provided further*, That such normal training department shall not be established in any county in which a State normal school or other State school maintaining a normal training class is located.

The law further provides that it shall be the duty of the State board of education to prescribe the courses of study, to determine the number and qualifications of the training-school teachers, and to establish all other necessary regulations and requirements for the conduct of the schools. The State-approved normal-training high schools receive an annual State aid in the amount of $400 in addition to the State aid now provided by law for qualified high schools.

In 1917 there are 13 teacher-training departments in public high schools and "short courses"—equivalent to the training courses in

high schools—in 8 State and 6 church and private schools. The total enrollment in the high schools is 200 teachers in training, and in the "short courses" given in other schools, 350. The approximate number of graduates for the year is 135.

WISCONSIN.—*Teacher preparation in high schools.*—This State prepares teachers for the rural schools through county training schools and also through local high schools. The demand for professionally trained teachers is particularly strong at this time, since the State legislature has recently enacted a law providing that all persons entering upon the work of teaching after July 1, 1915, must have had at least two years of schooling beyond the traditional elementary school, one of which shall be devoted to professional preparation. In order to meet the demand for qualified teachers when this law should go into effect, the legislature passed a measure making provision for teacher-training departments in certain well-established high schools. This was done in the belief that the 7 State normal schools and 27 county training schools then in existence would be unable unassisted to provide the large number of teachers needed to fill the schools under the new requirements.

Organization.—The training courses are organized as a part of the regular departments in four-year high schools. These courses can not by law be established in counties which already have county training schools for rural teachers. One full year of professional work and practice teaching is required of all candidates for graduation. This is given in lieu of regular academic studies in the third and fourth years of the course and is in charge of a specialist who devotes his entire time to the professional training. The latter must be a graduate of the advanced course in a Wisconsin State normal school or its equivalent and must, in addition, have had at least two years of successful teaching experience. The courses of study and the qualifications of training school teachers must receive the approval of the State superintendent of public instruction, who, in other respects, also inspects the teacher-training work.

Graduation and State aid.—The certificate of graduation from the school entitles the student-teacher to instruct as an interim certificate when the candidate has taught satisfactorily for at least seven months. This may become converted into a five-year certificate when countersigned by the county superintendent of the county where the training school is located. Permissive indorsements by other county superintendents make this certificate to all practical purposes a five-year State certificate good in all rural and certain other elementary schools.

Approved training schools receive State aid in a sum equivalent to the total salary paid the professional teacher of the school. The annual appropriation for this purpose is at the present time $25,000.

Present status.—A few high schools had established training courses before the law of 1913 was enacted. Twenty-seven schools had adopted the work in 1916–17. The enrollment of students was 868. Four hundred and nine student teachers were graduated in June, 1917; of these 87 were classed as graduate students.

High-school training courses and county training schools compared.—It is of interest to compare these two classes of schools in the States where both are well established. Below are given excerpts from a statement on this subject by Rural School Inspector W. E. Larson, made recently at the writer's request:

HIGH SCHOOLS.

ADVANTAGES.

Students while getting their teacher training obtain a regular high-school education. This is an advantage to them. The advantage of the greater part of the high-school course as a preparation for country school-teaching, however, is greatly overestimated.

It helps to build up the high schools and improve the quality of the work done in them. The students who take the teachers' training course are usually the best students, as they have a definite purpose for their work. In many schools the teachers' training class has an excellent influence upon the student body. A great trouble with our high-school students in general is that they have little definite purpose.

DISADVANTAGES.

The training of teachers is likely to become a mere side issue. This is especially true if the principal does not recognize the significance or the importance of the work.

The teachers in the high school are often specialists in particular subjects, and such teachers are not always suited to give the students the right attitude toward the common branches that must be taught in the elementary schools.

The social life of the high school is not always adapted to bring about a good professional spirit.

The work done in the high school is, to quite an extent, determined by the college, and this has a tendency to weaken the work that is absolutely necessary to make good country teachers.

The field work must necessarily be rather limited.

COUNTY TRAINING SCHOOLS.

ADVANTAGES.

The school has a singleness of purpose. It can give its whole attention to the work of training teachers. The whole school, therefore, has a professional atmosphere.

All of the teachers in the school are interested in preparing people for a definite line of work. As a rule they are better teachers, more mature, and know more of country conditions and needs.

The county training school has a marked influence in the community aside from the preparation of teachers. It does considerable field work and as a result keeps more closely in touch with country life.

DISADVANTAGES.

Many of the students are young and immature and have too little academic preparation when they enter.

The courses are too short. In many respects the graduates are too weak when they go out. This is true of those who are high school graduates when they enter as well as of those who are not. In some of the schools three-year courses have been organized.

II. HOW THE TEACHER-TRAINING SCHOOLS ARE VIEWED BY EDUCATORS IN THEIR OWN STATES.

The following pages contain excerpts from letters of educators in the States where rural teacher-training courses are in operation. These letters were received in answer to a communication by the Bureau of Education requesting the frank opinions of the persons addressed. In a few cases the answers have been held confidential at the request of the writers and are not included. While some of the answers may have been influenced somewhat by the writers' immediate environment, they are, upon the whole, remarkably frank and express the honest opinions of these men on the questions of expediency and value of the new kind of teacher training.

State superintendents of public instruction.—The State superintendents of public instruction are placed first in the list as being vitally concerned with the question of teacher supply in the schools of their States. Their answers may properly be viewed in the large perspective of State needs. Of the 18 State superintendents or commissioners of education answering the communication, 10 are unreservedly in favor of the system, 4 wish to suspend judgment until they have had better opportunity to study the results of the training-school work, 3 others do not commit themselves one way or the other; finally, 1 is opposed to teaching courses in the high schools of his own State, but mainly because he believes the normal schools within the State are able to cope with the situation of providing a sufficient number of rural teachers. The excerpts follow:

Supt. W. D. Ross, Kansas:

Graduates of the State normal schools are almost always able to secure grade and high school positions, and, consequently, rarely go into the country schools, nor would the establishment of additional State normal schools greatly improve conditions in this respect, because students would not feel that they could go to the expense of leaving home and taking a four years' course in order to prepare themselves to become country teachers. But the fact that under the normal-training act they can get a year's professional training in the local high-school course and at the end of it secure a State-wide certificate good indefinitely if successfully used is serving at once to induce more young people to enter high school with the intention of becoming teachers and to hold more of those entering school until the course is completed.

This new course has given the high school itself a higher place in the esteem of the people, because it serves in part to meet their demand for curricula that are more practical, for even before there was any attempt at special preparation for the work substantially 40 per cent of all our high-school graduates went immediately to teaching.

The introduction of the normal-training course has also had a most salutary effect upon the entire school life of the communities concerned. The study of psychology, methods, and management gives a new view to school problems and school responsi-

bilities, and this awakening has had a marked effect on the attitude of the whole school toward matters of discipline and administration. Then, too, the observation work has not only greatly benefited the prospective teachers, but by reacting upon the work of the teachers visited has also resulted in infusing new life and energy into the work of the grades.

Ex-Supt. Payson Smith, Maine:

We do not have any approved teacher-training courses in public high schools in this State. We have had such courses in some of the academies subsidized by the State for a number of years. I have found that these courses serve to some extent a limited area in the way of producing a fairly trained teaching corps. It has seemed to me that the areas served by these schools do on the whole represent a somewhat lower professional standard because of the fact that graduates of standard normal schools are less likely to be employed within them. From the somewhat limited experience that we have had in Maine with secondary training courses for teachers I believe there is little likelihood of the approval of a general scheme of high school teacher training for the State as a whole.

