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RURAL-TEACHER PREPARATION IN STATE NORMAL SCHOOLS

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, October 21, 1918.

SIR: The teacher is ever the most important factor in the school. As is the teacher, so is the school. The teacher makes the school, and, like every other creator, makes it in his own image and likeness. These adages are true of all teachers and schools, and are most true of the rural schools of the United States and their teachers. These schools have, as a rule, less adequate supervision than urban schools; they are less effectively organized and are more poorly equipped. Because of the simpler life of the country, the school represents a larger proportion of the educational agencies of the rural community than of the urban community. Personality counts for more in the country school than in the city school. As it becomes clearer that the work of the schools must be adjusted to the lives and experiences of the people they serve, it becomes more evident that the preparation of teachers for country schools must differ in some very important respects from that of teachers for the grades and special subjects in city schools. A recognition of this fact has caused many normal schools to provide special courses for rural teachers and special equipment for these courses.

In order that the officers and teachers of all normal schools may have a more comprehensive account of what is done for the preparation of teachers for rural schools in those normal schools which have established special departments and courses for such teachers, I asked Dr. Ernest Burnham, Director of the Department of Rural Education, Western State Normal School, Kalamazoo, Mich., to visit a number of these schools and, after personal inspection, to prepare a report on this subject for this bureau. I am transmitting this report for publication as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The Honorable the SECRETARY OF THE INTERIOR.

RURAL-TEACHER PREPARATION IN STATE NORMAL SCHOOLS.

INTRODUCTION.

PURPOSES OF THE STUDY.

This study of rural-teacher preparation in State normal schools is made for several purposes:

1. To make available as nearly as could be learned by the means at hand the actual facts of the situation in 1917 as a point of departure for later studies of this significant evolution in educational effort.

2. To afford a source to which boards of control, presidents, and faculties of normal schools may turn for constructive suggestions already tried out in use and others advanced by workers now at the task.

3. To enable leaders engaged in the work under discouraging circumstances to feel the total impact of effort at the solution of their problems and take heart.

4. To evaluate, in illustrations of vitality and results, the various ways in which State normal schools are now participating in the great national problem of preparing teachers for rural schools. Throughout the study source material is used when obtainable.

METHOD OF STUDY.

Previous studies of the subject have been read and ideas and facts have been summarized and incorporated in this manuscript as far as duplication was not involved. Data brought to hand by questionnaire have been correlated and either narrated or tabulated. Typical illustrations of curricula and administrative procedure have been secured from annual catalogues and in statements made ready for use here by the participants whose work is described. And personal observation made in nearly all the States together with constant individual correspondence have been made means of discovery and verification.

PART I.—DATA AND DISCUSSION.

LITERATURE OF THE SUBJECT.

Much local and some general discussion of the decreasing service of State normal schools to rural schools, with a growing public attitude of depression about the whole situation in rural education, led to action by the National Education Association at the annual session of 1895. The Committee of Twelve on Rural Schools was appointed. This committee was composed of several of the best students of education in America. Since the appearance of its report in 1897, there has been a sure foundation for an intelligent discussion of rural educational needs.

In reference to teachers, the Committee of Twelve said that normal schools were originally intended to prepare teachers of the rural common schools, but were doing little for these schools, and explained that entrance requirements had risen rapidly and thus set the normal schools too far ahead of those whom they were intended to serve; that many rural teachers could not afford the expense of two years in the normal schools; that salaries did not remunerate for such expense; and that attendance at normal schools is in inverse ratio to the distance between these schools and the homes, a fact especially true of short courses.

This committee suggested summer terms for rural teachers in every normal school in the United States and the use of agricultural colleges and high schools with model and practice rooms attached as supplementary sources. The Committee on Industrial Education in Schools for Rural Communities, 10 years later, added the suggestion that the compulsory introduction of industrial subjects must not outrun the preparation of teachers in such subjects.

A committee on rural education of the National Council of Education, which made a report in 1912, said: "It seems clear that it will be many years before the normal schools, if ever, will address themselves to the problem of preparing teachers for the rural schools." This was not an accurate forecast, in view of what the normal schools are already doing for rural teachers, as shown in this bulletin.

Papers related to the preparing of rural teachers have occurred with increasing frequency in the proceedings of the National Education Association for more than a quarter of a century. There has been great acceleration of this discussion in the past 10 years, as evidenced by an increase of approximately 400 per cent in the space given to it in the proceedings.

A study of the normal schools of the Mississippi Valley, which was reported in the normal-school section at the Chicago meeting of the National Education Association in 1912, assembled these facts:

Replies received from 42 normal schools showed that 27 had special courses for rural teachers; 2 were preparing such courses; 2 were not open, but would have such a course; 1 prepared supervisors only; and 10 had no special course. All but one reported inaugurating special courses between 1907 and 1912, inclusive; and 3 did not give the date. It is interesting to note that 17 of these schools established rural-school courses within the past two years (1910–1912).

In the normal-school section at the Oakland meeting of the National Education Association in 1915, a paper was presented on "A Decade of Progress in Training Rural Teachers," which gave the results of an attempt to compare what was being done for rural teachers in State normal schools in 1905 with similar efforts in 1915.

Twelve State departments of education out of 20 reported no special work for rural teachers in 1905, while 20 out of 21 States reported special efforts by their State normal schools to prepare rural teachers in 1915. Six out of 18 States had not advanced the minimum requirements for beginning teachers in 10 years; 4 out of 18 had advanced the certificate requirement academically; and 8 out of 18 States had added an entrance requirement of professional training. Twenty State departments of education showed a median estimate of 15 per cent of their rural teachers having had some professional training in 1905, and the same States estimated that 50 per cent of rural teachers had some professional training in 1915. A comparative study of several hundred State statutes on education passed in 1905 and a comparable number passed in 1915 showed a shift in emphasis from the certification to the preparation of rural teachers.

Out of 38 States reported, 29 offered special courses for rural teachers in their State normal schools and 9 did not; 3 began to differentiate courses for rural teachers before 1905, 6 between 1905 and 1910, and 20 had begun such differentiation since 1910, while 7 had begun in the current year. Twenty-eight States out of 35 reported that differentiation was increasing, while 29 out of 36 States offered evidence of a demand by local school authorities for specially prepared rural teachers. Seventeen of 36 States had normal-school courses for rural supervisors and superintendents in 1905, and 29 out of 36 States had such courses in 1915.

Following a closely analytical discussion of the whole matter, it was concluded that the last decade of progress in training rural teachers withstood two decisive tests of the stability of the advance made: There had been enough of the cumulative effect of growth to mark out a program for further advance, and in the human agents enlisted in the effort a mutually stimulating consciousness of kind

had developed which found clearing-house advantages in an annual meeting with the National Education Association Department of Superintendence.

The National Society for the Study of Education published in its tenth, eleventh, and twelfth yearbooks (1911, 1912, 1913) three studies in rural education which carry many suggestions about the training of teachers: "The Rural School as a Community Center," "Agricultural Education in Secondary Schools," and "The Supervision of Rural Schools."

State and county education associations have assembled, in many cases, valuable local studies; and several of the independently endowed educational foundations have made excellent materials available. Much of the data and the suggestions presented in these studies has been utilized in the work of the national associations.

For many years the Bureau of Education has given, indirectly and directly, serious consideration to rural education. Circular of Information No. 6, 1884, was entitled "Rural Schools: Progress in the Past, Means of Improvement in the Future," and in this, as in later circulars, bulletins, and annual reports of the bureau discussing rural education, the preparation of teachers is considered.

The cumulative effect of National, State, and local interest in rural education found expression in a provision included in the legislative, executive, and judicial appropriation bill for the year ending June 30, 1912, approved on March 4, 1911. This congressional act provided the sum of $6,000 to be expended "for the investigation of rural education, industrial education, and school hygiene, including salaries."

The United States Commissioner of Education organized a Division of Rural Education, appointed workers in this division, and affiliated about 50 special collaborators to cooperate in keeping the division in touch with the best things done throughout the States. In the appropriation bill approved August 23, 1912, the amount allotted was increased from $6,000 to $15,000. Subsequent increases by Congress have been to $30,000, to $45,000, and to $50,000, and have enabled the commissioner to expand the personnel of the division, making possible more systematic and more thorough work.

The publications of the Division of Rural Education have been increasingly definite on the subject of teacher preparation for rural schools. Bulletin No. 2, 1913, "Training Courses for Rural Teachers," after an introductory discussion of the subject, gave illustrations of the work in typical normal schools, and reviewed the work of various States in training rural teachers in normal schools, and county and high-school training classes with especial emphasis on courses of study and statistics of attendance. In his letter transmitting this manuscript for publication, the Commissioner of Education said:

The improvement of the rural schools of the United States is, I believe, our most important school problem. The most important factor in their improvement must be better educated and better trained teachers. The education and training of teachers should always have some special reference to the work of the schools in which they are to teach. Therefore any intelligent attempt to adjust the courses of study and training in the normal schools to meet the special need of teachers in schools of the open country, villages, and small towns is worthy of careful study and wide publication.

Bulletin No. 8, 1913, discussed at length "The Status of Rural Education in the United States," and devoted pages 36–49, inclusive, to the rural teaching force. In this discussion the State normal schools were grouped in three classes: First, those which maintain that absolutely no difference should be made in the courses in preparation for rural school work from those for other schools, stating that the same course and same practice should fit for all elementary and intermediate schools; second, those which state that a difference should exist only in the character of the practice work; third, those which hold that the content of the courses as well as the character of the practice school should be different. Bulletin No. 1, 1912, "A Course of Study for the Preparation of Rural School Teachers in Nature Study, Elementary Agriculture, Sanitary Science, and Applied Chemistry," had recognized the differentiation of content of courses for rural teachers.

In Bulletin No. 49, 1914, "Efficiency and Preparation of Rural School Teachers," an analytical discussion of the efficiency of rural teachers now in the schools and suggestions of some of the things needed to professionalize rural teaching were followed by a statement of what the schools are doing for rural-teacher preparation, which was summarized thus:

Out of 121 normal schools reporting, 36 have distinct departments for rural teachers; 19 others offer special courses, although not equipped with distinct departments; 28 offer instruction in some subjects for rural teachers separate from the general courses; while 41 schools make no special provision for rural teachers whatever. It is a very suggestive fact that 57 normal schools are equipped to give instruction in agriculture. Some of the schools have large school farms or make use of portions of the school grounds for agricultural experiment purposes through gardening or experiment plats. The rural-school departments in many of the normal schools are reaching the rural population by means of an active extension service, through club work, rural-life conferences, rural surveys, and in other ways. A few of the schools report model rural schools erected upon their grounds, while others utilize one or more of the near-by rural schools for practice teaching.

The most recent publication of the bureau on the subject is Bulletin No. 31, 1917, "Rural-Teacher Preparation in County Training Schools and High Schools." This is a thoroughgoing study of the subject with a complete showing of the work of the States which are using secondary schools in preparing rural teachers. It is significant

that this work expanded between 1912 and 1917 as follows: Thirteen States, to 21; 654 schools, to 1,493; 8,412 students, to 27,111; and 4,848 graduates, to 16,626.

Beginning in 1914 and continuing to the present time, the Bureau of Education has held sectional and national conferences on "Teacher Training for Rural Schools" and other outstanding propositions in rural education. These conferences quicken the interest and intelligence of educational leaders in the localities where they are held and, by a wide radius of delegated attendance, the new ideas and purposes are carried into every State. The cumulative results of the Bureau of Education, wrought through the diversified activities of the Division of Rural Education, already exert a felt influence in Congress as well as throughout the Nation.

ADDED DATA PRESENTED.

The added data presented by this study will continue the sequence of studies already made, fitting in with the report of secondary school preparation of rural teachers summarized in a preceding paragraph. Following this report of the work done in State normal schools it would be interesting to have a study reporting the progress made in the instruction in rural education now undertaken by many colleges and universities.

The present state of knowledge of the details of enrollment and the graduation of students from courses for rural teachers in State normal schools rests upon voluntary reports of the data by the officials of these schools, and this year the conditions growing out of the war have very fully preoccupied the time of these officials, making a general response difficult to get. However, there is thought to be ample data in hand from special questionnaire reports and in annual catalogues to show the trend of effort.

In courtesies extended at the time of visitation to 50 normal schools in 40 States and in correspondence since great interest has been manifested in the subject studied and very generous cooperation is gratefully acknowledged. Lack of time and means to complete the visitation will account for many of the inadequacies of the result.

NORMAL-SCHOOL CATALOGUES REVIEWED.

Review of the file of State normal school catalogues for the current year in the Bureau of Education showed 140 schools giving special courses for rural teachers. Of this number 77 schools were shown to have departments of rural education in which the differentiated courses were administered and, in part, taught, while 63 had these special courses under general administration and taught in the departments to which the several subjects belonged.

The 140 courses all had from one to four subjects in education, which were designated: Rural education, rural-school problems, school management, method, and supervision. Six normal schools offer subjects in education especially intended to prepare teachers for the secondary school training classes for rural teachers, and at least one normal school offers special work for rural high-school teachers.

Industrial subjects, presented in the courses for the preparation of rural teachers, range from nature study, without modification, through many forms of statement, with agricultural nature study as a median, to agriculture. There is also a great variety of names for subjects in home economics, but some of this work and some of agriculture are given in practically every course for rural teachers. Manual training for rural teachers is given in a few schools, and in some cases a statement in detail of the content of this course is available, e. g., Cheney, Wash.

In 77 of the catalogues reviewed there was a subject described which dealt with rural community welfare. This subject was named: Rural sociology, 50 times; rural life problems, 11 times; rural economics, 11 times; and rural sanitation, 5 times. The general body of material presented in this subject in the several normal schools varies chiefly in the placing of emphasis, as the names indicate.

Fifty normal schools, as far as information is at hand, are now differentiating practice teaching for rural teachers and for this purpose 130 rural schools are used, 124 of which are in the country and six are in buildings built for the purpose and located on normal-school campuses. In several cases where rural schools are not yet available, attempt is made to differentiate the work in the city practice schools to some extent for the rural teachers by organizing ungraded or multigraded rooms. Six normal schools are providing practice in rural schools though they make no differentiation of subjects for rural teachers.

Problems in the administration and supervision of rural practice schools are not yet, as a rule, successfully solved. The appreciation of the importance and difficulty of this situation is a sensitive point of progress at present. Further discussion, with illustration, will occur in Part II of this study.

The purpose of the other differentiations which have been named and numerically summarized is stated concisely in one of the normal-school catalogues, as follows:

> The subjects of study offered in this department may be briefly summarized in three groups: First, such as give a knowledge of children and of their organization, management, and instruction; second, such subjects as give power for localizing the curriculum in natural, industrial, and domestic illustrations

and applications; and third, a group of subjects intended to develop social intelligence and inspire purposes of participation and leadership in rural community life.

In normal schools having departments of rural education, subjects of the third group referred to are in most cases provided with laboratory work in seminar and club organizations which afford parliamentary practice, and some constructive social work is done.

In concluding this brief review of rural education as provided for prospective rural teachers in State normal schools, it may be well to specify and to illustrate the three groups in which the reader of their catalogues is prompted to classify them by their attitude toward rural education. These groups will be sufficiently defined by quotations from the catalogue of one school of each type for 1917.

First type: "There is a special demand for strong teachers in rural and village schools at fair salaries. Especially desired in this State's normal schools is the type of girl bred in the country, strong in physique, capable in intellect, assertive in personality, and of sound character, who will fit herself for modern, progressive rural school teaching."

Second type: "Rural school training is one of the most important parts of our work. We advise our graduates, with the possible exception of those who have taught several years before entering normal school, to teach at least one year in a country school; for here they face the problem of education in all its phases, and nowhere can the normal school graduate acquire a broader or more valuable experience. If she succeeds, she has no reason to fear the large town or city school." This is a State normal school in a State having 48 per cent of its population in rural life.

Third type: "It is axiomatic that a just and efficient government must and will be controlled by the educated; hence the genius of our government implies an educated citizenship. This attitude of the State toward the instruction of its people makes it the one competent agency in supplying qualified teachers for its schools. This the State does through its public normal schools, whose function is the preparation of teachers for the common schools of the State. The learning and training imparted by the State through its normal schools has not for its purpose the bettering of the condition of one class of persons at the public expense * * *, but for the benefit of the whole people, and its work is done with the general welfare always in view." These are indeed noble words from one of the greatest American normal schools in a State, 25 per cent of whose tax-paying property, approximately, is rural property, and approximately 40 per cent of whose people live in the country districts and small rural villages. A letter received within a year from the office of this normal school presents three significant facts:

"Approximately 25 per cent of our graduates will teach in country schools * * *. We make no special provision to prepare country teachers for their work. * * * Our graduates are very reluctant to go into the rural communities."