Supt. Fred L. Keeler, Michigan:

When our present system was introduced it was the custom to rely upon the high school faculty for the academic teaching, and the county normal training teacher conducted the practice teaching, utilizing the grades of the city schools for this purpose.

At present we have in each normal school two teachers, one a principal who takes charge of the academic teaching and the other a critic who has charge of a room representing several grades and which represents as nearly as may be rural school conditions. The critic teacher directs the practice teaching. These two teachers have nothing on their minds but the training of rural teachers. They are selected especially for this purpose. The ordinary high-school teacher is a specialist in high school subjects and is seldom interested in the rural problem.

Supt. C. G. Schulz, Minnesota:

These training departments have proved their usefulness beyond any question. The county superintendents are unanimous in their approval of this method of training teachers for rural schools. Since practically the whole output of the State normal schools is absorbed by the village and city schools, the high-school training departments constitute virtually the only source for the training of rural teachers. The county superintendents and superintendents of high schools cooperate most excellently, with the result that the high schools are brought a little nearer the country and the country is brought a little nearer the high schools. In a great many cases country schools adjacent to the training department are used for practice purposes. At any rate, the whole attention of the student teachers is directed to the country schools, and the course of training is adapted entirely to the needs and demands of the country school.

I believe I am safe in saying that the results of the training departments in Minnesota high schools have exceeded the anticipations of the school authorities and that these departments have come to stay as a practical and satisfactory method of training teachers for rural schools.

The late Howard A. Gass, then State superintendent of Missouri:

The system seems to be a wise move educationally, since (*a*) it gives the pedagogical point of view to teacher-training students and gives them the professional attitude toward teaching; (*b*) it encourages those high-school students who desire to teach to stay until they complete their high-school course; (*c*) there seem to be a

number of indirect advantages, among which might be mentioned: (1) Through requirements made by the State department better grade teachers have been secured in teacher-training schools; (2) it causes some of the better high-school students to turn to teaching as a vocation; (3) it has made boards of education acquainted with the problem of the professional training of teachers; (4) the teacher-training course has aided in promoting a professional spirit among the teachers in schools where it is offered. The teacher-training classes are composed of good students on the whole. Students ranking among the lower third of high-school students are not allowed to enter the classes. The teaching of teacher-training instruction is, on the whole, good. Superintendents and communities seem enthusiastic over the courses. Though it is too early to speak very positively, it seems that, on the whole, the teacher-training graduates do as good work as teachers in the rural schools.

Supt. J. Y. Joyner, North Carolina:

Here and there a school does attempt to give a short normal course or institute course, though there is no special legal provision for this at the present time. We had hoped that legal provision for it would be made by our legislature, which recently adjourned, and that a special appropriation would be made for this purpose; but nothing was done. I may add that in my personal opinion such a system is not only wise but necessary. The principle has the approval of our State teachers' assembly and of the various other teaching organizations of the State as well, and, as I said above, we had hoped that something would be done by the legislature which met this year.

Ex-Supt. Frank W. Miller, Ohio:

From present indications these county normal schools are successful. They prepare teachers to remain in the rural service better than the regular State normals do. All of these normals are located in the smaller towns or rural districts, and none of them are in connection with city high schools.

The students come under the direct influence of an able director (in most cases), and they get an inspiration equivalent to that secured in larger normal schools or colleges. Besides, Ohio State University cooperates with these county normals by sending out extension lecturers and supervisors in domestic science and agriculture. These schools are all under the direct supervision of a supervisor of normal schools, who spends a large part of his time on the road visiting the various county normals. The county superintendent is obliged to teach some of the time in these county normals, and the district superintendent must teach in them upon direction of the county board of education.

Supt. J. A. Churchill, Oregon:

The county superintendents, in general, speak very highly of the work done by these teachers in the rural schools of the State. The very fact that we require 15 weeks of teaching practice makes the course of especial value to the rural schools, as the teachers prepared under such a course go into the rural schools with certain standards which otherwise they would not have. They know the number of words a child should have in his reading vocabulary at the end of the first month, how to present a language lesson to second or third grade pupils, the length of time required of an average pupil to become thoroughly grounded in fractions and decimals, and much other information that distinguishes the teacher who is partially trained, at least, from the one who has had no training.

Ex-Supt. Mason S. Stone, Vermont:

The teacher-training courses were established for the purpose of meeting existing conditions and of supplying the rural schools with teachers specially prepared there-

for. The two normal schools, one of which is located in a village of less than 150 elementary school children and the other in a village of less than 115 elementary school children, have never been able, on account of their unfortunate location and limited training capacities, to affect the rural schools in any large degree. But the teacher-training courses, through proper encouragement, will be able to place a trained teacher in every rural school in less than three years. These teachers will be as well equipped, if not better, through the special training received to teach the rural schools as the graduates from the one-year course of the normal schools who have received only general training.

Supt. R. C. Stearnes, Virginia:

We have been very much encouraged with the results of the normal-training departments. We have 25 normal-training classes in high schools and the last legislature increased the appropriation from $15,000 to $20,000. Each normal-training department costs the State $750.

Supt. M. P. Shawkey, West Virginia:

The law does not go into effect until next month, and we have not as yet made out our course of study. The course will probably be a four-year course after the eighth grade with something like one-fourth of the work devoted to education with a little practice teaching. I regret that I can not give a satisfactory report, but we are anxious that our work be started out as nearly right as possible, and we are therefore giving the question very careful preliminary study.

Presidents of State normal schools and teachers' colleges.—It has been assumed by many that the heads of the State normal schools would look upon the new teacher-training as an infringement on the legitimate field of their schools, and that on this account they would be aligned against the teacher-training courses. This is not, on the whole, the case. Of the 12 normal school presidents who answered the communication sent them, nine express themselves as favorable; of these, three do not wish to be quoted. Three out of the whole number are opposed, one of whom likewise did not care to be quoted. All seem to feel that the normal schools have suffered no serious effects from the high-school teacher courses. At least four presidents are of the opinion that the high-school courses have had a positively stimulating effect on their normal school attendance. Finally, it is the general opinion that the teacher-training courses must be looked upon as temporary expedients to be abandoned as soon as the normal schools can get their new rural school departments more fully organized.

One of the presidents quoted as being opposed to the high school systems feels that the new training encourages too many immature persons to enter the teaching field; the other finds this kind of instruction "illogical" and thinks that "it should not be encouraged:"

President J. J. Doyne, State Normal School, Conway, Ark.:

Teacher-training in the high schools of our State has proved fairly satisfactory. As we have only one State normal school, [illegible]ely supported when the needs of the State are considered, the normal training [illegible] schools have supplemented to a considerable extent the work that should be done in the preparation of teachers.

Our normal school has felt no serious effect from the establishment of these training schools, as we have this year the largest enrollment in our history. I can not say that they have been a stimulus or a deterrent. The increase in our attendance may have been due simply to the growing popularity of the normal school. Of course, this attendance possibly might have been increased if there had been no normal training high schools.

Our normal school has not been in any wise able to furnish teachers for the rural districts. Our graduates are much sought after by the towns and cities. I think, too, it will be found that this is the case with the graduates from the normal training high schools.

I consider the normal training high school a temporary expedient, as only in rare instances will it ever be the case that the breadth of teacher-training obtained in these schools will be adequate to meet the needs for which normal schools are established.

President H. H. Seerley, Iowa State Teachers College, Cedar Falls:

Under our present system the boys and girls of the country are able to go to the town high schools, and if such persons are being prepared for rural teachers I have no doubt they would be thoroughly familiar with the environment. The plan as proposed undertakes to prepare any high school pupil for the position of rural teacher. The course of instruction is a beginning one and in most places there is very little practice of teaching and in some institutions very little knowledge of rural school teaching.

These teachers receive their certificates from the superintendent of public instruction and not from the board of examiners. This latter board has charge of all other certificates issued in the State of Iowa. Persons who are employed to do this teacher-training are approved by the department of public instruction. Many of them have had no special preparation for the work undertaken. In so far as I can see it has had no effect except to boost the attendance of this institution.

President T. W. Butcher, Kansas State Normal School, Emporia:

We do not have the county training schools in Kansas, but many of our larger high schools offer courses for teachers. These courses are known as normal training courses, and they are given under the direction of the State board of education. They do much good, but they do not solve the problem for the rural schools. The courses are given by city teachers in city systems without the rural atmosphere or attitude. For the most part the students in training are city bred. We do not feel that these schools hurt the normal schools in the least. Many of their students come back to us for advanced training, and, as one of our men puts it, the idea of "normal training" in the high school lines the student up, so to speak, with the whole idea of a normal school education.

Two or three per cent of the rural-school teachers of Kansas are graduates of a normal school. Nearly all of our secondary school graduates go into rural-school work, but most of them do not remain permanently for the reason that they are absorbed by the cities as soon as they make additional preparation.

President John R. Kirk, State Normal School, Kirksville, Mo.:

I was the man who wrote and offered the resolution to try out the teacher-training courses in this State. I am now in grave doubt as to the efficacy of high school teacher-training courses. With all due respect to the people who are conducting those courses, I think they are not what they ought to be.

Certainly, they should be considered as temporary expedients and nothing more. I fear they are producing a confidence in the young intending teachers without substantial bases for the confidence. My impression is that the scheme is encouraging too many immature young persons to tackle the profession of teaching prematurely.

The normal schools of this State are still the main reliance for the preparation of rural teachers. My impression is that altogether too large a proportion of the young town girls who take the teacher training in high schools are not going to the country at all, or, if they are going to the country, they are making the matter a mere expedient. There is no comparison between a teacher-training class in one of the high schools and the same class without change of personnel when brought over to the normal school. This normal school and others like it give the actual farm community setting for the courses in rural education. The high schools can not do that. The high-school teacher-training scheme is likely to result in considerable inbreeding for the positions in the elementary schools of the cities and towns.

President D. W. Hayes, Peru State Normal School, Nebraska:

As a normal-school president, I do not see that the high school training courses have been an infringement upon our rights. We find that those who have had this sort of training in the high schools and afterward take a course in the State normal schools are really the finest graduates that the normal schools can turn out. While I do not deem the training they receive in the high schools as adequate, it has been a step in the right direction and has meant a very marked advancement in the standard of the qualifications of rural-school teachers in Nebraska.

We have four normal schools in Nebraska at the present time. Our own State normal will graduate 200 students, the Kearney State Normal approximately 100, the Wayne State Normal 50 to 75, the Chadron State Normal 50 to 50. In other words, about 400 in all.

In the case of Peru, we find that our product is absorbed almost entirely by the city school. In fact, not to exceed a half dozen people out of our 200 will go into the rural schools this year. Inasmuch as we have 176 normal training high schools in Nebraska receiving $350 each year out of the State treasury, it is probable that they will be continued for a number of years. However, personally, I can not feel that the high school training is the ideal training for rural teachers. I have always maintained that this was a function of the normal school and that the normal school should prepare to meet the situation.

President R. H. Wright, East Carolina Teachers Training School, Greenville, N. C.:

The high schools in our State that are offering teacher training have not in any way affected the attendance upon this school, so far as I can tell. The normal schools in our State are not able to furnish half the teachers that we need annually. Until this school was established the normal trained teachers as a rule went into the city schools, because the city schools offered better pay and longer terms.

As to whether this system of training teachers through the high schools is a temporary expedient or a permanent addition to the professional training schools of our State, my answer would be really no more than a guess. I do not believe our State in 20 years will build enough normal schools to provide teachers, and if it does not build these normal schools then our teachers will have to get their training, at least a portion of our teachers will have to get their training, in the high schools. As president of a normal school I see no reason why some training should not be given in the high schools. On the other hand, I do not believe it is best to place in any high school too much teacher training, because the student should have a complete high school course before he undertakes training for the profession of teaching.

President O. I. Woodley, Fairmont State Normal School, West Virginia:

I am not much in favor of preparing teachers for rural schools in the high schools. The average high school teacher and the average high school atmosphere is not of

the character and kind that would give one preparation for rural school work. The life and atmosphere of the high school would tend to draw one from it. The teachers also have been educated away from what the rural school requires, and in the main are not in sympathy with the rural school spirit. I can not conceive how the average high school could prepare the average young person for effective work in the rural schools. It is not a logical proposition, and should not be encouraged.

President J. W. Crabtree, River Falls State Normal School, Wisconsin:

I do not feel certain that county and high school normal training should be a permanent feature of our system of preparing teachers for their work. I am confident that county training schools and normal training high schools have met at least a temporary need in Wisconsin, Nebraska, and Minnesota. These schools should be continued for some time, and possibly for all time. I believe, however, we should look upon this arrangement as being in the experimental stages at the present time.

State supervisors of teacher training in high schools and county normal schools.—Supervisors employed by the State departments of education have immediate inspection of the high schools in which rural teacher training is in operation. They come into personal touch with the directors and special teachers in these classes and departments and also see the teachers in training at work in their classes and in the practice schools. They are, therefore, in a position to speak with authority. Of the supervisors or inspectors included in the list given below, not a single high-school inspector is out and out opposed to the system, although while one doubts the advisability of extending it to all the high schools in his State, another would prefer to see this kind of teaching limited to the "real county normal schools." The others may be classed as enthusiastic on the results attained up to the present time. The supervisors agree, in general, that the new courses tend to make the high-school students more earnest and studious while in school, and that the school reacts to the "new dignity and definiteness of purpose in a most satisfactory way." All the supervisors realize that the teacher-training courses have many weaknesses which should be remedied as soon as possible. A few believe that the schools will become permanent teaching institutions in their States, while several others look upon them as temporary expedients, to be abolished as soon as the State normal schools become able to prepare the requisite number of rural teachers to fill the annual vacancies.

F. L. Mahannah, ex-inspector of normal training in high schools, Iowa:

It unquestionably induces a larger number of prospective one-room rural schoolteachers to first complete a high-school course before attempting to teach. In Iowa only about 51 per cent of the rural teachers are high-school graduates. The balance have had either no high-school training, one year high-school training, two years' high-school training, three years' high-school training, or at most, less than four years. If the normal training course does nothing else than induce a larger number of prospective rural teachers to first complete a high-school course, it will have materially

increased the efficiency of the rural teachers. Second, it provides a review of the branches which prospective teachers will be called upon to teach in a rural school, thus giving them a better knowledge of the subject matter they will be called upon to teach.

Concerning the permanency of the high school normal training course, I will say that it is probably as permanent as the one-room rural school. We now have in Iowa upwards of 12,000 one-room rural schools, and while the consolidation of rural schools is growing rapidly, yet it will be a good many years before there is any appreciable difference in the number of one-room rural schools. From the very nature of the case the one-room rural school must of necessity look to the high school for its supply of teachers. If the time should ever come when it would be possible to put into the one-room rural schools graduates of higher normal schools, I would say that the normal training high school should then be abolished as being unnecessary. But the thing that confronts us in Iowa is a condition and not a theory. We are not able to put normal training teachers in the grades of our city schools, to say nothing of getting them for the one-room rural school. I will not claim that the high school normal training course is ideal, nor that it in any way parallels the result that would be possible in higher normal schools, but whatever good it does give us is just that much in addition to what we had before. I will say that before the normal training high school was established mighty little attention was paid to the training of teachers for one-room rural schools.