DATA ACCUMULATED BY QUESTIONNAIRE.

Questionnaires have been used, not as the best method, but as an available means, and some useful facts have been assembled in spite of the condition of extreme preoccupation forced upon normal school officials by imperative outside demands resulting from the war. It is greatly regretted that the specific facts are not inclusive enough to enable very significant tabular and graphic statements to be made as was originally planned. However, the data in hand will be concisely presented for what they are worth as sampling the whole situation.

1. NORMAL SCHOOLS HAVING DEPARTMENTS OF RURAL EDUCATION.

Fairly complete reports from 30 principals of normal schools which maintain departments of rural education show that 30 per cent of these departments were established before 1910; 30 per cent between 1910 and 1915; and 40 per cent since 1915. Four of these normal schools had special courses for several years before departments were organized. Statistics of enrollment and graduation for these departments are very meager. In the 10 schools making most complete reports, 542 men and 2,801 women were enrolled, and 191 men and 732 women completed the work. The figures for enrollment include summer school attendance in some cases and since in most schools students are, as yet, in rural education but one year, the figures for graduation approximate the full regular year enrollments in the departments of these 10 schools.

Eighty-five per cent of the graduates of the departments of rural education reported teach in rural schools at a minimum wage per month of less than $50 for 9 per cent of the number; $50 to $60 for 34 per cent, $60 to $70 for 40 per cent, $70 to $80 for 13 per cent, and over $80 for 4 per cent. The maximum wage after two years of teaching was reported to be $50 to $60 for 18 per cent, $60 to $70 for 9 per cent, $70 to $80 for 41 per cent, $80 to $90 for 14 per cent, and over $90 for 18 per cent. The figures show that the median beginning wage for graduates of the departments of rural education reported is in the neighborhood of $60 per month, and the median maximum wage received by them after two years of teaching is in the neighborhood of $75 per month.

Seventy per cent of the principals reported that school officials appreciate the special preparation of graduates of their rural educa-

tion departments, as positively evidenced by higher wages and definitely increasing demand; 3 per cent reported that no appreciation is noticeable; and 27 per cent were noncommittal. One said: "School boards want teachers who succeed in our rural training schools."

The minimum academic requirement for admission to normal-school departments of rural education was high-school graduation exclusively in 60 per cent of the schools reported; 23 per cent had established a course for rural teachers requiring high-school graduation for admission, while still offering courses open to secondary school students; and 17 per cent of the schools had only rural education courses of secondary rank. This suggests another sensitive point in the progress of this work, which will claim attention in Part II.

One-half the schools reported the highest requirements for graduation in rural departments carrying professional and academic recognition equal to the long-established and standardized courses. Where abbreviated courses in rural education are given they lead to poorly defined academic rating in many schools, but very definite professional recognition is given in most cases in the form of certificates which operate as legal licenses to teach in specified kinds of schools for periods which vary from one year to five years. In some cases these limited certificates are renewable without further normal-school attendance. In one State reported a life certificate is given after three years of successful practice to teachers of only secondary school preparation.

The popular understanding of the term "professional subjects" is groping after the scientific understanding of the expression, which is in transition. As reported by principals of normal schools, the term was usually interpreted to mean subjects in the education department of their schools, including practice. On this interpretation, 25 per cent reported one-fourth the total normal-school course given to professional subjects, 28 per cent gave one-third; 21 per cent, one-half; 8 per cent, three-fourths; and 18 per cent ranged from three-quarters to all. Possibly the wide distribution of suggested standard courses for normal schools which is in progress will tend to result in closer uniformity.

Fifty-five per cent of the normal schools reporting give rural teachers practice ranging from 1 week to 36 weeks in the graded practice school, and 64 per cent of the schools reporting give them practice in rural schools which ranges from 1 week to 24 weeks. In graded practice schools the range is: Practicing 36 weeks, 12 per cent; 24 weeks, 17 per cent; 18 weeks, 17 per cent; 12 weeks, 17 per cent; less than 12 weeks, 12 per cent; and not at all, 25 per cent. While in rural practice schools the range is: Practicing 24 weeks,

4 per cent; 18 weeks, 4 per cent; 12 weeks, 22 per cent; less than 12 weeks, 41 per cent; and not at all, 29 per cent.

One State normal school, Terre Haute, Ind., has a rural observation and practice school which has been in continuous use since 1902, but the use of rural schools for such a purpose has practically all developed since 1910, and most of it in the past five years. All the normal schools but one reporting practice in rural schools said that this practice is supervised; but observation finds both the practice and the supervision far from anything like standardization—in fact the whole effort is, in most places, only in its initial stages.

2. NORMAL SCHOOLS HAVING SPECIAL COURSES IN RURAL EDUCATION.

Principals of a comparable number (24) of State normal schools where special courses are given to prepare rural teachers, but having no departments of rural education organized, have reported. The facts presented in these reports have been summarized on exactly the same plan as the facts from principals of schools having departments of rural education, and the two sets of data will be presented for any value they may have as indicating which, if either, of these two ways of going at the preparation of rural teachers gets a better result.

Ninety-one per cent of these courses were instituted since 1910, while 30 per cent of the departments antedate that year, and this no doubt accounts in part for such disparity as results may show. The enrollment in the 10 normal schools without departments of rural education which made the best reports was only one-fourth of the number enrolled in the 10 schools having departments which made the best reports, and the graduations were about one-third as many in the former as in the latter schools. The percentage of graduates going from these courses to teach in rural schools was 71, while the percentage from schools having departments was 85. The minimum beginning wage per month for graduates of rural courses in these schools is in the neighborhood of $60, the same as in the schools having departments, while the median maximum wage of these schools after two years of teaching is $85, which is $10 per month more than graduates of schools having departments of rural education were reported to get.

It is likely that the higher academic requirements for entrance and the much smaller number of these schools which send out teachers with only secondary school preparation account for this better wage after experience. The question here turns on a choice by the normal schools between numbers and scholarship standards,

with choice by normal schools having departments of rural education tending, to some extent at least, to number of students; and the choice of the other normal schools offering rural courses tending, to some extent, to scholarship. This indicates another sensitive point of progress at present. Reports in hand show in both groups of normal schools under discussion a tendency to reach exclusively college standards as soon as the conditions dominant in their localities will permit.

No mentionable difference appears in the proportion of total time given to professional subjects in the two groups of normal schools, but there is an outstanding difference between the two in the amount of practice teaching afforded in rural schools. Sixty-four per cent of the normal schools having departments of rural education have provided practice teaching in rural schools, while only 33 per cent of the normal schools without departments have provided practice teaching in rural schools. In justice it should be added that whereas 50 per cent of the former group afford practice teaching in a graded training school, 60 per cent of the latter group afford such practice.

In this contrast no very positive result is discernible. In both groups of normal schools practice in rural schools, with a few exceptions, is very recent and the reports may be estimated in some cases; at any rate, the small numbers of normal schools reported in each group can not be handled to advantage in summary. However, this much can be said; the schools reported are widely distributed in location and the same items have been given, so that such statistics as are presented may have worth while significance.

2. NORMAL SCHOOLS HAVING LITTLE OR NO DIFFERENTIATION OF COURSES FOR RURAL TEACHERS.

Reports were received from 27 State normal schools which make less differentiation in their courses of study and practice teaching than the two groups already discussed, but only 10 of these reports show absolutely no attempt being made to give any special help to rural teachers. Reliable unofficial information from 2 of the 10 schools just referred to shows the work already begun by individual teachers.

The work done by this group of normal schools is so miscellaneous that summary is impossible. However, some splendid things are reported, and these are inserted here as valuable constructive suggestions. One principal says:

> We have no special course for rural school teachers; but, since about 50 per cent of our graduates go into rural schools, we give as much work as is possible in the regular normal course. We place emphasis on rural school problems and work in agriculture.

Another says:

We do send a great many of our graduates into the rural schools, and in order to prepare them for this work, they practice for about one-half their time in one of the rural practice schools connected with this institution.

At the Salem (Mass.) State Normal School there is no special department for training rural teachers, but the principal reports:

Some 10 years ago we established a rural training school which we have maintained for purposes of observation and practice. Probably an average of 40 students a year have had the opportunity to observe and to gain some experience under proper supervision in this school; usually these students of the senior class have been assigned to this school for a period of 5 weeks each. Until last year this was maintained as a one-room school; this year it is housed in a model two-room building with hall for use as a community center and facilities for instruction in the practical and the household arts.

There are some unique features in the work done for rural teachers at the Fitchburg (Mass.) State Normal School. Here a special course was organized in 1916, which consists of one year and three summer terms. Thirty-four women entered this course, and about 70 per cent of them went to teach in rural schools. There is no special teacher for this group, instruction being given by the regular teachers, and during the summer term work is offered in about two-thirds of the departments. No practice teaching is offered in this course, but after the students have attended one year and two summer terms they teach in a rural school for one year on salary, then they return for a summer of study and earn their diplomas.

The principal of the State Normal School at Keene, N. H., reports:

Every one of our graduates has to have training in all the grades. Many practice in our rural schools. All our school management, pedagogy, psychology, is studied from the rural standpoint. We have no separate rural course, as it is expected that any of our graduates may go into rural schools. We offer in the summer school a course in rural problems for the special benefit of teachers who have had no training at all. Girls who get intensive training in our rural practice school command excellent salaries.[1]

The principal of a State normal school in the West objects strenuously to the vocabulary used in the inquiry, but reports that one-third of a graduating class of more than 200 members went this year to teach in the country. He says that all students practice in what he is pleased to call "ungraded" schools 300 to 400 actual 60-minute hours, and that all practice the same length of time in urban schools.

The president of a normal school in a Southern State says:

As nearly 63 per cent of our population is rural, according to the census report, and as about 85 per cent of our people live from the farms, we have felt it our duty to send 85 per cent of our graduates back into the State to teach country children. This means that our whole course of study is built with a

[1] See p. 53 for an itemized statement of the practice teaching at Keene.

view to making good country-school teachers, as well as making efficient graded-school teachers. We require the completion of a four-year high-school course for admission and we give two years' normal training. We have a model school in the town and a three-room school in the country that we use for observation and practice purposes. Our country school is a real rural school, located in the country, surrounded with the spirit of country life.

In reporting from a State in the Southwest, the president of a normal school says:

> In its present state of organization there is no strict line of demarcation existing between our department of rural education and the department of education in general. We offer courses in rural education and a number of students take these courses, but our State is new and there is at present too great a demand for trained teachers in the city and village schools to offer much encouragement to teachers to prepare specifically for rural school work. We realize that this is not as it should be, and we are doing what we can to overcome this tendency.

One principal reports that rural practice schools were established in 1904, that 50 per cent of the graduates go to teach in rural schools, and that two to four weeks' practice is afforded in rural schools, while there are 16 to 18 weeks' practice in urban schools. From another normal school no special work at the institution is reported, but a few girls who have taken the regular normal course are sent to teach in rural schools as a last resort. But even in this situation a rural school has been taken in charge, about 2½ miles away on the trolley line, and is considered a part of the practice school. This school has been reconstructed physically and put in charge of two good strong students, each taking it for a session a day. A young lady is sent two afternoons per week to give the children manual training work. The work at this school is under supervisors, and there are four who go out each week.

A principal reporting from the Northwest says:

> This school has had no distinct department of rural education. I am happy to say that I have secured a special appropriation to be used to install such a department and we hope to have this department in operation in the near future. At present we are offering courses in rural-school methods and management and in rural sociology.

Reports from some normal schools in the South say that practically their whole function is to train rural teachers. One principal says:

> There is little distinction between rural folk and village folk in our territory and but little desire on the part of school officers to secure teachers specially trained for either. There is no marked preference for highly trained teachers, the local girl usually having the preference, regardless of training.

Another normal school reports: "Trustees are ignorant; can not evaluate in matters of teacher training." In this latter school 80 per cent of the graduates teach in rural schools, and no subjects in

rural education are stressed. However, the report says that practice teaching in rural schools will be provided and properly supervised in 1918-19.

4. STATEMENTS FROM NORMAL SCHOOLS FOR NEGROES.

Since only a very limited file of reports from State normal schools for Negroes is at hand, the most complete single report is offered. The State Agricultural and Industrial Normal School for Negroes, at Nashville, Tenn., established special courses for rural teachers in 1912. In 1917 these courses enrolled 61 students, of whom 10 men and 27 women graduated, half of whom are teaching rural schools at wages ranging from a minimum of $40 to a maximum of $60 per month. High-school graduation is required for admission and two years of work given. Employing officers do give preference to graduates of these courses, and some graduates have been appointed by the Federal Government as agricultural demonstrators and district supervisors. One year of practice is afforded in graded training schools and three months of supervised observation in rural schools. The teacher of the education courses in the school just mentioned is an A. B. from Michigan University, and he has had graduate work at Harvard. He considers living among country people his best qualifying experience, and he anticipates better practice facilities in a model school building to be erected. He is attempting a thorough organization of the work and he has the sympathetic cooperation of the president and faculty of the institution.

At Tuskegee Normal and Industrial Institute a special course for rural teachers was organized in 1911. In 1917 there were 28 enrolled in this course, and 2 men and 23 women finished it. Here six weeks of practice teaching is afforded in rural schools. The teacher says that more academic work is needed, that there is an increasing interest and more sympathy toward rural education, and that he hopes for more inducements to get students into the course.

At Hampton Institute no courses are differentiated, but the preparatory work for rural teachers fits into rural life. Last year 14 men and 49 women finished the normal course, and over 80 per cent of them went to rural schools to teach. The demand for these graduates far exceeds the supply. The teacher of the education courses was prepared at the State normal school at Oswego, N. Y., and she has had varied teaching experience. She would like to have better scholastic preparation by the students, but says that this is a phase of the development and that "time makes right." The graduates are successful in community work, and with better communities there will be better qualified material for training.

5. WHAT IS DONE IN HAWAII.

The Territorial Normal and Training School, Honolulu, Hawaii, was organized to meet the needs of the rural teachers. In 1899 gardening, cooking, sewing, and woodwork were begun. In 1914 a diploma was granted special pupils. All pupils take the same subjects, selected pupils taking special work in the senior year. In 1917 there were 55 graduated with license to teach in rural and plantation schools. The salary for beginners is $720, and this usually is advanced to $840 after successful experience. In selecting teachers the employing officials give preference to these graduates to the extent of about $20 per month, and the reports of supervising principals show that they do better work than any other group of teachers.

Only juniors of the four-year course are admitted to the special training course, and eight periods per week for juniors and nine periods per week for seniors are given to professional work. There is practice teaching in graded training school one-third of each day for three years, and no practice is given in rural schools. A well-trained group of teachers is in charge of this work in Hawaii, and when adequate housing is supplied—addition of 16 rooms to the training school of 8 rooms—and additional land is available for building and gardening the institution will be better able to meet the demand for teachers of prevocational subjects which comes from all over the Territory.

6. REPLIES FROM HEADS OF DEPARTMENTS OF RURAL EDUCATION.

Seven questions were asked heads of departments of rural education and responses were received prior to this computation from 46 of the 77 normal schools which mentioned such a department in their catalogues. Answers to six of these questions have been assembled in a 4-column table, which follows; however, it is interesting to note the qualifications of this group of leaders in summary.

Academically, there was 1 doctor of philosophy; 17 have the master's degree; 19 the bachelor's degree; and 9 are normal-school graduates. Professionally, 19 have had graduate courses in education; 18 have had college courses in education; 1 has had summer school courses in education; and 8 have had normal-school courses in education. In reporting qualifying experiences, 12 mention farm life, 29 mention rural teaching, and 21 have been county supervisors. Other experiences specified as being of value are: Teaching agriculture, extension work, member State board of education, editing local newspaper, addressing rural audiences, and "One summer with State supervisor of rural schools, a real leader."

Summary of replies from heads of departments of rural education.

Qualifications.[1]	Obstacles.	Encouragements.	Prospects.
1. A. M. 2. University courses in education. 3. Farm life, rural teaching.	Lack of means for demonstration work.	Cooperation of my president. Increasing support from rtiral communities.	More demonstration and practice in rural schools. More high school graduates taking course (27 now, 10 last year).
1. Normal school. 2. Normal school and professional reading. 3. Rural teaching.	Crowded course of study. No rural demonstration school.	Higher academic standard for entrance. Possibility of demonstration school.	To realize on my encouragements. Ungraded room in training school.
1. A. B. 2. University courses in education. 3. Rural teaching, county supervision.	Lack of funds for providing faculty.	All normal school faculty thoroughly converted. State waking up.	Funds for providing whatever is needed. Legislation.
1. A. B. 2. University courses in education. 3. Training school experience.	Poor knowledge of English.	Interest of students.....	Elimination of third grade certificate from State.
1. M. S. 2. Graduate courses in education. 3. Teaching agriculture, rural school extension work.	Lack of students.....	A good normal school. Special, well-equipped department.	
1. A. M. 2. Graduate courses in education. 3. Farm life, county supervision.	Sparse population, great distances, present attitude toward rural work.	Western spirit of progress and a clear field.	Establishment of demonstration schools. Vitalized course of study.
1. B. S. 2. University courses in education. 3. Rural teaching, special study.	Lack of rural school critic teachers who can use community material for schoolroom problems.	Efforts of teachers to bring new life into their teaching. Response of students to the ideal of larger service to a community.	Closer relation between the county superintendent, the teachers, and the normal school. Closer supervision of practice teaching. County health supervisor. Larger use of socialized school work.
1. A. M. 2. Graduate courses in education. 3. Rural teaching, special study.	Low wages. Lack of rural practice. Poor administrative scheme. Not enough differentiation of courses.	Success of well-trained teachers in rural schools. New practice and observation school in country.	Better transportation to rural practice schools. Two-year course for rural teachers. Better support for rural schools.
1. B. S. 2. Graduate courses in education. 3. Rural teaching, county supervision.	Lack of State program for rural education. Traditional city trend. Transition in rural life.	Progress made in two years. Awakening of rural people.	Rural teachers on par with city teachers in training. Recognised standard of satisfactory rural teaching. Enlarged extension service. Many more teachers training for rural service.
1. A. B. 2. College courses in education. 3. County supervision, member of State board of education.	Lack of interest in entering students. Faculty indifference.	More students asking for training for rural work.	Aim to have an assistant in my department.
1. Normal school plus 1½ years in university. 2. University courses in education. 3. Rural teaching, inspiration by normal school teachers.	Lack of funds for wider extension work.	Earnest interest of faculty, students and patrons.	Enlarged and stronger department. Better cooperation with outside. Addition of specially qualified instructors.
1. A. M. 2. Graduate courses in education. 3. Rural teaching under good supervision.	Lack of faith on the part of the administration. Lack of funds.	Educational progress makes it clear that all must enter this big field.	Study of practice rural schools. Experimenting by sending few pupils to rural communities.
1. Ph. D. 2. Graduate courses in education. 3. Rural teaching, county supervision, editing local newspaper.	Tradition that teaching in town is promotion. Actual discomforts of rural schools.	Increasing demands for graduates. Higher academic preparation of entering students.	More definiteness in professional instruction. Adequate, supervised practice.

[1] 1, Academic preparation. 2. Professional preparation. 3. Experience.

Summary of replies from heads of departments of rural education—Continued.

Qualifications.	Obstacles.	Encouragements.	Prospects.
1. Normal school..... 2. Educational courses in normal school. 3. Frequent addresses to rural and village audiences; 106 such addresses last year.	Too much teaching not directly related to rural school work.	Recent legislation. Certification, sanitation, social center.	A system of practice work with best country teachers.
1. M. S..... 2. Graduate courses in education. 3. Farm life, rural teaching, county supervision.	City high school graduates entering are not preparing for rural teaching.	Administrative support of the department of rural education.	Placing rural and graded school courses on a par.
1. A. M..... 2. Graduate courses in education. 3. Farm life, rural teaching.	Too much work outside of school work. Manage normal farm and dairy.	The progressive school laws of this State.	More emphasis on "educational agriculture," economic, social, and domestic rural problems.
1. A. B..... 2. Normal school courses in education. 3. Rural teaching, county supervision.	Indifference of school officers and some faculty members.	County superintendents desire our graduates.	A practice school for students in this department.
1. A. B..... 2. College courses in education. 3. Farm life, rural teaching.	Lack of popular interest in things practical and rural.	More serious-mindedness on the part of students.	Developed rural life and extension department.
1. Normal school..... 2. College courses in education. 3. Farm life, rural teaching, county and town supervision.	No opportunity for observation and practice teaching in rural schools.	Swamped all the time by calls for more rural-trained teachers.	Growing interest. Planning to put in large auto van to get into more schools with large observation classes.
1. A. M..... 2. Graduate courses in education. 3. Country bred.	Inability to get observation in rural schools where best methods are in practice.	The need for help felt by school boards.	School authorities over the State are asking for teachers equipped to teach agriculture and home economics.
1. Normal school..... 2. Normal-school courses in education. 3. One summer with State supervisor of rural schools, a real leader.	Lack of permanency in population. Neither myself nor student teachers living in district.	Interest of community. Desire of students to teach in rural schools.	More land for working out agricultural problems.
1. A. M..... 2. Graduate courses in education. 3. Rural teaching, principal of rural school.	Inability to get at the teachers in service.	Instituting a distinctive rural life department in our school.	Planning for apprentice practice in rural schools.
1. B. S..... 2. Normal-school courses in education. 3. Rural teaching, county supervision.	Entrance requirements too low.	Number of high-school graduates preparing for rural work.	Better qualified teachers for rural schools.
1. Normal school..... 2. University courses in education. 3. Rural teaching.	There are not sufficient practice schools to give adequate rural practice teaching.	Enthusiasm and right attitude of students. Reception of our people by rural boards.	More practice schools—one-room and consolidated.
1. B. S..... 2. College courses in education. 3. Experimental work at teachers' college.	Untrained teachers in rural observation school.	The spirit of the community.	Working up the school and social cooperative spirit in a rural community.
1. B. S..... 2. Normal-school courses in education. 3. Farm life, rural teaching, business with country people.	Indifference on the part of those in authority to the needs of the rural school.	The receptive attitude of the rural inhabitants. Fine results already obtained.	More and better practice teaching in rural setting. Two-year course to parallel that required of grade teachers.
1. A. M..... 2. Graduate courses in education. 3. County supervision, extension work.	Inefficiency in present rural school organization and administration.	Basic significance of rural life to national welfare. It is our big educational problem.	War work is stimulating all to a larger appreciation of rural life, especially in production and conservation.
1. A. B..... 2. College courses in education. 3. Rural teaching, county supervision.	Lack of enthusiastic support by administration.	Large classes of students who feel their need.	Supervising the student teachers in rural teaching.

Summary of replies from heads of departments of rural education—Continued.

Qualifications.	Obstacles.	Encouragements.	Prospects.
1. A. B. 2. University courses in education. 3. Rural teaching, grade teaching, study.	Lack of supervisors for rural practice teaching. Calls for experienced rural teachers.	Practice teaching in rural schools.	Preparation for rural club leaders. Rural extension courses.
1. A. M. 2. Graduate courses in education. 3. County supervision, inspector of high-school training classes, leader boys' and girls' clubs.	The economic and social conditions which have permitted the town and city schools to draw off the most capable and ambitious and best educated teachers, leaving the other kind for the schools that belong to the land.	We see signs that rural life is to be so reorganized and improved that it will be able to bid successfully for its fair share of the most capable individuals who go into the teaching profession.	The organization of more consolidated schools, which arouses a greater interest in educational affairs in rural communities and makes a definite demand from rural districts for better qualified teachers. Increase in township supervision and an increased willingness on the part of rural schools to pay a bigger price for a bigger teacher. Better living conditions in the country.
1. Ph. B. 2. University courses in education. 3. Rural teaching, county supervision.	Lack of appreciation of rural life by people and student body.	Better support and rising standards for rural schools.	My work here is too new to enable me to give a definite answer.
1. M. S. 2. Graduate courses in education. 3. County supervision.	The scarcity of students who are willing to train for rural work.	Success of our graduates and willingness of boards to remodel schools, furnish equipment, and pay good wages.	Increased interest of the people. We had four times as many requests for trained teachers last year as we could supply.
1. College, unfinished. 2. Summer school courses in education. 3. County supervision.	Wages are too low to induce preparation.	Recent legislation permitting State normal schools to issue certificates.	Many teachers will qualify for these new courses.
1. A. M. 2. Graduate courses in education. 3. Miscellaneous teaching, study.	Inability to get all concerned to size up the relative needs of rural and urban education.	Clearly seen growing interest in rural education.	Hope to advance the requirements as soon as conditions will warrant, i. e., the present crisis is passed.
1. A. B. 2. College courses in education. 3. Rural teaching, county supervision, home demonstration agent.	Too many students for all to get enough practice work in rural schools, and too short a time for courses in rural education.	Every girl in the college is required to take the course in rural education. Splendid preparation of students in industrial work. Desire of students to take schools and build them up.	Department is not two years old and 300 students are receiving instruction this year. Prospect for a model rural school for practice in the country in addition to 22 already in use. Enlarged extension work.
1. A. B. 2. College courses in education. 3. Rural teaching, special study of rural education.	Attempting to teach in normal school and supervise rural school with only student teachers at the same time.	Enthusiasm and earnestness of the girls who take up work in school.	Practical demonstration of use of course of study and organization as adapted to use of country schools.
1. A. M. 2. Graduate courses in education. 3. Rural teaching, study of rural schools generally throughout State.	City-mindedness and lack of real interest in country life. County and educational associations are dominated by city educational workers.	Increased prices for produce tend to keep more people in the country. Growing consciousness of necessity of farm success.	Legal requirement of one year for all teachers and better courses, on par with courses for city teachers will get more students into rural courses. Better salaries.
1. Normal school. 2. Normal school courses in education. 3. County supervision.	Lack of funds to take care of the special needs of rural students. Immature students.	Plan to give greater recognition to rural department.	Hope that legislature will act on recommendations of State survey commission.
1. College unfinished. 2. University courses in education. 3. County supervision.	Inability to get sufficient practice teaching.	More high school graduates enrolled. Longer course for eighth grade graduates.	Nothing at present.
1. B. S. 2. University courses in education. 3. Farm life, rural and village teaching.	Desire for city life by both pupils and teachers.	State department of education is creating more inducements to prepare.	Students begin to see calling in rural teaching.

Summary of replies from heads of departments of rural education—Continued.

Qualifications.	Obstacles.	Encouragements.	Prospects.
1. A. M. 2. Graduate courses in education. 3. Farm life, rural teaching, county supervision. Graduate work in agricultural college.	Difficulty of keeping city school methods from dominating; lengthening the time of preparation; getting better conditions for teaching in the country.	President of normal school is awake, also State superintendent. More students inclining to rural teaching.	Two-year course for high-school graduates taken by more students. Better supervision of rural practice teaching. Extension lectures in rural communities.
1. A. B. 2. Normal school courses in education. 3. Rural teaching, actual contact with rural needs.	Lack of teachers and lack of funds.	Progress of schools used as training schools. The greatly improved quality of work done by students who have had the work. The enthusiasm of students for the work.	Greatly increased number in regular course for rural teachers. Rapid increase of extension classes.
1. A. M. 2. Graduate courses in education. 3. Rural teaching, extension work.	Failure of faculty to appreciate the demand for trained rural teachers, hence few students in college courses.	Growing demand by school directors with willingness to pay adequate salary.	Active propaganda in localities able to support good schools. Demonstration schools thus secured, used for observation. Creation of an effective demand so that strongest students (majority are from the farm) will go into rural education.
1. A. B. 2. University courses in education. 3. County and city supervision.	Our course, 10½ months, is too short.	The success of our students in their later teaching.	Three-year courses. Hope to get a rural school as a practice school.
1. A. M. 2. Graduate courses in education. 3. Farm life, rural teaching, county supervision, year's contact with F. McMurry.	Lack of funds for transportation, extension work, and advertising.	A new president thoroughly devoted to rural work. We have begun and have done something.	Students entering rural courses. Other rural schools seeking affiliation. Extension work.

The foregoing replies have been kept, as nearly as space would permit, in the exact original language. It is observable that in spite of wide variation in personality and in location there is, after all, a close similarity in needs, in efforts, and, generally, in spirit. Many of these leaders are severely handicapped by the lack of appreciation of what they are trying to do by the administration authorities employing them, which results in their being loaded with too many other important responsibilities at the same time.

7. REPLIES FROM TEACHERS OF RURAL EDUCATION COURSES.

Eighteen teachers of rural courses in normal schools where special departments have not been organized sent replies to the personal questions. In this number there were two doctors of philosophy, nine having the master's degree, six having the bachelor's degree, and one normal-school graduate. Professionally, nine have had graduate courses in education, five have had college courses in education, two have had educational courses in summer school, and two have had normal-school courses in education.

This group is made up chiefly of the heads of departments of education, with the work in rural education as a minor part of their

work in most cases. In reporting qualifying experiences six mention farm life, six mention rural teaching, and two have been county supervisors.

Summary of replies from teachers of rural education courses.

Qualifications.[1]	Obstacles.	Encouragements.	Prospects.
1. A. M. 2. Graduate courses in education. 3. Farm life, rural teaching.	Antipathy of present teachers toward "extra work" as they call it.	Genuine interest of students and willingness to pioneer in bigger rural work.	Additional courses to train leaders in organizing rural welfare movements.
1. A. M. 2. Graduate courses in education. 3. Rural teaching, principal of rural high school.	A rigid course of study adopted by all normal schools of the State.	An attempt on the part of the State to organize rural courses.	
1. Ph. D. 2. Graduate courses in education. 3. Farm life.	Brevity of service of girl teachers in rural schools.	.....	Community schoolhouse and farm is the ideal.
1. A. M. 2. Graduate courses in education. 3. Variety of teaching positions.	Normal students not interested in rural education.	Feeling that open country is the field of greatest educational need.	Gradual education of rural people by current urgent stimulation of improvement.
1. B. L. 2. University courses in education. 3. Supervision.	.....	Graduates in service rated higher than those of any other school sending teachers into State.	More money. Three-year, possibly four-year, curriculum.
1. A. M. 2. Graduate courses in education. 3. Teaching and graduate work.	Lack of adequate facilities. Taboo on "Rural."	Some graduates last year went to one-room schools for nine months at $60.	Opportunity for social service.
1. A. M. 2. Graduate courses in education. 3. Teaching in various schools.	No model rural school...	The success of our students.	Supervised observation in rural schools.
1. B. S. 2. University courses in education. 3. Farm life, rural teaching.	Lack of appreciation of rural needs.	Some graduates look upon rural education as a life-work.	More students anticipate rural work.
1. Normal college. 2. University courses in education. 3. Rural teaching, supervision.	Remoteness of typical rural schools. Financial adjustment of traveling expenses of students, difficult.	The interest of students in their work of preparation.	Possible cooperation of towns in paying students' expenses for aid rendered by students.
1. M. S. 2. Summer school courses in education. 3. Present position.	Course was not required.	Course now made obligatory.	Cooperation in home-gardening campaign.
1. B. S. 2. Normal school courses in education. 3. Teaching in various schools.	Small salaries to prepared men.	Better equipment and an agriculture building.	Interest by students. Vocational work. Extension work. Demand for agriculture.
1. A. M. 2. Graduate courses in education. Farm life, study of education.	Importance of agricultural work as a vitalizing force in education not recognized, resulting in archaic curriculum.	I am allowed to work in my own way as long as it does not cost anything.	None, until the whole State system is reorganized. Farm bureau work is gradually arousing interest.
1. A. B. 2. University courses in education. 3. Trial and success in teaching.	Too much work. Too many duties. No separate rural department.	General upward trend in education. New department of agriculture gives impetus to to rural work.	New community course promises to be popular and helpful.
1. B. S. 2. University courses in education. 3. Farm life, rural teaching.			

[1. Academic preparation. 2. Professional preparation. 3. Experience.]

Summary of replies from teachers of rural education courses—Continued.

Qualifications.	Obstacles.	Encouragements.	Prospects.
1. A. B. 2. Summer school courses in education. 3. Rural teaching, city training school.	Lack of supervision of graduates for first two or three years of teaching.	Tendencies toward cooperation between urban and rural school systems. This means improved organization, supervision, standards, initiative in teachers.	Definite aims and standards of teaching. Better organized courses of study based on surveys, tests of abilities, psychology and sociology.
1. A. M. 2. Graduate courses in education. 3. Field work as State school examiner.	Lack of ability to articulate the work at school and in the field.	Graduates teach principally in rural schools. Great response to rural courses.	Forward steps along line of food courses to meet present national crisis.
1. Ph. D. 2. Graduate courses in education. 3. Farm life, rural teaching.	All students must take nearly the same course—no recognition for special rural training.	Those who caught the spirit of the special classes in rural education seem to be greatly encouraged.	Nothing definite till the normal schools of the State organize rural courses and grant diplomas for same.