I think the normal training high school has had a very beneficial effect on all schools designed to prepare teachers of elementary education. It certainly has had much to do with dignifying the profession—if it may be called a profession—of teaching the one-room rural school. I suppose it is but natural for me to be enthusiastic over the normal training high school, but I am confident that when the legislature first enacted the normal training high-school law it enacted one of the most beneficial laws that has ever been passed in the State. It ushered in the plan of State aid, which is doing much in this State to improve conditions from the first grade to the twelfth.

State Inspector of High Schools J. W. Taylor, Maine:

It is my impression from what I have seen from the courses in this State that a few of these courses in carefully selected centers might serve to relieve in some degree the present dearth of trained teachers in the rural schools. I do not believe that the introduction of this system in the high schools throughout the State would result in permanent advantage to the system.

The value of the work of students and the inspiration for successful teaching in rural communities must depend very largely upon the teacher in charge. We insist that these teachers shall be graduates from normal schools, but further than this general requirement we do not attempt to go to any considerable extent.

Teacher-training Inspector M. G. Neale, Missouri:

The strong points in the teacher-training work in the high schools of Missouri are, in my opinion: The fact that only students ranking in the upper two-thirds of the student body are allowed to enter the teacher-training course. Teacher-training students are allowed to take only four subjects at one time. The classes are required to make several visits to a demonstration rural school. The students are given two examinations a year by the State department, which enables us to check up rather carefully the work done in the different classes. The requirements set for teacher-training instructors have placed in this position an unusually good lot of high-school teachers, and the instruction in pedagogical subjects is, in my opinion, of a very high quality.

It is my opinion that it will be a permanent feature of high-school work in the State of Missouri. It may be that later an extra year of work will be required of high-school students who would be teachers, but it seems to fill a real need in this State and will, I think, not be given up.

The weak points in our system in Missouri are, in my opinion: The fact that not enough attention is paid to rural life and rural-life needs. Some of the psychology is not very closely connected with the problems of teaching. This part of the course should be made more practical if possible. It seems to be a little too theoretical as at present outlined.

It is my opinion that it will be a permanent feature of high-school work in the State of Missouri. It may be that later an extra year of work will be required of high-school students who would be teachers, but it seems to fill a real need in this State and will, I think, not be given up.

Normal Training Inspector G. A. Gregory, Nebraska:

The normal training comes in immediate contact with all the pupils of the high school, so that those who are inclided to undertake teaching readily enter the classes and for two years have their minds on a definite end; i. e., teaching. This leads them to be more earnest, studious, and observant, watching teachers as to their methods, learning self-control and self-direction, all of which make for manliness and personality.

In our Nebraska normal training system we have the free-high-school law, which places thousands of the best type of rural pupils in our normal training classes. These with few exceptions become our best normal trainers, who go back into the country to teach. This happy combination is working so well that there is prospect of a long continuance of normal training in high schools. There are 4,000 normal training pupils in the junior and senior classes; about 2,000 will graduate. There is room for all these to teach in the rural schools, and our regulations will not permit them to teach in any place but rural schools or small towns until after two years of teaching experience. This policy puts a large number of good teachers in the rural schools. It costs the State about $40 per normal training pupil, prepared to teach. It costs over $100 per pupil to put them through the State normals.

Our pupils who are developed for teaching through the normal training in high schools are largely rural pupils or else pupils from small or rural towns, and in every normal training school there are numbers from the country who mingle in common with town or city pupils and on the average are fully the equal of the urban pupil.

Henry G. Williams, State supervisor of county normal schools, Ohio:

It is the purpose of these county normal schools to train teachers only for the rural and village schools of the State and the diploma given on the conclusion of a one-year course following graduation from a four-year high school course entitles the holder to a certificate, without examination, to be issued by any county board of examiners in the State. These certificates are valid only in the rural and elementary schools of the State. This results in a careful selection of the student body on entering the county normal school. They know before they enter something of the value of the training they will receive and the value of the certificate that will follow. The result is that no students enter the county normal schools who are not willing to teach in the rural and village schools of the county. In this way we secure young people who are in sympathy with rural life and with the problems of the rural schools.

W. E. Larson, State rural school inspector, Wisconsin:

I look upon rural teacher training in high school as a present expedient rather than a permanent feature. I believe the time will ultimately come when rural school teaching will be a specialized vocation. The high school work, however, should even then be a greater factor in the matter, as the professional work to be done in a special professional school will depend upon the previous academic training the students have had.

I think it is more difficult in a high school to develop the outlook and love of country life than in a county training school. The only way to bring that about is to get the proper kind of teachers, who can show up the great possibilities in country life.

County and district superintendents.—The testimony of these men and women is of vital interest since their chief concern is to find and keep in the schools the best teachers available. Without exception they declare the new teacher product more efficient than the old teachers who came into the schools on county or other local certificates. A few superintendents even go so far as to declare that the teachers from high schools are just as efficient as the teachers coming to them from the normal schools. Many find that the new teachers understand more thoroughly the needs of country life and are more eager to socialize the country communities, while a few declare that the high-school-trained teachers have no clearer understanding of modern needs than did the teachers of the old schools.

The following excerpts are suggestive:

County Superintendent W. R. Edwards, Benton County, Ark.:

They are more efficient than the old teachers because they are more able to prepare and follow a suitable daily program and to grade the school more effectively. They are usually stronger in the power to discipline. Graduates of teacher-training schools are usually more mature in years and have had a wider range of reading, as well as experience, in country life, and for this reason they usually have a better understanding of this subject.

County Superintendent Carolyn E. Forgrave, Dallas County, Iowa:

I am very glad to answer any question concerning our work, for I feel the teachers from the normal training from our three high schools have been a great help in our force of teachers and I hope next year to have more of them. It is helping us to solve the problem of better teachers for our rural districts. I think every teacher from this department has made good, that is in every respect. They seem to take such an interest in the work. Their schoolhouses show it also. They put up exhibit work, keep the room neat, and seem to enjoy the children.

County Superintendent W. L. Peck, Allamakee County, Iowa:

The fact that teachers are required to teach in the different grades under the supervision of an experienced teacher is one of the strong advantages of this course. The work they have had in agriculture in this course has especially prepared them for rural school work, and they seem to be able to master the problems of country life better than the teachers who do not have this training.

I believe the placing of the normal training course in the high schools has accomplished more good than anything that has been done for the rural schools of this country.

County Superintendent H. C. Moeller, Buena Vista County, Iowa:

We have only two teachers in the county now who have taken the high school normal training work. They are both doing excellent work and there is no question in my mind but what the work done in such schools in this State is going to result in much good to the rural schools. These teachers are stronger in both scholarship and professional spirit than our average rural teacher. I believe that they have a better realization of the problems before them as rural teachers.

County Superintendent Geo. F. Munier, McLeod County, Minn.:

Heretofore we have had to get our teachers from the high-school graduates who were mentally fresh on the high-school subjects, but sorely rusty on the grade work. Furthermore, they never observed any side but that from the standpoint of the pupil and were entirely ignorant of any pedagogical principles. They knew not how nor where to begin any subject or grade of work and, therefore, the first year's work was little better than a sham school, consisting of a monotonous day after day textbook recitation. We find the normal-trained people at least possessed of ideas to work out, and even though these ideas are borrowed, they prove out far more profitable to the schools than using up a whole term in order to become acquainted with the work.

The teacher without normal training has the tools to work with but knows not how to use them, while the normal teacher is possessed with the same tools and is given methods for their uses, although she has got to insert her own personality and make them somewhat her own in order to make them of much value to her.