Both of these groups of teachers were asked to make statements supplementary to the current catalogues of their institutions. These replies, not included in the foregoing summaries, were mostly incidental, but some of them indicate work added since the catalogues were printed, as a few quotations will show: "Students shy at word 'rural.' If rural education is given it must not be so entitled." "This normal school dedicated a $4,000 model rural-school building in 1917. Rural-school teaching is demonstrated here by a specialist with farm children." "Have pigs and chickens and farm four and one-half acres. All handwork done by students." "Hope to have special teacher of rural education by September, 1918." "Would include more time for observation and practice." "There is current an effort to revise and unify rural courses in the normal schools of this State." "We have added postgraduate courses for teachers of high-school training, classes and for county superintendents." "Elective courses for home-demonstration agents are taken this year by 45 girls. There is laboratory work in food conservation with theory of club management." "We have a new model rural-school building." "We have affiliated rural-school for demonstration open during the summer term."

8. RURAL PRACTICE WITHOUT DIFFERENTIATED COURSES.

Several instances have already been presented of normal schools where provision is made for practice teaching in rural schools without any differentiation of courses of study. One of the best and, in so far as available evidence goes, the earliest established rural practice school which has continued in uninterrupted use is at Terre Haute, Ind. The present director of the work has furnished the facts. The annual report of the State normal school for the fiscal

year ending October 31, 1902, during the summer of which year the rural training school was established, says:

Quite a number of graduates have obtained positions in the country schools after graduation, and many of the undergraduates have taught for a considerable period in the country schools after taking a portion of the course in the Indiana State Normal School. In addition to this, almost all of both classes have received much of their education in the rural schools. They have, therefore, become accustomed to the meager equipments, to the frequent changes of teachers, to the inexpensive papering and painting by unskillful workmen, to the general lack of repairs, and to the neglect as to coal houses, outbuildings, etc., which are only too common in the rural schools of the State. In consequence it has long been felt that the Indiana State Normal School would more adequately fulfill its service to the State by establishing a rural-training school in order to give to the students of the school an opportunity to observe and to practice systematically in such school, and thereby to become acquainted with the peculiar difficulties, as well as the peculiar advantages, belonging to such a school; and to make, in addition, a study of the rural-school problem as a whole.

As a result of these considerations, arrangements for such a school were completed during the summer of this year (1902), and at the beginning of the school year in September a rural training school was organized and is now in successful operation. The school selected is not a village or town school, but essentially a typical country school, presenting the usual peculiarities and difficulties of such a school. It is school No. 6, at Chamberlain's Crossing, in Lost Creek Township. It is situated 6 miles east of Terre Haute, on the interurban line between Terre Haute and Brazil. The agreement was entered into between the board of the Indiana State Normal School, as party of the first part, and Joseph Ripley, trustee of Lost Creek Township, as the party of the second part. It provides that school No. 6, situated as above noted, shall be used by the students of the Indiana State Normal School as an observation and practice school. It also provides that repairs, improvements, apparatus, etc., beyond those usually provided by the trustee for the country schools, shall be paid for jointly by the trustee and the normal-school board. A further provision is that the teacher during the seven months of the school year (the period during which the schools of the township continue) shall be paid the maximum salary by the trustee, and a certain fixed amount in addition by the board of the Indiana State Normal School, and that during the continuance of the school beyond the seven months, so as to complete the period of 10 months, the teacher shall be paid by the board of the Indiana State Normal School. The compensation for the janitor is also, according to the agreement, to be provided for by the State normal-school board.

Continuing, he says:

In answer to your second question, I find that there is no available record from which I can readily ascertain the number of persons who have made use of the rural training school. Since its founding, however, taking all factors into consideration, it is safe to say that the number of persons would not vary perceptibly from the total number of graduates during these years; and, after making some computations, I feel safe in saying that not less than 1,500 people have been graduated from the school since 1902. No doubt you are aware that quite a large number of teachers other than students of the normal school visit the rural training school and some use has been made of it for observation purposes. Practically every student, who completes the

course here, spends some time—not less than a week—in this school and during such times the students teach a daily lesson.

In this school, as in others of the same type visited, one of the outstanding features was the absence of lost time, and the feeling that the school in all of its several grades was a going concern. There was the lilt and joy of conscious achievement. The slack was all taken up and the situation was capitalized for all its teaching capacity. There seemed to be no special objection to the pupils enjoying themselves while gradually growing into the conventions of organized society. The intelligence of the children was respected; and, having been given interesting work to do, they were trusted to do it. The purpose seemed to be to let the child feel his intelligence growing, to start a worth-while sequence of effort on the part of the child and to keep it up with happy fidelity, trusting Mother Nature to perform her function of growth.

9. CAMPUS AND AFFILIATED RURAL SCHOOLS.

In six, and probably more, campus-practice rural schools and in a number now approximating 130 affiliated practice schools in rural districts, the normal schools having organized departments of rural education or special rural courses, are providing practice teaching. This is a difficult task and, because of physical inconvenience, it is likely to be expensive; certainly this will be true of the initial stages of the effort.

The physical equipment will presently be as good as the elaborate buildings put up on the campuses for urban practice schools by the States. And certainly there can be no reason why, in providing teachers for these rural practice schools, there should not be at least equal money invested in salary and at least equal care exercised in selecting the teachers and in providing supervision. Visitors to some of the rural practice schools, now provided by normal schools, might well be disheartened, except for the fact that the work is in its initial stages. Interest may be expected to develop with increasing intelligence on the part of normal-school officials.

Several normal schools which have campus buildings for rural practice teaching have also affiliated outlying rural schools. One of the earliest, and probably the first campus rural-school building was erected by the normal school at Kirksville, Mo. The facts about this building, the expansion of the work done in it, as well as the facts about the extension of activities beyond the campus, are concisely stated by the present director of the work as follows:

> This building was originally built as a demonstration of what at that time (12 or 15 years ago) were advanced ideas in rural school architecture. Then it was thought that school boards and teachers needed a demonstration of teaching work as well as architecture; so an expert teacher was engaged and

children were brought in from the country. It has always been a truly rural school. No town child need apply. At that time it was also a demonstration of the practicability of transportation over Missouri dirt roads. Now, with our 140 consolidated schools in Missouri, there are many demonstrations of the practicability of transportation of pupils. The rural school is now used as a demonstration for our pupils in rural education. A few each quarter do a limited amount of practice work over there. Some, however, use it only in observation, as there is not enough work to go around. The school building is a social center, even though in a small city. A flourishing grange meets there every two weeks, and the farmers for 6 or 8 miles out come in. Every quarter students join the grange. Then they go out and organize granges in their own communities. The Rural Sociology Club meets in the rural school every other week, so you can see it is lending its influence toward the idea of a wider use of the rural school plant. Last summer the grange used the building during vacation as a canning plant, and put up several thousand tins of fruit and vegetables.

Now, as to the outlying affiliated rural school: The children are brought in by means of our big Packard truck every Friday and take special lessons in the newer things in education, such as music, drawing, manual training, sewing, and the like. The enthusiasm the children and patrons of this affiliated school acquire is communicated to the patrons in their own districts. They have a farmers' club, a literary society, a dramatic club, and an orchestra. We believe this plan has some advantages over the one of sending critic teachers out to outlying schools. They get in contact with big and interesting things on our campus and carry out their ideas in their own communities. Next year we expect to have several affiliated schools.

A combination use of campus and affiliated rural practice schools is well illustrated by the Chico (Cal.) Normal School. One of the directors of this work reports it as follows:

Our students are required to teach throughout the entire senior year. Each student spends two weeks in observing and teaching in the standard one-room school on the campus. In addition to this we are now sending students to 10 rural schools in the vicinity of the normal school, where they serve as "student assistants" to the teachers in charge. Except in the cases of two schools which are within a few miles of Chico, the students live in rural communities in which they are assigned to teach. Certain homes have been selected as desirable boarding places and are approved in the same manner as the student boarding places in Chico. Each assistant remains for a period of four or five weeks and is given every opportunity to participate in all phases of the rural teacher's work. Each school is visited at least once a month by the director of the extension division. Students are required to submit weekly reports and are called for a final conference at the close of their service. This assistance is proving a great advantage to the schools cooperating, and the demand is so great that we are obliged to limit the service to the schools offering the best conditions for training and supervision. We plan to build carefully out from this nucleus into as many schools as can be supplied. At present only about one-fourth of our seniors are receiving this training.

Further illustrations of the work of rural practice schools, stated more in detail, will be found in the institutional illustrations in full in the Appendix.

10. EXTENSION SERVICE AND PUBLICITY.

Several principals of normal schools report that the rural public is uninformed about efforts that are being made to prepare rural teachers, and that many local boards seem to be predisposed to employ local girls irrespective of preparation. Public appreciation of new efforts in education is a resultant of several direct and indirect efforts at publicity.

There may be an opportunity to promote the work for rural teachers by a systematic campaign of direct communication with employing offices; but a more profitable scheme is found in dealing with them indirectly through supervising officers. There can be little real obstacle to making county superintendents and their assistant supervisors quite familiar with the efforts of the normal schools to improve the rural teaching corps of the State. This can be done by interchange of visits between the county supervisors and the normal school teachers, by visits to the rural practice schools, by cooperation in local and State associations of teachers, and in reading circles or other forms of extension study and teaching.

The public is reached through general rural interest programs held at the normal school, as shown in the rural life conferences of one or more days which have grown to be an annual event of importance throughout the area served by normal schools in several States, and by county play festivals held on normal athletic fields. For years most normal schools have made their worth known indirectly by the participation of members of the faculty in all sorts of public programs throughout the State. In one case reported in this research a faculty member had made 106 addresses before rural and village audiences in the past year.

One normal school principal aptly refers to these miscellaneous participations as "nonpareil (non-pay-real) engagements," but they all count in the resultant public appreciation. At least one State, California, has recognized the importance of visiting and assisting in the public schools by a law authorizing normal schools to send out different members of the faculty to visit and assist in the rural schools. One normal school in that State reports the use of the new law in sending out the supervisor of the primary department to spend several days in visiting graduates at work in their own schools.

Many normal schools have well-organized extension departments for correspondence and class center instruction by members of the faculty. This is a great work and, where competently managed, is increasing. But the service of this work to rural teachers is capable of increased volume and definiteness in many normal schools. A few normal schools have organized extension service first with espe-

cial reference to rural education. The following statement itemizes the work of one such department:

> We answer correspondence from teachers and school trustees on a wide variety of school and community problems. Books, lantern slides, and specimens from the museum are sent out for use by rural teachers. I go out personally to assist in the organization of clubs, to take part in the "clean-up" days, the school picnics, the evening socials, and occasionally to assist a teacher with a puzzling piece of work. We offer to make community surveys and give suggestions to districts considering consolidation or some other community enterprise. We are at present fostering a plan for the consolidation of four small districts just north of Chico. The correspondence courses for teachers are developing into a somewhat extensive service. There are now about 60 teachers taking this work. The courses are in methods in teaching and are designed especially for teachers in service. They follow the work of the regular courses and are under the direction of the instructors in the respective subjects. The teachers apply the methods in their school work and send samples of the results in the form of children's papers and reports similar to those required of student teachers here. This work is followed by attendance at the summer sessions and is proving a very effective device for reaching the teachers who have had no professional training.

No doubt the best way to extend the influence of normal schools for progress in education is through the work done in local schools and communities by graduates. In the present emergency in public service some normal schools are short-circuiting in this matter by giving brief courses in home economics and Red Cross work, and sending out to local communities persons capable of rendering immediately valuable service. To the extent that special supervisors and teachers of secondary school training classes for teachers may seek preparation in normal schools, they afford splendid opportunity for multiplying the local services of the normal schools.

However, if the ideas advocated and demonstrated in normal schools come into any very general use, aside from legislative enactment and official dictum, it will be because graduates of the normal schools have been given a dynamic faith in the ideas taught. To talk social motive to students for two to four years and find them indifferent to local social welfare when they go out to teach raises several questions, one of which is—"Was the sincerity of the instruction proven by the personal life of faculty members and by a responsive institutional sensitiveness to public welfare?" The Colorado State Teachers' College, in its community cooperation plan, offers credit, subject to substitution for part of the required practice teaching, for two consecutive terms of assistance rendered by students in the undertakings of specified local social organizations.

Many normal school faculties would be deeply chagrined if they suddenly became aware that some of the very worst schools in their States were to be found practically under the eaves of the normal

schools; here is a test of extension service which is bound to be applied sooner or later. The best demonstration along this line found by the writer was at Tuskegee, which is located centrally in Macon County, Ala. In this county there are 7,500 negro children of school age and 55 public schools for them. There are 30 one-room schools, and 25 schools having two or more classrooms.

In Macon County there are six schools with teachers' cottages; nine schools are equipped to teach domestic science; 16 are Rosenwald schools (cases where the local community has made liberal appropriations to meet conditions of aid in building by Rosenwald Fund); 27 schools have home makers' canning clubs; 10 schools have boys' agricultural clubs; 14 have school gardens; 18 have school farms; eight have farmers' conferences, and 51 have active boards of school trustees. There are 50 of the enumerated activities in connection with the one-room schools.

The continued stimulation of supervision from Tuskegee Institute has much to do with the progress made in Macon County. A further explanation is found in the fact that a model school is maintained. This school is in what is known as the Rising Star Community, which is just beyond the institute farm, where a combined school and dwelling house has been erected and two graduates of Tuskagee, a man and his wife, occupy and conduct a public school. The house contains five rooms: A sitting room, bedroom, a kitchen, a dining room, and a special classroom. There is also a barn and a garden, with horses, cows, pigs, and chickens. The regular classroom work is carried on in this as in other public rural schools, except that instead of spending all their time in a classroom, pupils are divided into sections and given instruction in the ordinary industries of a farm community. While some pupils cook, others clean the house, others the yard, others work in the garden, and others receive literary instruction.

INSTITUTIONAL ILLUSTRATIONS IN FULL.

Organizers of work in rural education in State normal schools will be likely to visit the best institutional demonstration of this work already in progress. As a valuable supplement to first-hand study, illustrations in complete detail have been secured from institutions varying in their attack upon the work in rural education and these will be presented in full. They are printed in the appendix herewith. The slight repetitions in the first illustration are due to the fact that the account is taken from an inside survey, just published, which had a purpose of completeness.

PART II.—OUTSTANDING PROBLEMS OF PROGRESS.

RELATION OF RURAL TO GENERAL EDUCATION.

Educational progress is an evolution which is best understood by distinguishing, if possible, the sensitive points of contact of what is being done with what is just about to be begun. Leadership is determined by a quick perception of what is the immediately next step and by the will to take this step at once in a common-sense way.

The preparation of rural teachers is a major problem in rural education, and rural education is a significant and an interlocking part of all public educational effort. Rural education in general or any specified part of it may be segregated to some extent for intensive study, but not isolated—this is impossible, more utterly impossible and undesirable each year. A great American philosopher has said that the major problem of human progress is to establish one congruous way of living in the human race.

Consciousness of this greatest problem is spreading from philosophers and statesmen to a constantly more inclusive number of people; and, in the application of institutional agencies to its solution, the military and naval organizations are most nobly and sacrificially holding the foreground of present thought and appreciation. The compelling inspiration of the deeds of soldiers and sailors quickens the thought of leaders upon whom rests not so immediately the present safety of democracy as the continuous nourishing of democracy. This quickened thinking has had forceful individual statement, and the National Education Association is at work through a commission of its ablest members to integrate and clarify the Nation's new educational program.

In a pamphlet of May, 1917, the Commissioner of Education urged—

> The need for better schools to meet the new demands for a higher level of average intelligence, scientific knowledge, and industrial skill, which will come with the reestablishment of peace, makes more urgent the need for more and better trained teachers. Every dollar expended for education and every day of every child in school must be made to produce the fullest possible returns. The normal schools should double their energies and use all their funds in the most economic way for the work of preparing teachers. Appropriations

for the support of normal schools should be largely increased, as should also the attendance of men and women preparing for service as teachers.

Speaking before the normal-school section of the National Education Association, in February, 1918, Dr. W. C. Bagley said:

> Certainly nothing will do more to hasten the day when an adequate training of teachers will be demanded and expected than well-matured plans for effecting such training. And just now the time is particularly opportune for maturing these plans. The low estimate which the public has placed upon public-school service is certain to be revised in the near future. The traditional scheme of human values is already beginning to disintegrate, and it is not too much to say, even now, that the scheme of values which will dominate the new world order must give its highest and most effective sanctions to the kind of social service that teaching represents.

Rural education, by reason of its less well-developed administrative machinery as well as because of its inherent characteristics, has not yet profited in proportion to its scope and significance in the educational status of States, from the current, increasingly scientific, study of education. What is done at present in preparing rural teachers is largely empirical, and the need now is a regeneralization on a scientific basis—the subsoiling of a too superficially worked field.

Dr. Bagley's dictum—"Certainly nothing will do more to hasten the day when an adequate training of teachers will be demanded and expected than well-matured plans for effecting such training"—touches exactly the motive of this discussion. Part I of this manuscript has presented vividly plans that are in the process of maturing. The unselfish efforts which have been put upon the proposition of better prepared rural teachers must not miscarry. Multitudes of men are giving the last full measure of devotion to safeguard democracy; certainly we are not to prove impotent in the presence of this fundamental problem in nourishing democracy.

The needs of rural teachers, stated in general terms, are: (1) Power of scholarly leadership; (2) scholarship and training equal to that of the teacher in a good elementary school anywhere; (3) training specifically adapted to prepare them for their distinctive task; and (4) a whole-hearted belief that they are working at the fountainhead of national well-being—an opportunity which they may surrender, but from which they can never be promoted to a greater task, because there is no greater task.

SPECIFIC PROBLEMS IN RURAL-TEACHER PREPARATION.

The specific problems that have become more or less well defined in the State normal schools which have undertaken to meet the preparatory needs of rural teachers are as follows: 1. What entrance and graduation standards shall be set up? 2. What are good courses of study for rural teachers? 3. Who are good teachers for

students in these courses? 4. What differentiation of classes including practice teaching is best? 5. What administrative adjustments are required? 6. What extension and promotion activities are worth while? 7. How may plans for preparing rural teachers be so perfected that they will parallel the plumb line of democracy?

1. ENTRANCE AND GRADUATION STANDARDS.

At present approximately 60 per cent of the normal schools giving rural courses require high-school graduation for admission, and 50 per cent require two years in residence for graduation, while 23 per cent have both secondary and college courses for rural teachers and 17 per cent have only secondary school courses. The present tendency is to make the minimum for graduation from secondary school courses equivalent in amount to high-school graduation and to give in college courses a limited certificate at the end of one year and a life certificate upon the completion of two years' work in the normal school. These standards are determined by the present frontier of progress in the various States. The State's educational leadership has the task of keeping the standards enforced in equilibrium with the best that the advancing frontier makes possible. A great agricultural State which establishes the most elementary secondary school courses in its normal schools for the preparation of rural teachers and makes no significant improvement in its superficial standards in 10 years is simply accumulating shame against a day of greater humiliation. The test of beginning work in any constructive process is the discovery of a cumulative effect in the results of such work. Leaders define and take advantage of this effect.

2. COURSES OF STUDY.

The best present courses of study for rural teachers consist of four groups of subjects: First, such subjects as are usually given in the department of education and practice, with specific adaptations to meet the actual needs of teachers in rural schools; second, such subjects as give resourcefulness in localizing the common branches in natural, industrial, domestic, and hygienic illustrations and applications; third, such subjects as tend to develop social interest and intelligence and inspire purposes of participation and leadership in rural living; and, fourth, if the length of the course permits, a wide selection of elective subjects appealing to the individuality of the student.

Subjects in particular are adequately shown in the review of catalogues and the institutional illustrations in full presented in the Appendix, supplemented by the itemized statement of the courses given in the State Normal School, Kearney, Nebr., also in the

Appendix. Two-year and four-year curricula for rural school teachers are presented with fullness of itemization in "Curricula Designed for the Professional Preparation of Teachers for American Public Schools," published by the Carnegie Foundation for the Advancement of Teaching, February, 1917.

3. SELECTION OF FACULTY.

Teachers for prospective beginners in rural school teaching should be the best whom the available maximum salary will secure—best in general and in specific preparation. A prepared teacher is: First, one who has fullness and accuracy of knowledge in the subjects which are to be taught and who is determined to become intimately familiar with all the sources at his command to which he may go or send for the increase of his knowledge and the proof of its accuracy; and second, he is one who by patient teaching under competent criticism has been shorn of careless, haphazard, slovenly, weak, and wasteful methods and has by observation, instruction, and practice acquired efficient, time-saving methods; third, a prepared teacher is a manly man or a womanly woman who, by association with nature and humanity through books and by personal contact, has grown into a compelling soul-power sufficient to interpret, to cultivate, to vivify, to individualize, to inspire in children and youth the best ideals of life in general and of the humanity and nature about them in particular; to banish laziness and self-satisfying stagnation by giving the conscience a better grip on the will.

Specific preparation for teaching students in the courses for rural teachers in State normal schools presupposes the general readiness just outlined and an attitude of utter loyalty toward rural education. There can be no secret assumption that there is a better field for work in education. This attitude must be arrived at by specific study of and participation in country living, including education, and it may be honestly kept by the same means. State normal colleges and university colleges of education are slowly providing courses of study and assembling faculty members suited to give opportunity for teachers of rural teachers to make themselves ready. The observation of the writer is that, while there are exceptions, the best foundation for this spcific preparation is country breeding—at least through childhood and youth—enough to establish a permanent understanding of and love for country folks, young and old.

4. DIFFERENTIATING CLASSES AND PRACTICE TEACHING.

The question immediately in the foreground of the situation at present is: What differentiation of subjects and classes for the group of students in normal schools who are preparing to teach in rural schools can be advantageously made? Should action here begin with

a patient research for all the likeness in the needs of urban and rural teachers or should obvious differences in needs be recognized at once and a clearly justifiable differentiation, if not specifically critical, be instituted? In procedure, the second alternative is being applied in social, industrial, and some professional subjects. This is well, for thus theory will emerge from practice, and while, in the hands of too enthusiastic and inadequately educated leaders, differentiation in subject matter tends to overrun necessity and become ridiculous, this is usually corrected in time and a careful restriction of differentiation to actual needs is gradually achieved.

The work of departments of rural education, and where special courses are given in other departments, is to grow the new work into the organic, central life of the normal schools and not to develop a side show. The saner the work of differentiation, the less conspicuous and the more influential the rural group tends to become, both within and without the normal school.

Where academic and professional instruction lose duality and become unified (a suggested probable feature of the new epoch), there will be more general differentiation between urban and rural groups due to the wide difference in the rural and urban schools as to form of organization and location. And yet there may be several subjects in which the usable suggestions made by normal-school teachers will not be fitted specifically enough to the actual situations in which the students use them to warrant different classes. For safeguarding institutional unity and the higher loyalty of school over department it will certainly be well to obliterate to a large degree differentiation in literary, social, and religious activities, and to make only plainly justifiable differences in classes. This will not interfere with departmental seminar work and occasional segregation for social purposes.

Differentiation in practice teaching is more recent and much less well worked out than in class instruction. Within the past two years demonstration rural schools, hitherto utilized by normal schools chiefly for purposes of observation, have been rapidly adapted to use for practice teaching. In addition, a large number of rural schools have been affiliated with the normal schools for practice. In the use of these schools the crudities of initial work are conspicuous. Inadequate funds, undeveloped appreciation of what is being attempted, and an apparent assumption that the whole enterprise is to succeed on a low level of investment of money and of talent in human agents are obstacles just beginning to be cleared away.

One of the outstanding problems of administration adjustment incident to practice in affiliated schools off the campus, which are frequently too far away to permit students to keep up class work in the normal schools, is the balancing, to the advantage of the student and

for purposes of credit records, of the practice and recitation work of students. Present practice in this matter is locally unsatisfactory in several institutions. In some normal schools students drop class work for the period of their practice, varying from one to four weeks, and then reenter class and pick up the current work the best that they can upon their return. Such an arrangement as this can, of course, continue only temporarily, and economical and effective adjustments have already been evolved.

One of the best illustrations of the successful solution of this problem is found in the State normal school at Winona, Minn. In this school the principle invoked by the committee in charge of the course of study to be pursued by those electing to do rural-school work is: "Preparation for rural teaching should be just as thorough and just as far-reaching as preparation for city-school work." The application of this sound principle is difficult for many reasons, but by inconvenience chiefly when applied to practice teaching. Five schools in the country have been affiliated, all of which are from 4 to 6 miles distant, and provision is made for students to be on leave from the normal school for six weeks while practicing in these schools. In order to insure that this practice "should furnish values equivalent to, if not identical with, those offered in town," great care has been taken to free the time of students so that they may give practically the whole of their attention to living in the community and working in the practice schools. This is accomplished by organizing the students who elect to prepare for rural teaching into six groups: A, B, C, D, E, and F, so that there is one group (A) practicing the first six weeks in the fall, and a new group (B or C, etc.) ready to go to practice at the beginning of each new six weeks' period through the year. To safeguard the interests of students and preserve the dignity of the normal school, both important considerations, it is necessary to offer class subjects for these students, so that they may get full time on each subject. This is taken care of very well in the term schedule as follows:

JUNIOR X (RURAL EDUCATION GROUP A).

1. (Rural method, ½.)	4. English composition, 1.
2. Elective, ½.	Rural method, ½.
3. Rural teaching, ½.	Rural-school management, ½.
4. Rural teaching, ½.	Drawing, ½.
	Drawing, ½.
1. Geography, 1.	
2. Rural home economy.	NOTE.—Students in rural education who do their student teaching in the winter or the spring term must arrange their work in halves similar to that shown for the fall term. Consult classification committee.
3. Psychology, 1.	
4. Arithmetic, 1.	
1. Theory of education.	
2. Reading.	
3. Music, 1.	

By this scheme group A will teach the first six weeks of the fall term and will concentrate on this work with especial reference to method. They may do reading in an elective subject if time permits. For this teaching, a village one-room school, a village two-room school, and two typical rural schools, as well as the rural training schools, are available. At the end of six weeks the students in group A return to normal school and in the balance of the 12 weeks' term complete their rural methods subject, do one-half term in school management, and do double time in drawing. They are then credited with 12 weeks in rural method, in teaching, and in drawing; 6 weeks in management, and 6 weeks in an elective if this is completed, making practically a full and satisfactory term's work.

The author of this plan adds:

> Our plan is limited by the fact that we have so few seniors returning for the practice in the first six weeks of the fall term. For next year we have postponed all junior-practice teaching until the students have had at least six weeks of class work with the rural-education supervisor, who then can better choose the students for group B—the group to go out the second six weeks. We found need this year to shift each six weeks so that the weaker students had the longest time to grow. This has made it more nearly possible, too, to apply our rule for regular students, i. e., that no one may teach with an E (condition) in any subject, nor with more D's (just passing marks) than marks above D; though there have still had to be exceptions. Returning seniors can, of course, teach in the fall.

There are many other problems in the control and adequate supervision of practice teaching done off the normal campus, and these problems increase in practical difficulty as the radius of distance from the normal school ("Practice Teaching, Milwaukee," in Part III, illustrates in detail distributed practice teaching). Transportation, living conditions, organization of conferences with the critic teachers to economize the energy and time of these teachers, and the maximum service of supervisors to both critic and student teachers in these scattered centers, are being cared for in practically as many different ways as there are institutions undertaking the work. Possibly no such classic demonstration of the utilization of these varied rural practice centers as that made by E. A. Sheldon at Oswego, N. Y., in the sixties of the nineteenth century in the graded training school can soon be made; but bulletins already issued and the four institutional illustrations presented in this manuscript, conferences being held, institutional and periodical publications, and correspondence are beginning work of a clearing-house character which will presently find adequate editing in a national journal of rural education.

5. FURTHER ADMINISTRATIVE CONSIDERATIONS.

In practice teaching, as in the differentiation of subjects, administrative control is required to preserve institutional solidarity and

insure to the students sensitiveness to the total impact of the whole normal school on the improvement of teaching. Sharply drawn departmental lines with instructors who have departmental rather than institutional horizons debilitates any school and robs students of that chief result of true education—a liberal mind. If the practice for rural teachers is continued for two terms of 12 weeks, possibly the first 12 weeks could be done much more economically in the campus training school, this being utilized for acquiring recitation and lesson planning technique. However, where but 12 weeks are given, the practice had better be in rural schools supplemented by directed observation in the campus training school, and students in courses for urban schools should, as far as the equipment permits, supplement their urban prac[illegible] with discussed observation in the rural practice schools.

Fundamentally administrative adjustments turn upon these principles: 1. The normal school is a State school which can not, in common honesty, unless restricted by establishing law, allow its efforts and expenditures to be diverted to and used disproportionately for either urban or rural needs. 2. Normal school provisions for the preparation of rural teachers must be made equal to provisions for others teachers in financial and human resources, this principle to apply to physical equipment, to directors and teachers of special courses within the normal schools, and to practice teaching critics and supervisors employed for off-the-campus work. 3. Dynamic support by the administration is a prime essential enforcing all the time the necessity of cooperation on the part of other departments, and reheartening the workers to succeed in their uncharted field.

6. WORTH-WHILE EXTENSION AND PROMOTION.

Close cooperation between normal school extension departments and town or county superintendents of rural teachers is essential to avoid duplication of effort and to knit up the public educational program. State teachers' reading circle courses may be effectively promoted for extension teaching purposes by normal school instructors in many States; and by mutual understanding the more experienced rural teachers who have exhausted the necessarily abbreviated reading circle courses may be enrolled to advantage in more advanced extension courses. Possibly the best extension teaching is being accomplished at present by the visiting normal school instructors who are helping rural teachers by demonstration and suggestion in their own school rooms as they are confronted with specific difficulties and are in a receptive frame of mind.

The necessity for extension and promotion activities is well stated in the catalogues of the Tennessee normal schools:

> The normal schools believe that it is necessary not only to prepare teachers but to prepare places for teachers. To this end they will assist in every movement for developing educational interest and will take part in the aggressive campaign for school improvement in every section of the State.

The working out of this ideal is obviously needed where there is the least effective local leadership. Workers in rural education come to feel this need and to attack it intensely. It is necessary that normal school presidents safeguard the energy of such faculty members. If it is decided to be worth while to do this outside work, then some offset of reduction in or assistance with inside work should be provided.

Wholesome growth of the effort to prepare rural teachers within the normal schools and respect for this work, both within and without these institutions, will turn on the administrative adjustments already presented, on the thoroughness and correctness of adaptation of the work to the purposes for which it is intended, on the scholarly adequacy of the publications distributed and upon the selection of leaders of superior academic, professional, and social growth to direct it. Such leaders will establish relations of mutual helpfulness with local, State, and national leaders in their own and other phases of rural progress. This will make possible an annual rural progress day program of exceptional merit at the normal school—a day of intellectual and spiritual communion enjoyed in social informality by farm folks among themselves and with their teachers, doctors, ministers, organization leaders, and the potential youths who are to come to local communities in the vantage place of teacher. The sense of proprietorship in their normal school, with which citizens who have come from widely scattered local communities return to their homes after such a day, is significant in the educational well-being of the State.

7. THE PLUMB LINE OF DEMOCRACY.

The safety and nourishment of democracy forbid the continuance, for a longer time than is made necessary by the present order, of publicly paid instruction of rural children by teachers who are one, two, three, and four years less well prepared than the publicly paid teachers of urban children. Democratic public service ideals forbid any State normal school, in so far as it is supported proportionately by all of the taxable property of the State, to concentrate its activities and consequent expenditures upon the needs of urban teachers. Country property and country children, from one-fourth to three-fourths the total in the various States, have but to ask intelligently

and persistently in the court of public opinion to get a verdict of recognition and service by all State normal schools.

Edward A. Ross, professor of sociology in the University of Wisconsin, thus concludes an appeal written in 1914 ("On Behalf of Rural Civilization"):

> As I see the situation here, I would rather the next million dollars this State gives to education went to rural schools rather than to city schools, or high schools, or university. It may be as unfair to spend taxes from city people in bettering the country as it is to spend taxes from country people in bettering the city, but it is not so foolish.

This is not presented in an attempt to array city and country against each other, since the whole spirit of this discussion is in appreciation of the unity, the solidarity of national life; but such a statement comes from Dr. Ross, with the authority of first rate scholarship in sociology, and in form it is vivid enough to arouse thought.