County Superintendent Dorothea Kolls, Hall County, Nebr.:

The teachers trained in our normal training high schools do very creditable work, and I am satisfied with them. They do better work as a rule than teachers who have had but the eight weeks' summer normal work.

A number of these teachers take considerable interest in community life, but most of them are rather young and inexperienced to make good teachers. I think our normal high schools do not take up this phase of the work as much as might be possible.

County Superintendent Mabel E. Kirk, Clay County, Nebr.:

You ask if I am satisfied with the graduates of the teacher-training departments in high schools. No; I am not, although they are better prepared than teachers who have not had such professional preparation. They are stronger than such teachers in that they have a better comprehension of the difficulties and duties of the profession, have some ideas as to methods and systems of instruction and discipline and, to sum up, know just enough to know how much they don't know, so are willing to study and observe so that they may learn more.

I can't see that they have any better mastery of the problems of country life than had their predecessors, or that they devote any more time to country community activities. This is the fault of the schools. They do not train pupils along these lines.

County Superintendent Hannah C. Johnson, Boone County, Nebr.:

I wish to state that the graduates of the normal-training course of our high schools make our strongest rural teachers. I have found that they enter the teaching profession with a clearer vision of their opportunities and responsibilities as teachers than those who begin teaching without any professional training or those who have taken a term or two of eight weeks at some normal school. This is especially true of those graduates which come from high schools having superior normal-training teachers and strong work done in the grades where they observe actual school work or act as cadets. They catch the spirit of these teachers and more or less unconsciously follow their example in their own schools later on. Their methods, under these conditions, are far better and their attitude toward making a success of their chosen profession is more commendable than with former beginning teachers.

County Superintendent Minnie B. Miller, Holt County, Nebr.:

They have a better general education and are older than the ordinary teacher. They are stronger in imparting knowledge and are better in discipline; do more sys-

tematic work and like their work, which I consider necessary for a good teacher. They seem to understand rural conditions better and do more community work.

County Superintendent W. S. Fogarty, Preble County, Ohio:

Inasmuch as this is the first year of the county normal-school work in our county, it is impossible for me to say what these young people will do next year in their school work. However, I feel very certain that they will do far better work than those teachers who have had no training except the academic course in the high school.

County Superintendent J. E. Myers, Cook County, Oreg.:

The new teachers' minds are freer from sentimentalism and old fogyism if their normal teacher has been strictly up to date; they take more kindly to agricultural tendencies, to nature study; they are inclined to court the parent-teachers' meetings, to encourage the closer union of the home and school; they are willing to work in the country and have done much to bring the standard of the little rural school up to the near efficiency of the town school. Results: Our young rural children draw a little, paint a little, mold clay a little, folk dance a little, sing a little, tell a story well.

In the main their preparation has made them stronger than they otherwise would be and more efficient than their sister, without preparation, who is making a hit-and-miss stab at the work.

District Superintendent E. S. Boyd, Grand Isle County, Alburg, Vt.:

I am only partly satisfied with them, they are stronger than untrained teachers, as they have some knowledge of methods, cooperate with the supervisor better, are somewhat more progressive, and have had a little practice. They do not seem necessarily to have any better knowledge of the problems of country life and the rural teacher than untrained teachers, and they do not seem to devote any more time to country-life activities than others who are not trained.

These teachers are stronger than the teachers who have had no technical preparation for they come to me with a good spirit of cooperation, they are accustomed to supervision and expect it, they have some knowledge of methods of teaching, and they have had at least a little practice in actual teaching, while in the training school.

County Superintendent E. B. Bergquist, Goodhue County, Minn.:

I am pleased to testify to the benefits to rural schools of teacher training in high schools. It is practically our only source of professionally trained teachers, as graduates of the State normal schools will not teach in the country except when driven by extreme necessity, and these are very often such as can not secure places in the city schools. I find that the high-school training graduates have had the rural school problems held up to them during their entire course as their immediate problems and in this county each cadet spends several weeks in some country school during her year's training. These graduates know exactly what to do on the first day of school and need not flounder around in hopeless experiments for the first few years.

County Superintendent W. C. Johnson, Audrain County, Mo.:

They are stronger than the other beginners and most of the experienced teachers, in scholarship. They are much better prepared for teaching because of this, also because they have had some practical professional training. For they get the right ideas of what to do and how to do it, and do not have to break away from old habits, customs, etc.

District Superintendent of Schools Ellen E. Baldwin, Chenango County, N. Y.:

The teachers in my district from training classes are, as a whole, better than teachers without this training. They have ideas concerning methods of teaching which they use. They are more progressive in many ways.

District Superintendent of Schools J. N. Palmer, Chautauqua County, N. Y.:

Our training classes are successful. Naturally, our normal schools turn out a higher grade of teachers; but the course is so long that many feel that they can not afford the course. If they had to depend upon these schools entirely we could not supply teachers for all our schools. Even under present arrangements the supply and demand are pretty well balanced. The teachers from the training classes are, as a rule, faithful and quite efficient.

District Superintendent Arthur W. Eddy, Middlebury, Union District, Vt.:

In our classes in Middlebury High School we have trained during the past three years 31 teachers, and we have 11 who will finish the course next month. Thirty of these have gone into rural school work in Vermont, one is teaching in a convent where she took the vail this winter. I have been pretty well satisfied with the work done. They know what to do in their schools at the start; they have a system for teaching reading that is effective; they know what to require of children; and they have considered their relations to a rural public and have entered upon the work knowing the type of problems to be met, since they have recently reviewed the common school branches with a view to teaching them and taken up methods of presentation; they are much superior to the ordinary high school graduate without training.

District Superintendent Sylvanus Ames, Dane County, Wis.:

My experience with teachers trained in high schools has been very satisfactory. Nearly all of them are from the rural communities, so are well acquainted with the conditions in the schools in which they expect to teach. They are much stronger in all ways than those who have had no training for teaching; they are more resourceful, more earnest; they have definite concepts of work and a good idea of what should be done. In the community they are more active than former teachers, and have been trained to do social center work of value. I have about 25 such teachers in our schools, and their work stands out strong when compared with that of those who have had no training.

III. SUMMARY OF TEACHER-TRAINING COURSES IN SECONDARY SCHOOLS, WITH SUGGESTIONS FOR THEIR IMPROVEMENT.

General summary.—A few facts stand out prominently in the foregoing pages. Among these are the following:

1. Rural school training courses were organized because the need was urgent. Less than one-third of our rural teachers have had any professional preparation before entering the field of teaching. The normal schools have been unable, because of the great demands made on them for city and town teachers, to do much for specialized preparation of rural teachers. Educators have had the choice between continuing the old system of recruiting the ranks of rural teachers from the immature young men and women coming from the grades and the lower high school classes, weak in academic subjects and without any professional preparation, or utilizing the most available secondary schools—the high schools—directly or indirectly, in the work of providing a supply of teachers with at least some professional preparation and a teaching knowledge of common school subjects.

2. Educators differ greatly in their opinion as to whether the new kind of teacher-preparation will become permanent or is to be considered as a mere temporary expedient. The majority opinion seems to be toward the latter.

3. The high-school system should probably be looked upon as a step in the evolution of teacher-preparation in our country—an evolution brought about largely through the unprecedented industrial changes in American national life during the last few years. There seems to be general agreement that the new kind of teacher-preparation may continue for many years to come, or until the great demand for rural teachers shall have become satisfied some way. How soon this shall come to pass will probably depend on the willingness and ability of the normal schools to adjust themselves to the new demands.