The intensity of specialization with which educational leaders, as well as executives in other enterprises, must attack their tasks forecloses their mental horizons in many instances. Lest such be the case in this discussion, the following statements are introduced:

> No other problem is even second in importance to that of maintaining the native quality of the rural population. The rural districts are the seed bed from which even the cities are stocked with people. Upon the character of this stock, more than upon anything else, does the greatness of a nation and the quality of its civilization ultimately depend. If the native vigor, physical and mental, of the people should decline, nothing could save its civilization from decay. Not even education itself can permanently arrest such decay when the inborn capacity to be educated is disappearing. (Thomas N. Carver, professor of economics, Harvard University, in "Principles of Rural Economics," p. 334.)

> The country produces population, energy, and original ideas—the raw materials of social life—as it produces food and the raw materials of manufactures. The city combines ideas and thus forms the social mind. In exchange for the streams of fresh life that pour in upon it from farm and village, it sends forth to every rural community, and even to the isolated homestead, stimulating currents of thought and of moral enthusiasm. It quickens social instincts and awakens interests in men and women whose lives were else monotonous and hard. It raises their standards and puts before them formulated policies for their consideration. Genius is rarely born in the town. The world's great faiths have germinated in the desert, or among mountain heights. Its great policies have been suggested by unsophisticated men. It owes its great discoveries and its immortal creations to those who have lived with nature and with simple folk; but the creation and the discovery, the policy and the faith, have lifted and transformed the race only when they have subsequently been fashioned by the mind and have been charged with power from the heart of the multitude. (Franklin H. Giddings, professor of sociology, Columbia University, in "The Principles of Sociology," p. 346.)

> I have always thought that we overlook the fact that the real sources of strength in the community come from the bottom. Do you find society renewing itself from the top? Don't you find society renewing itself from the ranks

of unknown men? Do you look to the leading families to keep on leading you? Do you look to the ranks of the men already established in authority to contribute sons to lead the next generation? They may—sometimes they do—but you can't count on them; and what you are constantly depending on is the rise out of the ranks of unknown men, the discovery of men whom you had passed by, the sudden disclosure of capacity you had not dreamed of, the emergence of somebody from some place of which you had thought the least, of some man unanointed from on high, to do the thing that the generation calls for. Who would have looked to Lincoln to save a nation? Who that knew Lincoln when he was a lad and a youth and a young man—but all the while there was springing up in him, as if he were connected with the very soil itself, the sap of a nation, the vision of a great people, a sympathy so ingrained and intimate with the common run of men that he was like the people impersonated, sublimated, touched with genius. And it is to such sources that we must always look. No man can calculate the courses of genius, no man can foretell the leadership of nations. And so we must see to it that the bottom is left open; we must see to it that the soil of the common feeling, of the common consciousness, is always fertile and unclogged, for there can be no fruit unless the roots touch the rich sources of life. And it seems to me that the schoolhouses dotted here, there, and everywhere, over the great expanse of this Nation, will some day prove to be the roots of that great tree of liberty which shall spread for the sustenance and protection of all mankind. (Woodrow Wilson, in an address, Oct. 25, 1911.)

Against this democratic background of broad perspective of which the best minds are conscious, three specific suggestions will conclude this discussion:

1. The needs of all the people in the territory which supports the State normal school and which this school serves should determine the proportionate distribution of students preparing to teach in elementary schools to various specific curricula, as nearly as may be; e. g., one-sixth to primary teaching, Grades I and II; one-third to intermediate teaching, Grades III, IV, V, and VI; one-sixth to upper grades, VII and VIII; and one-third for rural school teaching, Grades I–VIII. These fractions will, of course, vary between localities.

2. President Bruce R. Payne, George Peabody College for Teachers, Nashville, Tenn., has stated, what others engaged to any extent in the preparation of teachers and leaders in rural education know, that this work demands the utmost care in the selection of faculty members to safeguard the early stages of its evolution, giving it initial impetus, and the most liberal salary basis for the retention in this service of the strongest personalities. The assumption of urban superiority is so unconsciously ingrained in some people responsible for the present situation that they do not see the foregoing facts. Without the basis of real leadership, effort (if any is made) is controlled by imitative rather than by thought-out ideas.

3. Dean James E. Russell, Teachers' College, Columbia University, New York City, has made the best expression in print in appreciation

of the preparation of rural teachers. In a letter written the Iowa State Board of Education, 1912, he said:

> In my judgment the chief task of the normal schools in the next generation will be to ascertain how to train teachers for rural schools, to educate rural communities to the point of demanding a suitable rural education, and to elevate the professional standing of the rural teacher. All this is a great work, probably the greatest educational work ever attempted in this country. It is the most interesting and inspiring task that has ever been proposed to any body of educators. Any institution fortunate enough to be permitted to enter upon it is to be congratulated.

APPENDIX.

INSTITUTIONAL ILLUSTRATIONS IN FULL.

IOWA STATE TEACHERS' COLLEGE, CEDAR FALLS.

By MACY CAMPBELL, Department of Rural Education.

THE TRAINING OF RURAL TEACHERS.

The preparation of teachers for rural schools has been accepted by the Iowa State Teachers' College as a special service that should not be confused with other teacher-training problems, and hence it has a department of rural education to which is committed the direction of this difficult work. This was been done to give the entire rural-school problem an opportunity to be studied and taught and tested in ways that will ascertain the truth and that will determine the difficulties to be overcome and the solutions to be applied. An examination of the results, covering a period of four years, establishes the wisdom of thus segregating the undertaking from the other services of the college and in treating it as an original enterprise that calls for explicit care and sufficient experience to warrant a deduction of conclusions.

The first problem solved was to draft and organize a course of study that would place rural education on a basis as good as that of any other department. This was done to establish the fact that this kind of teaching was as important, as highly esteemed, and as much worth good salaries as any other kind of school work. Accompanying this came the selection of a faculty for this field, every member of which should be a notable person in the teacher-training business, whose status in the college as a whole would give range for notable ability and for an opportunity to do the work assigned under circumstances that advertised and emphasized his capability and efficiency as an educator. This organization has proved that it realizes the importance of its assignment, and the members thus invited have given as much prominence to the college at home and abroad as has been the privilege of any other department, while more prestige has come to the individuals themselves through the merits of their success than they could have gained in longer established work. This singling out of rural education as one of the great undertakings of the present day, and this planning and promoting of the service on a great scale, such as the work deserves, have been important points that brought distinction through prominence and publicity.

Three classes of students were sought for enrollment for these courses: (1) Practical, experienced teachers, who could be rendered notably efficient in the minimum time to do demonstration work in this new field, and who knew by experience the rural-school district; (2) young men and young women of rural

homes who were familiar with the conditions through their environment and who had confidence in the outcome of the country school under good management; and (3) high-school graduates who were ready to accept work in the country schools under more favorable conditions and who had an interest in country life and in country welfare. This selective system of securing students fit for such training was necessary if the work to be done was to give adequate returns and the time given was not to be wasted. Only those who appreciate the country people and the country opportunities can give real promise of being suitable material to accept this training and to develop serviceableness.

For these requirements an elementary subcollegiate course of two years was offered as the best way to get the right patronage and enable the efficiency of results to be a certainty. These students were given more training than education, and they fitted the conditions so admirably and so successfully that their work in the schools has brought much praise to the teachers' college efforts. The graduates of this course are given "the rural teacher's diploma" and a "rural teacher's five-year State certificate." Their efficiency has been such that it is recognized that the giving of the experienced elementary teacher such a chance as this training offers is of immediate practical benefit to both the teachers and the schools.

There is a second course of study in rural education, admission to which is based upon high-school graduation. This course requires two years of preparation, whereby the students may become specially qualified to give instruction in rural consolidated schools. Such graduates receive "the rural education diploma" and the "second-grade State certificate." In the near future most of these matriculants will come from the high-school departments of the rural consolidated school districts.

The training of rural teachers was the second task to be solved. This has been accomplished through a cooperative system of organization whereby enough rural independent districts have been secured to permit the introduction of a new plan of management under the title of "Rural demonstration schools." These 12 schools are each in charge of a sympathetic critic teacher who supervises the teaching of each of the students in training during a full school month. During this time the student is excused from college attendance, lives in the country, and devotes all her time to personal work in the school district among the people and to teaching and managing the pupils of the school under the advice and direction of the critic teacher and the kindly helpfulness of the faculty supervisors, who are constant daily visitors and observers of the work in progress. In addition to these one-teacher demonstration schools there are two demonstration-school townships, with nine schools in each, under a township critic supervisor system, and three demonstration consolidated rural schools, thoroughly organized and provided with modern buildings of high order and with the best of equipment obtainable in every department.

These various schools are under excellent management, their instructors are able teachers, the superintendents in charge are associate professors on the faculty of the college, and the cooperation of the people is complete and reliable. These arrangements give a school population of over 1,200 that contribute to making practical and efficient the service that is required to be rendered as a training-in-teaching institution. To insure perfect harmony the county superintendent is an associate professor of rural education and contributes much to help make progress real and permanent.

The cooperation here existing consists (1) of an exchange of services between the people, the regular teachers, and the college; (2) of the employment of subsidy whereby the college assists in paying a part of the expenses of instructors of said districts in return for the special use that is made of the schools in training students to be teachers; (3) of assisting in person and in speakers for the social center meetings that are held monthly in each district; (4) of furnishing traveling libraries with frequent opportunity for exchange to each school thus cooperating; and (5) of giving much supervision by the professors of the rural education department in return for the right to have a voice in suggesting teachers that are adapted to and are qualified for the service needed.

The third problem solved was that of thoroughly interesting every family in every community thus served. This has been done (1) by personal visitation from house to house in order to ascertain the exact conditions and the attitude that exists regarding educational work; (2) by cultivating the acquaintance of the parents through social helpfulness; (3) by establishing a course of study for home work and home undertakings on the farms for the older pupils; (4) by conducting a regular visitation system throughout the crop time of year to ascertain the progress the pupils are making and the help that they need in order to make their demonstration plots successful, which visitations are continued during the regular vacations of the schools, so that there are no opportunities for neglect or discouragement to arise; (5) by maintaining girls' work in domestic arts and in cooking with the cordial assistance of the mothers; and (6) by having school exhibits, district exhibits, contests for prizes and honors, displays at fairs held by authority of the State, and neighborhood and township picnics where all parents and pupils can consider problems and receive advice from experts on undertakings in which all are interested.

By these organized efforts 32 high-school graduates and 456 subcollegiate students have received special attention during the college year of 1916–17, while hundreds of others have been aroused in their appreciation and helped in their conceptions of what is capable of being done by joining some of these classes while making three months' special preparation for beginning the public service. All the students in rural education have been organized into a permanent society called "The Iowa Club," which has regular meetings and combines literary and professional programs to give the members training in public speaking, in the organizing of community work, in the comprehending of the many factors that are involved in the notable service to which they are planning to give their lives and in bringing communities to a realization of the benefit that cooperation and helpfulness can secure by their own initiative and labors.

In closing this report of accomplishment and faithful service in this great field, it can be stated that these four years of work have had a marked influence on the people where these activities have been existing, that the life of the people as a whole has been encouraged and aroused, and the outlook of the pupils has been magnified and improved to such an extent that they have increased their ambition for moral and intellectual opportunities that they know can be obtained at high school and college, while the spirit of cooperation required by this movement for better schools has developed neighborly sympathy and good feeling in many directions that are equally essential for community progress and community welfare.

PROVISION FOR TRAINING TO TEACH IN RURAL AND CONSOLIDATED SCHOOLS.

1. An ideal arrangement and its cost:

Ideal arrangement:

(a) *For one-room rural schools.*

An ideal arrangement for rural teacher training involves a campus training school, as at present, for observation purposes and in order that the students taking this course may become familiar with rural school conditions, a number of rural schools cooperating with the college in order to furnish opportunity for practice teaching.

(b) *For township supervised schools.*

The ideal arrangement in this case is for the State to employ a township supervisor who will devote full time to the supervision of the schools in the township and a regular teacher for the demonstration school who should be responsible for the management and instruction of this school and thus allow the time of of the supervisor to be free for supervision. The State should pay the salary of this teacher. Student teachers would therefore be trained under this teacher who in turn might be in training for supervision work or other critic work.

(c) *For consolidated schools.*

For observation work the plan mentioned for the one-room rural school is ideal. Student teaching should be done in the various grades and the high school of the cooperating consolidated schools under the same plan as in the one-room rural demonstration schools.

Cost:

(a) *For one-room rural schools, one school only.*

Teaching force: A regular teacher, the State paying a subsidy of from $5 to $15 a month to be applied on the teacher's salary, $45—$135. Supervision (approximate), $37. Total, $162.

(b) *For township supervision, one township only.*

Subsidy for township supervisor per month, $10—$20. Salary of critic teacher for demonstration school, $60—$70. Supervision (college), $400. Mileage for township supervisor, $90. Total, $580.

(c) *For consolidated schools, one school only.*

Subsidy on salary of superintendent, $200—$300. Subsidy on salary of 8 grade teachers, $5 to $10 per month each, $360—$1,080. Supervision, $75—$100. Total, $1,480.

2. Size of rural practice schools.

Rural practice schools:

	1913–14.	1914–15.	1915–16.	1916–17.
Number of pupils	25	150	275	400
Number of practice teachers	16	52	60	86

Amount of practice teaching and observation:

Actual teaching, 60 hours. Observation and management, 60 hours. Illustrative teaching (observation and discussion in campus training school), 40 hours. Conferences with critic teachers and supervisors, 20 hours. Total, 180 hours.

3. The ways in which rural practice teaching is carried on.

(a) *The general plan for carrying on the practice-teaching work.*

Students of the elementary rural teachers' course are required to take one term (3 months) of observation and teaching. The observation is done in the regular campus training school where expert teaching of the fundamental branches is observed. This observation continues for two months. The practice teaching for all students on the elementary rural teachers' course is done in one of the rural demonstration schools and continues for one month. During this time the student is excused from regular class work and is given eight weeks' credit in all other subjects for which she is scheduled. The time of the student teacher during this month is spent approximately as follows: The first day or part of the day is spent in observation of the teaching and management of the school by the regular teacher, in order that the student teacher may become familiar with the conditions, the names of the pupils, and the subjects taught. The regular teacher then assigns certain classes for the student teacher to teach, usually about one-third of the total number of classes on the daily program. On the following day and during the remainder of the month the student teacher prepares her lessons, writes lesson plans, assists in the games and play, visits in the homes, and becomes familiar with regular rural-school conditions, all under the guidance and control of the regular teacher who in turn receives help and advice from the supervisors from the college, some one or more of whom visits each school at least four times during the month.

Students in the college course in rural education are required to have two months in practice teaching. During the first year of their course the practice teaching is done in a one-room rural demonstration school under the same conditions as those described above for students on the elementary course. During the second year the student is required to teach in one of the consolidated demonstration schools. The grade teacher in the consolidated school becomes critic teacher and proceeds in the same manner as the critic teacher in the one-room demonstration school. The superintendent of the consolidated school and the grade teachers who act as critics receive an additional salary paid by the college for the extra service rendered.

(b) *The one-room school plan.*

The college has made arrangements with the boards of 15 one-room country schools near Cedar Falls, whereby the regular teacher for each of these schools is nominated by the college, with the understanding that students on the elementary and advanced courses in rural education are to do their practice teaching in these schools under the direction of supervisors authorized by the college to take charge of such work and the regular critic teacher. The college pays a subsidy of at least $5 per month on the salary of each critic teacher, furnishes library books, and gives special supervision.

The teachers who have charge of one-room country schools and who are employed by the district boards with the advice of the college supervisor conduct the schools in the usual way, and act as critic teachers for students who do their practice teaching in these schools. The critic teacher is responsible for the correction of all errors made by the student teacher and at all times protects the interests of the children against poor student teaching.

The student-teacher feels in duty bound to serve with the critic teacher. She makes lesson plans and submits them to the critic teacher. She is willing and ready to take suggestions, and assumes responsibility for the discipline of the class or group of which she has direct charge. She carries on the work and instructs the pupils in accordance with the plans of the critic teacher so that the school will as a whole make progress.

NOTE.—Critic teachers: In order that dependable critics may be employed and that their tenure of office may be increased, a satisfactory salary must be paid by the regular school board and an additional subsidy of from $5 to $15 per month should be paid by the college cooperating with the district.

(c) *The amount of practice teaching being done at any one time.*

The number of student-teachers during 1916–17 was 66.

NOTE.—These student-teachers did 120 hours of practice work and observation in the rural demonstration schools and 40 hours of observation work in the campus training school.

The number of critics and supervisors during 1916–17: Critics, 19; supervisors, 3.

NOTE.—A part of the time of each of the three supervisors is spent in each school. One supervisor is directly responsible for the general welfare of the school, its relation to the community and the college; one supervisor is directly responsible for the supervision of the practice teaching; the third supervisor is particularly responsible for the methods of instruction of the critic teachers, with special attention to the language and reading work. Each supervisor cooperates with the others and assists them when necessary in their work.

4. Approximate distribution of time of a critic teacher in a one-room rural demonstration school.

Phases of work.

	Average hours per week.
(a) Managing the school	4
(b) Supervision of student-teacher	2
(c) Teaching	15
(d) Other work—	
Assigning work to student-teacher	1
Reading lesson plans	3
Conferences with student-teachers	4
Committee work (social and community center)	2
Settling matters of discipline	1
Making records and reports	2
Supervision of playground	6
Conferences with college supervisors	1
(e) Preparation of work	10
Correction of work	2
Total	43

THE IOWA CLUB.

The students enrolled in the various courses in rural education and the members of the faculty of this department meet from 6.30 to 8 p. m. alternate Mon-

day evenings for social development and study of matters pertaining to the improvement of rural life in Iowa.

This is a voluntary organization and its meetings have had a large and enthusiastic attendance since the organization of this group about five years ago. One-half hour of each meeting is devoted to community singing. The best songs are learned and sung by the whole group for pure enjoyment. This move looks toward encouraging more group singing in rural communities.

The best games for community recreation are learned and played for pure enjoyment. This activity looks toward encouraging more group recreation in rural communities. Studies are made into rural-life conditions in Iowa, such as increase or decrease in rural population, ownership and tenantry on Iowa farms, average yield of corn in different counties, better roads, improved farm practice, consolidated schools, etc. The activities of the club give its members an opportunity to develop executive capacity and the power of leadership.

NEW HAMPSHIRE STATE NORMAL SCHOOL, KEENE.

By EUGENE TUTTLE, Director of Training Schools.

TRAINING FOR RURAL SCHOOL TEACHING.

I. Courses offered.

1. There are no regularly organized or differentiated normal-school courses dealing specifically and exclusively with rural school interests. Rural school conditions receive consideration in education, sociology, and school-management classes in the same proportion as any specific type study or reference is made. All methods, plays and games, manual and domestic arts class teachers emphasize rural school conditions in their respective courses, and the work is organized so that it is adaptable to urban, village, or rural schools. A course required for all seniors one semester, one period per week, is planned for fall of 1918. This will be called rural education and will deal with rural school organization and management, including some rural sociology.

2. Nature study and gardening. Junior year, 2 hours per week; senior year, 4 hours per week. Equipment—Greenhouse 125 feet long; ample grounds for small demonstration-school home gardens. Instructor—Specialist in agricultural education and greenhouse management. Aim of instructor—preparation, management, and harvesting applied to school home gardens, both ornamental and vegetable, adapted to rural, village, or urban conditions.

II. Training-school organization and supervision at Keene Normal School.

A. One 10-room junior high school, grades 7–8.
B. One 12-room grade school, grades 1–6.
C. One 8-room grade school, grades 1–6.
D. Two 4-room grade schools, grades 1–6.
E. One 3-room grade school, grades 1–8.
F. Two 1-room grade schools, grades 1–6.
G. Three 2-room grade schools, grades 1–4.

A, B, C, and D are used for regular grade training. General-organization plan is (*a*) two rooms in charge of one critic teacher, one graduate assistant, one or two students; (*b*) two rooms in charge of one critic teacher, three

students. Graduate assistants are graduates of regular two-year course, selected for third year for experience at a salary of $10 or $12 per week.

G are two-room buildings to accommodate younger pupils outside the center of the city, in charge of one critic teacher, one graduate assistant. Student teachers may be assigned to these buildings.

E is arranged as a typical village school, having one course of junior high-school organization for grades 7 and 8, manual and domestic arts equipment in one room.

In charge: One primary teacher, grades 1, 2, 3; one intermediate teacher, grades 4, 5, 6; one junior high teacher, grades 7, 8; one student teacher in each division.

F are one-room rural schools, in charge of one teacher, one student.

All teachers are paid by the State, the city paying to the State tuition for pupils at a varying rate per capita of average attendance in all schools.

III. Supervision of schools and student teaching.

Organization:

(*a*) One supervisor of training who has charge, practically as superintendent of schools, of all schools in the city mentioned in II, with duties as follows: 1. General school supervision. 2. Directs assignment of student teachers. 3. Has school management and law with senior class, one period per week with each division. 4. Conducts weekly meetings of grade teachers either as grade meeting or a general meeting. 5. Individual conferences with teachers and student teachers.

(*b*) Grade critic teachers as noted under II. These report to supervisor by form and by conference regarding student teachers.

(*c*) Normal school department heads direct methodology by meetings with teachers under 4 above.

Present supervisor, as preparation for the work and understanding of rural conditions, taught two terms in remote one-room rural schools, college graduate, normal-school graduate, master's degree at teachers' college, having there two courses in rural education, seven years' district superintendent of schools (including many strictly rural schools) before present position.

IV. Student-teaching plan.

Junior year:

1. Class observes in groups of about 20 students, one afternoon per week, one demonstration lesson by each of two teachers in one of the training schools, by direction of the supervisor of training. These are arranged with the teachers by the supervisor after conference with the head of the subject department as to content of the lesson to be observed.

2. After the demonstrations students scatter through the building for a 15 or 20 minute period, taking one or two pupils for individual coaching at direction of teachers in charge.

Senior year:

Students in two divisions. For nine-week period one has practice teaching and one academic work, changing at end of each nine-week period. School year is 36 weeks, hence each student has 18 weeks practice teaching. While on teaching assignment students devote time exclusively for full school day at place where teaching.

Before class is assigned to practice teaching students are given opportunity to express individual inclination for primary, intermediate, grammar, and rural work. Assignments are not restricted to this expression. All are given experience in as many as possible of these divisions and some

are excused from primary or grammar grades for reasons of unmistakable manifestations of inadaptability for a particular group, made evident from reports of critic teachers and observation of supervisor training. The training period in one room of each group varies from 3 to 9 weeks. All electing rural work are given from 3 to 5 weeks' full time in a rural school.

V. Rural school organization and management.

(*a*) Teacher. No special standard qualifications required. Must have had normal school training, successful experience, and manifest genuine inclination for rural school work and allied interests.

(*b*) Equipment. Up-to-date heating (except box stove in one building), lighting and toilet arrangements, one manual-training bench, few tools, oil stove and dishes for domestic work, swings, teeter, jumping standards, quoits, etc., for recreation, in order that students may know what is possible in country districts.

(*c*) Organization. The schools are organized as typical rural schools as to program, conduct of work, grouping of classes and individuals. Student teacher has regular class work, thus acting practically as an assistant, and consequently more classes are really possible than when there is one teacher, but the work is regulated so that the student will not obtain mistaken idea of the possibilities confronting her when she assumes charge of such a school alone. Students usually alternate with teacher in taking charge of woodworking with the boys and cooking and sewing with the girls. One hot dish is prepared in winter each noon for pupils staying for noon hour, and both teacher and student also remain for noon hour.

VI. Neighboring town cooperation.

Opportunity for substituting in neighboring towns proves mutually advantageous to students and towns. These are usually one-room rural schools. These opportunities are of two classes:

1. Indefinite assignments of from one to three weeks to substitute during temporary absence of regular teacher.

2. Permanent school positions operated by the normal school. These schools were not able to secure regular teachers, and local board arranges with the normal school for teachers. In these schools the supervisor provides one student teacher, changing every four or five weeks. Students are carefully selected and special effort made to provide continuity of the work in the schools thus supplied. Usually from one to four or five schools are thus supplied. These students are paid by the town in which they are employed, usually $10 per week.

This plan serves (*a*) to give good, practical, independent teaching experience; and (*b*) to assist financially needy students.

The results usually are satisfactory because (*a*) students are exceedingly ambitious to succeed in these special assignments; and (*b*) careful preparation of work brings such results in the schoolroom that a favorable impression permeates to the homes represented, and people generally favor the plan.

Supervision: (*a*) Supervisor of training endeavors to call at least once on the student in these assignments; (*b*) local district superintendent or school board reports on form to supervisor of training regarding each student substitute or teacher.

STATE NORMAL SCHOOL, KEENE, NEW HAMPSHIRE,

STUDENT SUBSTITUTE ASSIGNMENT.

Name_____

To substitute at_____

Grades_____Number pupils_____

For period of_____{weeks / days} from_____to_____191 .

Salary_____

Superintendent or principal please report briefly on back of this card regarding the general success, strong and weak points and mail card to

SUPERVISOR NORMAL TRAINING SCHOOL,
Keene, N. H.

KEENE NORMAL SCHOOL.

STUDENT TEACHING RECORD OF.....CLASS.....

.....GRADE. .....SCHOOL. ....WEEKS FROM.....TO....., 191... .....TEACHER.

A.	B.	C.	Indicate approximate number of times each subject listed below was taugh by this student.	
Personality:	Recitations:	Initiative.....		
Health.....	Preparation.....	Originality.....		
Disposition.....	Technique.....	School management:		
Attitude.....	Organization....	System and tact.	Reading.....	Arithmetic.....
Manner.....	Adaptability....	Care of room..	Language.....	Geography.....
Voice.....	Relative values.	Care of material.....	Grammar.....	Spelling.....
Language.....	Pupil's initiative	Light, ventilation, etc.....	History.....	Physiology.....
Habits.....	Attention and interest.....	Class control.....	Music.....	Nature study.....
Scholarship:	Questions—Number:	Board work.....	Drawing.....	Cooking.....
Subject matter...	Quality.....	Special subjects:		
Accuracy.....	Sequence.....	Music.....	Manual training...	Sewing.....
Fullness.....	Distribution.....	Drawing.....		
	Skill with answers...			

Attendance:
Half days absent.
Times tardy.....

Rank.....

This record should be strictly private and confidential and should be on file in supervisor's office on Monday following end of assignment on Friday. Select characteristics instead of marking in all points. Mark all in column C.
Symbols: S, Superior; G, Good; F, Fair; W, Weak. No entry indicates "satisfactory."
+ Improving: — Losing ground.
Rank: On scale of 100, with passing mark 70.
On reverse side list (1) causes of absence, (2) genera remarks.

VII. The efficiency of rural training at Keene may be gauged somewhat by the continued demands of district superintendents and school boards for graduates to take rural positions, the supply of graduates not being equal to the demand, and the interesting and enthusiastic reports of students taking up rural school teaching.

VIII. The following tabular arrangement summarizes some facts regarding training and rural teaching. In this connection, rural is the term applied to country communities having one or two-room schools, and not based on the distinction of the U. S. Bureau of Education which limits the rural community to comparative population basis. If the population basis were taken it would include more graduates in three and four-room village schools, organized same as in larger towns.

1	2	3	4	5	6	7	8	9	10	11	12
											Per cent.
1913	35	11	$10–$13	$11.20	3	$10–12	$11.16	3	11	10	31.4
1914	19	2	11– 12	11.50	2	10–10.50	10.25	2	2	11	21
1915	32	7	10– 14	11.75	6	10– 14	12.62	12	11	4	43.7
1916	54	14	10– 14	11.61	9	12– 14	12.88	14	19	1	42.5
1917	79	20	10– 15	11.95	12	12– 15	13.03	18	13	6	40.5

[1] The figures in parentheses refer to the heads of columns in the above table.

(1) Class, years of graduation; (2) number in class; (3) number teaching in one-room rural schools first year after graduation; (4) salary range per week in one-room schools; (5) average salary per week in one-room schools; (6) number teaching in two-room rural schools first year after graduation; (7) salary range per week in two-room rural schools; (8) average salary per week in two-room rural schools; (9) number teaching in rural schools who had rural school training in normal school; (10) number teaching in rural schools who had no rural training in normal school; (11) number in class who had rural training in normal school but did not teach first year in rural schools; (12) per cent of class teaching in rural schools first year after graduation.

GEORGIA NORMAL AND INDUSTRIAL COLLEGE, MILLEDGEVILLE.

By Sue Childs Cleaton, Department of Rural Education.

WORK IN RURAL EDUCATION.

1. Instructor's preparation; (*a*) Scholarship—B. S. in rural education, George Peabody College for Teachers, Nashville, Tenn., plus one summer term of graduate work; (*b*) experience—two years teacher of a one-room rural school; one year principal of a consolidated rural school; six weeks as teacher of the fourth grade in a city school; three years as instructor in agriculture, chemistry, and physics in a town high school; three years supervisor of rural schools of two counties in Virginia and as extension work in home economics from the Virginia State College of Agriculture; one summer instructor of primary methods in a summer school for teachers, Pensacola, Fla. Has had experience in teaching in four Southern States.

2. All seniors are required to take a course of one-half year in rural education. All special one-year teacher-training students are required to take a short course in rural education. In addition an elective advanced course is open to seniors who have completed the required course. The advanced course continues throughout the year and consists of two recitation periods and one double laboratory period per week.

Number of students taking rural education, 1917–18.

Total number students on senior roll	225
Total number seniors taking rural education	225
Special teacher-training one-year students	30
Special students taking rural education	30
Number students taking advanced elective course in rural education	45
Total number of students taking courses in rural education	330

3. The following course in rural education is required of all seniors: (*a*) Cubberley's "Rural Life and Education" is studied in class and in addition much reference work in the rural school library is given. This library work includes references in "The Rural Teacher and His Work," Foght; "Rural Education," Pickard; "The Work of the Rural School," Eggleston and Bruere; "Teaching in Rural Schools," Wofter; "Better Rural Schools," Betts and Hall; bulletins from the Bureau of Education and from other sources; inspirational books, such as "The Brown Mouse," "The Corn Lady," "Jean Mitchell's School," "The Rural School from Within," and others. Every student reads at least two of these inspirational books and these are discussed in class. (*b*) A study of the evolution of American rural life and institutions. (*c*) The physical environment of the rural school—the building, equipment, grounds, sanitation, with plans for improvement. (*d*) The preparation and work of a rural teacher. (*e*) The organization, maintenance, and management of the rural school. The course of study—its enrichment and adaptation to the needs of the rural child. (*g*) The social work of the rural school for the community, including the organization of clubs. Demonstrations and model programs are given in classes on ways of organizing and conducting community clubs. Combination of classes and elimination of useless and obsolete material from the course of study are discussed. Demonstration of ways of adapting subject matter to rural schools are given in class with criticisms. The making of the daily schedule of classes and distribution of time for recitation and study periods among the different classes or divisions.

Outlines of seat work, industrial art work, home economics, etc., practical in a rural school, are discussed and each student is expected to carry out one project along these lines to be used as a demonstration. The problems must be made of material available in a rural community—such as box furniture, baskets of native materials, pine needles, grasses, etc., sewing problems making use of flour sacks, rag rugs, etc. These problems are kept on exhibition in the class room and are taken out to rural schools to be used as models.

Consolidation is studied, with advantages, objections, etc., and each student is expected to make a study of the educational conditions in her home county, making a map, locating the schools, outlining the economic conditions, the agricultural resources and wealth. In this work she secures the cooperation of the county superintendent and others.

Practice work: The white schools of Baldwin County, 15 in number, are used as practice schools. Each student makes at least two visits to rural schools and teaches during each visit. On her return she writes an account of her trip and makes suggestions for improving the school. These trips are then discussed in class. The students teach lessons in English; dramatize stories; correct bad English; teach penmanship; tell stories; teach songs, games, picture studies; give lessons on gardening; teach all kinds of handwork, such as basketry, booklets, making shuck door mats, iceless refrigerators, flytraps, woodwork; give demonstrations in cooking, taking along the stove and materials; give demonstrations of the fireless cooker, the cereal or other dish to be demonstrated, cooking in the cooker on the way to the school, where it is served hot; lessons are given in sewing, this year the Red Cross work being stressed.

As a result of two years' practice work in the county, many schools have gardens, several are equipped with volley balls, croquet sets, and other playground equipment; several have raised money and bought libraries, a number of school houses have been painted inside and out (the normal students took along paint and brushes and painted one school, with the aid of the teacher and pupils); sand tables have been made and other handwork done; a school lunch is prepared and conducted in several schools. The rural education department

planned with the county superintendent and teachers a school fair and athletic contest last year, which was a great success, and are again aiding in plans for a similar occasion this year. When asked what part of the course in rural education has been of most benefit to them, the students have invariably said: "Our visits to rural schools, where we see and put into practice the things we have learned in class."