4. The teacher-training courses are in process of development. While superior to the old system of no preparation at all, they are far from what they could be made. They are really little more than makeshifts. What the rural schools need is mature teachers who have a large degree of academic and professional preparation. Especially should they have a thorough knowledge of modern agricultural life and rural needs. That the secondary school training

courses have not yet to any appreciable extent provided teachers who measure up to these standards, is conceded by the most enthusiastic supporters of the high school system.

The secondary schools can scarcely be expected to produce ideal teachers for the rural districts. Their graduates will always lack maturity and experience. The professional preparation must be provided in an environment full of difficulties and in an atmosphere poorly adapted to rural teaching. But it should be possible to make the schools much more effective than they are now.

Pertinent questions on the present system.—It appears from the foregoing study that there are many outstanding questions which must yet be answered.

1. Should the work be organized as a part of the regular high school courses or should there be separate departments for teacher-training?

2. If the work is organized as a part of the regular high school courses, how much time should be devoted to the professional work and when?

3. If the teacher-training is organized as a separate department, what should be the length of the course and what should the requirements be for admission?

4. What attention should be given to sociological and other problems of country life?

5. Is it advisable to make use of practice schools. If so, should they be the elementary schools of the local system or near-by rural schools, or both?

6. Just what should be included in the course of study—just what reviews, what professional studies, etc.?

7. Finally, what special preparation should be required of the director or teachers in charge of the professional work?

The training-courses organized as separate departments or as part of the regular high school course.—It was shown above that only one State has true county normal schools; 5 States have separate departments for training teachers in more or less direct connection with the high schools, and 16 other States give the teacher-training as a part of the regular high school courses. There is much disagreement as to which system of organization is the most satisfactory.

The county normal schools have the advantage of being of and for rural folk; at the same time their courses are too short to provide a really adequate academic preparation. If their courses of study were lengthened by at least one year—a thing difficult of accomplishment without driving the students into other higher schools—much more mature teachers could be sent into the field.

The adherents of separate departments in connection with high schools point out that under their system there is less interference

with the academic work of the high school than where the training is a part of the regular course. This is true where the special departments draw their students from among high school graduates only; but where they accept them from the third or fourth high school years, as is done in several States, there is grave danger of drawing the students away from high school too early. It would be better in such case to keep them in high school for the regular four years and give the reviews and pedagogy in the regular course.

Wisdom of organizing the work as a fifth or graduate year.—In only two of the 21 States can students obtain teacher-training certificates without having completed four years of high school work. The other States require that students complete as a minimum a regular four-year course in a standard high school.

There is a growing conviction among the educators most intimate with the training schools that the course should be given as a fifth or graduate year. Teachers in the modern rural schools, it is recognized, need at least as much education, professional knowledge, skill, and maturity as teachers in urban and town schools. This is impossible of attainment in a four-year academic institution. To add one and even two years to the standard high school course would be highly desirable—though in some States probably impracticable yet for many reasons. Four States already limit the work to fifth-year students, and four other States report that a majority of their matriculants have completed accredited four-year high school courses before entering the training classes.

A questionnaire addressed to each of the departments of education in the 21 States concerned brought these interesting results: Fourteen State departments of education favor organizing the training work as a fifth-year course; four are undecided and express no opinion; and three believe that the course should be included in or at least should be made to parallel the regular four-year high school course. State superintendent A. M. Deyoe, of Iowa, has this to say:

> We favor the organization of the work as a graduate course. This will free the pupil from the requirements of the rigid high school recitation program, free her from the social and other outside activities incident to the high-school work, and permit entire attention to the teacher-training work through elasticity of the daily program. It will also in Iowa free the student from the rather rigid requirements for college entrance courses which have been imposed.

State Superintendent J. A. Churchill, of Oregon, speaks in much the same vein when he says:

> The course would be much stronger if no one were permitted to take it except in the fifth or graduate year. Many pupils in this way could not make it a "safety-first" course, while many others who do take the course in the fourth year could not afford to remain in school to take it the fifth year. Many parents feel that after they have sacrificed for the purpose of sending the child through school for four years they can

not do so for a fifth year when other members of the family are coming on into the high school and requiring that they too be given a high school education.

Deputy Commissioner of Education Thomas E. Finegan, of New York, would go even further and give the training departments a strong training course beyond high school education. He would require—

graduation from an approved high school course for admission and a two-year approved professional course for graduation therefrom. * * * The course should be broadened and developed so as to meet the sociological conditions of rural life.

Miss Mabel Carney, State inspector of teacher training departments for Minnesota, likewise agrees that the course should be put on a graduate basis, but she believes it unwise to make it a two-year course. She says:

In all cases this course should be but one year in length in my judgment. The high school system is a temporary system and there is grave danger of permitting it to become a two-year course. Such an extension of time will fasten the high school system too permanently upon any State and discourage the development of rural departments in State normal schools. Since all rural teachers should finally be prepared in State normal schools and the high school system abandoned, this extension of time is extremely bad.

The requirements for admission should be as high as possible. The completion of a four-year high-school course is desirable; that is, the work should be placed on a graduate basis as rapidly as this can be done. When this is impossible senior rank should be required for admission.

The view that the course should not go beyond the fourth year of the high school is well expressed by State Supt. M. P. Shawkey, of West Virginia, when he says:

I do not believe that the work should be organized as a fifth or graduate year. The purpose of organizing teacher-training high schools in West Virginia was to aid in providing a supply of teachers for the rural schools who have had some professional preparation for their work. If the time required for graduation from these schools is made too long, it will tend to discourage prospective teachers from enrolling in these courses.

A reasonable standard of attainment.—The excerpts given above naturally reflect conditions and needs as they are in the States quoted. In a State which requires a minimum of four years of academic and two years of professional work for graduation from its normal schools, there would be little difficulty in organizing the secondary school teacher-training departments on the basis of a fifth year or even as a two-year course above high-school rank. The problem is much more difficult in States in which the normal schools have lower entrance requirements. It is regrettable that many State normal schools accept—often under legal requirements—students of less than high-school graduation, sometimes even taking them direct from the eighth grade. Where such conditions prevail the high school and the normal school become competitors. The former can

not under these conditions extend its course beyond high-school graduation without taking the risk of diminishing the number of students who naturally would be attracted to the normal schools in preference by reason of the ease with which a normal-school certificate could be obtained.

By degrees, then, as the normal schools see their way clear to increase their requirements for entrance and graduation, the secondary schools may be expected to strengthen and lengthen their courses also.

The reasonable "standard" to be set up must be dictated by our country's present needs. It may be that high-school teacher-training courses must continue as the chief source of rural teacher supply for many years to come. The courses of instruction ought, therefore, to be organized in such a manner as, (1) to furnish the candidates with the fullest academic preparation; (2) to provide them with the best possible professional preparation; and (3) to do this work in such a way as to interfere with the regularly established school system as little as possible.

To set the standard at one year above high-school graduation is not requiring too much. The professional subjects and practice teaching could then be given in the fifth year. The students should be required to indicate their intention of taking the teachers' course not later than at the close of the second year of high school, and they should choose studies in their last two years of high school with a view to preparing them directly for rural teaching. Under this arrangement a student would receive a high-school diploma and a certificate to teach in rural and village schools. The study courses could also be planned in cooperation with the State normal schools and other professional schools to allow the students advanced standing for this fifth year of work.

Content and arrangement of the course of study.—The students in high-school training classes are being prepared for teaching in rural districts. By reason of this, it is reasonable to expect that they should (1) have a definite knowledge of the fundamental problems of country life, and (2) be prepared to instruct the children in the particular subjects of greatest value to agricultural people. In addition, the teachers should have a liberal amount of observation work and practice teaching in real rural schools, for in such alone do they come face to face with the real problems of rural teaching.

It is impossible to include all these subjects in a regular four-year high-school course without modifying its contents to such an extent as to defeat the original purpose for which the secondary school is established. This statement leaves out of consideration entirely the obstacles sure to be encountered in the training work in the regular high-school course, due to the immaturity and generally city point of view of the average high-school student. All the teacher-

training work might well be given in a fifth year. This year's work should be preceded by a prenormal course embracing selected subjects taken throughout the third and fourth year of the high-school course. In this way the fifth year could be devoted largely to simple phases of rural sociology or rural-life problems, to reviews and methods of teaching the fundamental subjects, to rural-school management, industrial subjects, and finally to practice teaching in local elementary schools and near-by rural schools.

The course of study here reproduced was worked out by Miss Mabel Carney, of Minnesota, largely on the basis of such suggestions as those given above. It is intended as a fifth-year course, preceded by a prenormal-school selection of subjects. It will be seen that all the fundamental subjects offered in rural schools are given important place. Much of the industrial work, including general agriculture, cooking, sewing, and manual training, is given in the prenormal course. The most important phases of these subjects are then taken up from a somewhat different point of view in the fifth-year course. Practice teaching, general pedagogy, rural-school management, and country life are all given important place in the program:

LIST OF PRENORMAL SUBJECTS REQUIRED.

American history	1 year.	Health and hygiene	1 year.
Civics	½ year.	Commercial geography	½ year.
Commercial arithmetic	½ year.	Cooking (for girls)	1 year.
General agriculture	½ year.	Sewing (for girls)	1 year.
English	4 years.	Manual training (for boys)	1 year.

Teacher-training course (fifth-year).

Fall term (12 weeks).	Winter term (12 weeks).
Pedagogy.	Rural-school management.
Arithmetic.	Geography.
Reading and phonics.	English method.
Primary handwork (30 lessons).	Hot lunch and sewing (30 lessons).
Nature study (30 lessons).	Drawing (30 lessons).
Practice teaching (1 hour per day).	*Practice teaching* (1 hour per day).
General exercises (20 minutes).	General exercises (20 miunutes.)

Spring term (12 weeks).

Country life (6 weeks)—Rural health (6 weeks).
History and civics.
Nature study.
Agriculture (30 lessons).
Intermediate handwork (30 lessons).
Practice teaching (1 hour per day).
General exercises (20 minutes).

NOTE.—General exercises should include Music (35 lessons—once per week); Current events (36 lessons—once per week); Library methods (36 lessons—once per week or consecutively); Book reports and Professional articles (36 lessons—once per week); Penmanship (36 lessons).

Suggestive curriculum for a fifth, or graduate year.—In the curriculum which follows it is assumed that the student who enters the class is a graduate from an accredited four-year high school. He should preferably have included in his course all the prenormal studies enumerated in the preceding paragraph. Teachers who have completed a course such as this would come into the teaching profession with a fair degree of academic and professional preparation. They would normally be in their nineteenth or twentieth year, and should be able to teach a reasonably good school. How soon it may be practicable for all or even a majority of the States to adopt such a fifth-year course is quite another matter, which is left out of consideration here.

A ONE-YEAR CURRICULUM FOR HIGH-SCHOOL TRAINING.

Classes (fifth year).

	Total hours per week.
Practical introduction to teaching	5
A simple course embodying such principles of education and of teaching as will aid the teacher-in-training to orient himself and get a grasp of the fundamental principles which should precede observation and practice teaching and special methods and rural school management. The course is necessarily elementary; little attempt is made to stress the psychical facts underlying the principles of teaching.	
English	5
A course in English language, including grammar, oral and written composition, and spelling. The presupposition is that the students have already acquired a reasonably good English equipment in their high-school course. The present course is intended to intensify the work done in high school, and particularly to emphasize the special phases of English that should be taught in elementary rural schools—how best to teach composition; how much, when, and where to teach grammar; and how to teach and how much to include of spelling.	
Nature study—agriculture	5
A course intended as an approach to the central subject in every rural curriculum—i. e., agriculture—from the educational and spiritual rather than the occupational point of view. The first term is devoted largely to the general environment in which rural children live, and to a study of plants, birds, insects, etc., with practical methods of presentation—for the purpose of placing children in harmony with the nature environment where they live, to the end that they may learn to love and honor the land.	
Rural health and sanitation	3
A comprehensive course, including personal hygiene, school sanitation, and home and community sanitation. It emphasizes the teacher's own health and the influence of the pupil's health on study and school progress. Much time is devoted to the principles of school sanitation, including ventilation, heating, lighting, communicable diseases, etc. About one-fourth of the time is given to farm home sanitation and sanitary living, with emphasis on water supply, sewage disposal, air, food, and clothing.	

	Total hours per week.
Observation and practice teaching. Local elementary and near-by rural schools to be used as laboratory, as prerequisites for best results in this course. Fully two-thirds of the time of this term is devoted to observation of class procedure and management, technique, and drill lessons. Some time is devoted to a study of general rural school conditions. No actual practice teaching is done during this term unless the class is too large to permit all required teaching to be completed by the students during the second and third terms.	5
Physical education. A course devoted to the significance of physical training, corrective exercises, etc.	2
	25

Second term: 12 weeks.

Rural school management and methods of teaching. A course devoted to the problems of rural-school organization, classroom procedure, daily program, and class technique. The study accompanies practice teaching—which begins the second term—from which it derives its meaning, as the discussions in class usually grow out of the daily experiences gained in observation and practice teaching.	5
Arithmetic and farm accounts. A careful study of the fundamental principles of arithmetic, and special emphasis on application of these principles to the content matter available in every rural environment. Considerable time is devoted to simple farm accounts.	5
Reading and phonics. A course designed to give the student a comprehensive view of the aims and purposes of teaching reading. Much time is given to *how* to teach the subject, what the different groups should read, and how to correlate reading to other subjects in the program.	5
School music. This course is intended to prepare teachers to give music as a regular class exercise in the rural schools. Much time is devoted to sight reading and part singing. The aim is largely to develop the power to read the printed score and appreciate choice music.	2
Art. Includes such phases of art as can be profitably undertaken in rural schools. It aims to develop appreciation of good pictures, understanding and love of the beautiful in nature, and outlines ways for improving and beautifying the farm home.	2
Industrial arts. A course planned to help students prepare for such phases of industrial arts as should properly cover the first five years of the rural school course. The subject matter is planned to center about the activities of home and community, these activities are imitated in projects made by paper, cardboard, clay, and other materials which are easily manipulated.	2
Observation and practice teaching. This course is devoted to class teaching in the rural or other elementary practice schools. The work centers about language, reading, spelling, and arithmetic. Conferences with critic teachers of the practice schools.	5
	25

Third term: 12 weeks.

	Total hours per week.
Rural-life problems. A thorough-going course in the fundamental characteristics of rural life; a history of its changes from pioneering to modern agriculture; a statement of its primary institutions and agencies, with special emphasis on the home, church, and school; place of the rural school in community leadership; modern school organization, administration, and supervision; farm community schools, continuation schools, extension courses, etc.	5
History and community civics. A course designed especially to teach the methods of these subjects. It supplements what has already been learned, and gives especially the phases of history and community civics which should be emphasized in rural schools. The course in civics stresses rural health and morals, responsibility in keeping rural communities wholesome and healthful; in protecting them from social vice, etc.	5
Nature study—agriculture. The course continues the work begun with the fall term. It emphasizes agriculture-teaching in the laboratory of nature. The textbook is considered in the light of leading thread only. All students are expected to work in the school experiment plats, and should grow individual gardens. School and home gardens, school and home projects, and club work receive much attention.	5
Home economics (girls). A course which emphasizes sewing, cooking as approached through the medium of the hot lunch, and similar phases of home economics which are practicable in the small rural school.	2
Manual training (boys). This is a study of such manual activities as every farm boy should be acquainted with. It discourages the old limitation of keeping the boy at work at a few highly finished or elaborated articles, and emphasizes instead all the commonly practiced manual activities essential to successful agricultural life, which include work in wood, leather, metal, and cement.	2
Observation and practice teaching. The course for this term continues the practice teaching by classes and subjects, begun with the second term. Geography, history, music, art, and industrial work receive considerable attention. The last half of the term is devoted to room teaching; *i. e.*, the practice teacher takes entire charge of the room. Conferences with critic teachers continued.	5
	24
Physical education. Devoted chiefly to supervised play and games. No preparation required.	

Place and use of the practice school.—When the first teacher-training departments were organized very little attention was paid to observation and practice teaching. It was chiefly a question how best to prepare a large number of teachers with some degree of professional preparation—which usually was limited to textbook courses. Recently, things have changed. Educators begin to insist that, as observation and practice teaching are essential to efficient preparation in the normal schools, this teaching would be equally efficacious as a part of teacher-preparation in high schools.

Each of the 21 States requires at least a minimum amount of this work. Two or three States are satisfied with a small number of periods of observation study in local elementary schools; in others it takes the form of both observation and practice teaching in local elementary and adjacent rural schools.

The following table summarizes the answers to a questionnaire addressed to the State departments of the 21 States. concerning the advisability of using practice schools in this kind of teacher-preparation. The table discloses that practically all the States reporting on the question believe the practice schools invaluable to success in teacher-training work. Indeed, one State alone doubts the advisability of utilizing practice schools, and this one insists on observation work in all the training departments.

USE OF PRACTICE SCHOOLS.

[Query: Is it advisable to use practice schools? If so, should they be local elementary schools or rural schools, or both?]

States.	Favor practice school.	Opposed to practice school.	Kind of practice school.	
			Rural.	Local elementary.
Arkansas	No report	No report	No report	No report.
Florida	Yes		In consolidated schools.	These also.
Iowa	Yes; but local conditions prevent rigid standardization in organizing the work.		These are our best practice schools.	Make use of these also.
Kansas		Doubt the advisability of practice schools.[1]		
Maine	Yes; particularly with first six grades.		Yes	Yes.
Maryland	No report	No report	No report	No report.
Michigan	Yes			Yes, in connection with local schools.
Minnesota	Yes; without practice teaching course would be a farce.		Yes	Yes.
Missouri	Yes		If possible	Otherwise, this.
Nebraska	do		Yes	Yes.
Nevada	do		do	Do.
New York	do		In sections where there are many one-room schools.	In sections where there are many consolidated schools.
North Carolina	No report	No report	No report	No report.
North Dakota	Yes		Yes	Yes.
Ohio	do		do	Do.
Oklahoma	do			For observation purposes.
Oregon	Yes; no high school should be permitted to offer training courses without observation and practice teaching.		Yes	Yes.
Vermont	No report	No report	No report	No report.
Virginia	Yes		Yes	Yes.
West Virginia	Yes; very important		do	Do.
Wisconsin	Yes		Wherever possible	These also.

[1] But not for observation purposes.

But how should the practice school be organized? How much time should be given to observation, and how much to actual practice teaching? Both questions have been touched casually above. A more detailed consideration may be in place at this juncture.

Every training department should have at least two instructors—one, the director of the class; the other, the critic teacher. The director takes full charge of the department or class. He teaches the professional subjects, keeps schedules and class records and conducts the observation classes. The critic teacher works under his direction. Only a mature educator of liberal academic and professional preparation and wide experience can fill well the position of training-school director.

The critic teacher has charge of the practice school. Under her guidance the teachers-in-training do their practice teaching and learn from real contact how to manage the classes and the school. She organizes the teaching schedules and holds conferences with the student teachers. Such a position also calls for a person of maturity, experience, scholarship, and a great measure of humankindness and good common sense.

Observation of teaching work can be done most advantageously by the class as a unit or, at least, by the students in groups, and then for the purpose of studying special methods or phases of class management under discussion at the regular class periods. As much as possible of the observation work should be done the first term, while the students are acquiring the principles of teaching required before they begin their practice teaching.

The scheme for practice teaching given below is suggestive of how the time may be divided among the various teaching subjects. It indicates on what the chief emphasis should be placed and indicates what the daily lesson plans should be:

First semester.[1]

Time.	Kind of teaching.	Chief emphasis on—	Kind of lesson plan.
2 weeks.....	Observation and preparation.	General class procedure and management.	Oral and written discussions of work seen.
Do.....	Group teaching (preferably of classes observed above).	Technique; drill lessons and class management.	Class procedure outlined.
1 week.....	Rural visiting and observation.	Study of rural school conditions.	Special reports of observations.
Do.....	No teaching; discussion of rural school.	.....do.....	Summary of points made each day in discussions.
12 weeks.....	Group teaching.....	Class technique.....	Complete detailed plans.
	First month, arithmetic, grades 3 and 4; reading, grades 2 and 5.	Drill lessons; motivation; and assignments.	Do.
	Second month, language, grades 3 and 4; phonics, grades 1 and 2.	Drill.....	Do.
	Third month, geography, grades 5 and 6; spelling, grades 3 and 4.	Inductive lessons; motivation; organization; questioning; assignments; drill work and motivation.	Do.

[1] Prepared by Mabel Carney for use in the Minnesota training departments.

Second semester.

Time.	Kind of teaching.	Chief emphasis on—	Kind of lesson plan.
8 weeks.....	Rural teaching (grades 1 to 8, inclusive).	(a) Special methods in the subjects taught, and (b) discipline and room management.	Outline plans; complete plans required occasionally.
1	First month, language and grammar; geography.	.....do.....	Do.
	Second month, history; reading.....	.....do.....	Do.
2 weeks.....	Rural school practice.....	Management of all grades at once.	Sketch plans such as students can always use in rural schools.
8 weeks.....	Spring primary class.....	Starting beginning children.	Complete plans for reading; outline plans for other subjects.

Preparation of the director and instructors in charge of the professional work.—Finally, just what special preparation is essential to effectiveness and success in directing this kind of teacher-preparation? Clearly no other position connected with the secondary school requires so thorough a professional preparation and well-rounded practical teaching experience as this. It is not enough that the training teacher have a liberal store of academic knowledge at his disposal, and knows how to present his subjects well. He must be a good judge of personality; he must know how to direct young people and understand growing children; he must know from his own experiences the needs of rural schools, and rural people. This calls for more than ordinary preparation and professional experience.

The State departments of education are quite emphatic on this problem. There has been more difficulty in maintaining satisfactory standards in the training departments on account of failure on the part of the teachers in charge of the departments, than for any other reason. It is felt that a definite, high standard of preparation and experience should be required in every State undertaking the important work. How much academic preparation can reasonably be required? How much professional work, and what experience? Seven States would place the requirement at graduation (with degree) from college or university together with a course in a teachers' college or normal school; five would be satisfied with graduation from the advanced course in a teachers' college or normal school together with successful teaching experience, ranging—in the different replies—from three to five years, some of which should be in rural schools.

From this it would seem that this standard of requirements is none too high: (1) Bachelor's degree from a standard college or university; (2) a three or four-year course in a recognized teachers' college or normal school; (3) and five years of successful experience in teaching, two years, at least, of which must have been in rural schools.