4. Other required courses correlating with the rural education work and forming a background for the course. All students are required to take the following courses: (*a*) One year of agriculture, including practical work in gardening; (*b*) one half-year of poultry, including practical work in running incubators and caring for the chickens; (*c*) one year of industrial art work; (*d*) one year of fine arts, with emphasis on the arrangement and decoration of the home; (*e*) one year of sight singing and public school music; (*f*) one year in home economics, including work in cookery, clothing, and sewing; (after the freshman year students may elect an additional year in home economics and specialize in that department); (*g*) courses in health, sanitation, and physical training are required during the entire college course; (*h*) in addition to the above, two years' work in the normal department of the college is required. This work consists of psychology, methods of teaching, with 16 weeks' practice in the training school of the college, a review of the common school subjects, history, English, mathematics, etc. Latin and higher mathematics are elective.

5. The course in rural education is differentiated from other method courses in stressing the adaptation to rural needs—buildings, equipment, sanitation, combination, and alternation of classes, the need of much handwork and outdoor activities, the adaptation of subject matter to rural needs, the introduction of agriculture and home economics, and plans for teaching these subjects with little or no equipment, how to organize community clubs and to use these to secure the cooperation of the people to build up the school, practice teaching in rural schools as differing from practice teaching in the graded practice school, smaller classes, management of classes not reciting, keeping all pupils busy, lack of illustrative material, maps, etc.

6. Many of the rural schools throughout the South are improperly lighted, poorly equipped, and lacking in sanitation. The people are often opposed to consolidation, so the greater number are small one-teacher schools. Fifty-seven per cent of all schools in Georgia belong to this class. Students must be prepared to face and make the best of conditions as they find them, interest the people, build up the small schools, and educate the people to the idea of consolidation and to local taxation in order to secure the funds to finance the larger school. They must know how to organize the people of the community and get them in the habit of coming to the schoolhouse and of working and playing together, thus overcoming the indifference, isolation, and lack of progressiveness found in many communities.

The young teacher must know what equipment is most needed and how and where to obtain it, how to select a library which will serve the community's needs, how to introduce the practical rural subjects in a simple, practical way, which will meet the approval of the people and win their cooperation. The small district with its three trustees still holds the balance of power throughout the South. The teacher must create a sentiment for a county tax system and a stronger county system of control, which will make possible longer terms and better salaries, and will make consolidation possible.

Seventy-nine per cent of Georgia's population is rural, while 83 per cent of her school population live in the rural districts. With these conditions in mind the course in rural education has been planned. As fully 75 per cent of the students later teach in rural communities, all are required to take the course.

as the students who teach in city schools will have a broader appreciation of rural life. The Georgia Normal and Industrial College believes it can serve the greater number by training its students to do rural work. Many of these students become rural leaders in their communities as principals of larger schools, as supervisors, or as home demonstration agents.

7. The aim of the advanced elective course, in cooperation with other departments of the college, is to train those students electing it to become rural leaders along these lines.

OREGON STATE NORMAL SCHOOL, MONMOUTH.

By M. S. PITTMAN, Department of Rural Education.

PREPARATION OF RURAL TEACHERS.

The department of rural education was established in 1913 and the head of the department spent three-fourths of the school year of 1913–14 in acquainting himself with the State of Oregon. This was done by doing institute work in every county of the State during the institute season; by spending a week at a time with county superintendents and rural-school supervisors visiting rural schools, holding community meetings, etc.; by visiting all of the high schools of the State and meeting with the teacher-training classes; and by attending school-board conventions and other meetings of kindred nature.

After this experience the first courses based upon the knowledge of conditions found were offered during the last 10 weeks of the regular session. The classes were exceedingly small, only 37 enrolling from the entire school for any of the work that was offered along rural lines—school problems, economics, sociology, and rural-school supervision. Since that first course, though, the attitude of the students toward rural work has been very different, because at least one-third of all students enrolled in the school, during the regular year or the summer school, have been taking the rural courses. During the present year about one-half of the student body is taking rural-school work.

The work of the department has changed from year to year with rapid increase of interest, rural vision, and popular enthusiasm. This enthusiasm has been generated by varying stimuli. At one time a contest in school-house representation in which the house of the pioneer, the house of the present and the house of the future were the problems for solution; at another the construction of a model rural community with model farms, barns, residences, school, and other community buildings; at another time, rural school week; this year rural life week was the big event of the rural department. All of these serve as natural motivators of constructive dreaming, painstaking research and study, original, definite, and careful work, good-natured rivalry, and boundless enthusiasm on the part of all who participate and it serves to awaken interest and develop sympathy in those who look on. The grand total of results has been that in the Oregon Normal School, at present, every one realizes that the normal is training teachers for rural schools and urban schools, and nobody blushes when he says he is taking the rural course.

With the cooperation of the five county superintendents of Washington, Yamhill, Polk, Marion, and Benton Counties and their teachers, rural school week was observed during the year 1916–17. This was done by sending two teachers to each of 75 one-room rural schools located in the five counties. In this way each of the teachers taking the course had one week of experience in a real rural school and a real rural community. While this week was a great success and did great good to the visiting students, to the schools, and com-

munities visited, and did more than anything the normal had ever done to bring it in touch with the rural section of the State, it was realized that that was not sufficient to train rural teachers for rural school work. The normal school, therefore, this year obtained three rural schools for practice purposes. These schools are: Oak Point, located 5 miles northeast of Monmouth on the Salem and Independence highways; Elkins, located 5 miles southwest of Monmouth, and Mountain View, located 20 miles south of Monmouth on the West Side Electric of the Southern Pacific.

In the Oak Point school there is an average of 15 pupils; in the Elkins school there is an average of 25; in the Mountain View school there is an average of 60. Only the elementary grades are taught at Oak Point and Elkins, but there is an accredited two-year high school at Mountain View.

Fifteen student teachers, who are taking the rural course, are working in the three schools at all times, there being three at Oak Point and six each at Elkins and Mountain View. These student teachers work for three weeks and are divided into three classes like the United States Senate, one-third of whom are always doing their first week of work, one-third their second week, and one-third their third week. During the first week that the students are in the school they do the following things: (1) Serve as head housekeepers; (2) supervise the play ground; (3) prepare the hot lunch; (4) follow the work of the teacher who is doing her third week of work, whom she will succeed in teaching certain subjects on the following Monday; (5) refresh herself upon all the subject matter already covered by the class; (6) prepare outlines of the work she is to do for the next two weeks; (7) tell some classical story on Tuesday of the first week; (8) present to the school some standard picture on Thursday; (9) give special attention to the seat work of the little people.

The work of the school is divided into longitudinal sections and during the second and third weeks the student teacher teaches the subjects of the section for which she has been preparing during the past week. The plan is to have each student teach some classes in each and every grade in the school, so as to acquaint her with the general character of the work and the nature of children of all ages.

In all cases the student teachers live in the homes of the people of the community in which they teach.

When they shall have completed their practice in the school, they return to the normal and resume their class work at whatever point they find their classes which they left three weeks before. No special credit is given for the practice teaching, but no deductions are made from other subjects because of the three weeks' absence. The plan is not ideal but it answers all purposes better than any other plan we have devised to suit our own particular conditions and facilities.

Reports of the students' work in the rural school and community are made to the head of the department by the supervising critic for the work in the school, by the landlady with whom she lived as to her home qualities, and by the student herself as to what she received from the work and under what conditions she thinks she might have received more.

As supervising critics for these schools we have three very excellent women: Miss Florence Hill, at Oak Point; Miss Gladys Carson, at Elkins; and Mrs. Nellie G. Firrell, at Mountain View. Miss Hill is a graduate of the Oregon normal school of the class of 1916, 23 years of age, and receives a salary of $900 per year with an annual increase of $100 for three years. The community in which she teaches is made up of a somewhat stratified society—college graduates and people with practically no education; landholders with no children and children owners with no land; landlord and tenant. The school

itself is excellent but the community spirit is lacking in cooperation and purpose.

Miss Carson is an Oregon Normal School graduate of the class of 1914 and Willamette University graduate of the class of 1917. She is 27 years of age and receives $1,000 salary, with an annual increase up to $1,300 as the maximum. The Elkins community is quite ideal—practically all of the people landowners with children, everybody possessed with community pride, intelligent and purposeful; a better spirit of cooperation could not be desired.

Mrs. Pirrell is a graduate of the Winona Normal School, 1898, and a graduate of the University of Wisconsin in 1905. Her salary is $1,100, with an annual increase for three years with a maximum of $1,400. The Mountain View School is located only four miles from Corvallis, where our agricultural college is located. Its patrons are progressive farmers, dairying being the chief industry. An excellent educational and industrial spirit are evident here.

Each of the school districts, cooperating with the normal school, contributes toward the salary of the teacher what it has been paying for its teachers, viz, $60 per month at Oak Point, $75 at Elkins, and $120 at Mountain View. The school district bears all of the expense that it would ordinarily bear, the normal school adds to these amounts whatever is necessary to get the sort of supervisors it desires for the work and any other expense that would naturally be caused by it being a training school for the normal school.

It becomes my task as the head of the department to give the students in the rural department the economic, social, and educational viewpoint necessary for successful rural work. Classes are offered, therefore, for the training of rural teachers and for the training of rural-school supervisors and county superintendents. Special training is provided for the zone plan of rural supervision which has been evolved by the department. Besides this work in the normal school I make a visit each week to each of the schools for the purpose of giving unity of purpose to all of the schools, rendering any assistance I may to the supervising and practicing teachers, and getting in touch with the life of the various communities.

Regular faculty meetings with the supervising critics are held once in three weeks, at which times the problems of the department are presented and solved if possible. My experience has shown me that the problems of training teachers for the one-room country school are numerous and difficult, but the task has proved an absorbingly interesting one and, though the curtain around it is dark and thick, there are a few rifts through which gleams of light appear. We are happy, hopeful, and following the gleam which leads to a real rural school.

SUPPLEMENTARY SUGGESTIONS.

WHAT EXPERIENCED LEADERS DESIRE.

A State supervisor of rural education writes as follows:

I believe from my experience in training rural teachers and later in supervising rural teachers in service that the following points seem to cover the work that I should expect normal schools to do to prepare rural teachers:

1. A working knowledge of subject matter, principles of education, and methods similar to the same line of work for students preparing for any line of teaching, though given in separate classes with a rural-school application if possible.

2. A spirit of rural mindedness created through (*a*) the study of rural sociology; (*b*) frequent contact during the normal-school course with rural social affairs and some responsibility for the same; (*c*) living in the country during the period of observation and practice teaching.

3. A working knowledge of rural-school administration through (*a*) observation and practice teaching in typical rural schools under expert critics; (*b*) study of laws affecting rural schools and a comparison with similar laws of other States; (*c*) study of financial data of typical rural districts and practical demonstration of uses to be made of such data.

4. Resourcefulness through (*a*) rural project work included in the courses in agriculture, household arts and industrial arts; (*b*) use of material at hand in improving the physical conditions of the rural school during the period of practice teaching.

The following suggestions are made by a normal-school teacher of rural education:

Rural teachers need to be trained to do three things—to teach, to lead, and to live in the country.

I. To accomplish the first there should be (1) Courses giving the principles of teaching in order that there be some meaning to teaching for the teacher himself. He must know how to work out these principles and adapt them to his particular community and changing needs. Without them he will be narrow and eventually fail to give new nourishment to the growing plant. (2) These principles must be fully illustrated and frequently demonstrated in order that the student should learn how to apply them. This demonstration work should be done in different types of schools, rural especially, and graded. (3) There should be an opportunity to try out these principles through practice teaching. This should include actual teaching and management. (County superintendents constantly tell me students fail because of poor discipline and not because of poor teaching. It is true that good teaching begets interest and interest prevents poor behavior. This good teaching does not come to the inexperienced teacher at first and he must know some immediate means of handling the situation.) (4) Normal schools should equip teachers with immediate helps, something to use the first day of school—printed charts, number cards, attractive pictures for schoolroom, lists of books for children to read, courses giving subject matter of common elementary schools.

II. The training for leadership must for the present be very definite. Show how to organize a boys' and girls' club, teach a game, have school programs, organize fathers and mothers, carry on hot noon lunches. For this students should themselves be organized to study topics related to rural life, learn to play games, fundamentals of cooking, sewing, manual training. They should study rural sociology for principles relating to leadership and do the above things as application. In the rural communities where the rural training schools are located, students should have an opportunity to observe and participate in local organizations. In order to really find out something of rural people, they should live in the community while doing practice teaching. There should be many informal social gatherings for these students.

III. It is the greatest task of all, though the most neglected, to prepare teachers to live in the country. I almost feel like saying that it is hopeless to attempt to prepare students to teach in the country if they do not like to live there. No one can do good work unless he enjoys it, and living is the principal thing in teaching. No matter whether the individual is city or country bred, he must know how to get satisfaction out of life. We should develop wide

interests in students so that they will have something besides school work and social work to serve as personal interests and study. Interest in some form of nature study (birds), some hobby in agriculture (flowers), reading, music, art. A knowledge of cooking, sewing, and manual training will help to make one's material living in the country a better one. If one needs to help with the housework, be prepared. If possible, have a home for the teacher. This will give more satisfaction for living than almost anything else. Have some hollyhocks and poppies planted by the door. Feed the birds. Keep a cheerful fireplace where children and grown-up neighbors can drop in and visit.

These additional paragraphs are selected from replies received from other leaders.

1. The fundamental need is the attitude of the training teacher. His philosophy of life and education and particularly of rural education must form the background of whatever is done. The teacher's spirit of democracy or autocracy is reflected in the "set" of the student's mind. Just at this time I would put personality and character and right attitude in teachers foremost in what a normal can do for rural teachers. The future of this country depends upon this, for country people are primarily to be reached through country schools. If care is taken in selecting the teacher who has the right personality, democracy may be taught along with even arithmetic methods as a by-product. My point is, that the emphasis must be placed not on the course of study, but on the administration of the course of study. * * * Rural teachers will be much more "ready for their work" if a better salary is paid them and longer terms of school maintained. Two county superintendents in Washington, in 1905, decided country teachers were not paid enough—one of these county superintendents was N. D. Showalter—and because of the definite program those people organized and carried through, Washington rural teachers are being recognized by salaries paid and by professional respect. This end was accomplished by directors' meetings in the county, where they were taught the difference between a cheap teacher and a good teacher; and so salaries were raised in the two counties. When Mr. Showalter became head of the rural department in Cheney Normal School, this plan was extended to include conferences and summer schools for county superintendents, where we taught them the needs of higher salaries and told them what rural teachers should expect to give and get. If a normal school will consistently carry through such a plan, in five years it will have raised salaries for rural teachers to the place that good teachers will be willing to stay in the country, and a demand will be created for good rural teachers. Incidentally, this movement tends to raise standards for village and city schools by the (hurting) comparisons that arise.

2. The normal school can help specifically in this great work by exalting rural life continually. (The war is helping some in this respect.) It can teach and preach the doctrines of better farming, cooperation, better living, more permanency in land tenure, better, happier, and more contented homes. It must inspire these young people to be leaders for the farm community rather than old-fashioned pedagogues. By some scheme along this line it must prove to farmers that an efficient rural teacher pays better dividends for the community than even modern and up-to-date machinery and the best types of live stock. It is not a dream. I believe thoroughly that the normal school can and must and will help in this way. The normal school can help specifically by placing these would-be rural teachers in real open country schools under normal school supervision. Here these young people must live and learn how to teach right where their future problems are to come. All of this training does not

have to take place on the normal campus. More and more of it should take place in the open country where the real work is to be done.

3. The normal school should make arrangements for the rural teacher to do at least two-thirds of her practice teaching in a one-room rural school. Before practice teaching, she should observe in the training room of the normal school, in the demonstration, school in the country if there is one, and in a "real" one-room school. In doing this she should look for the big points in method of instruction and compare, contrast, and discuss reasons for differences; then work out some suggestive constructive material for the different situations with a special supervisor for rural practice—one who knows rural schools thoroughly. These teachers should be made responsible for one or more specific things while they are attending the normal and not be treated as young children. In this way they will get more self-confidence. The entire faculty must be in sympathy with the rural department in the same or like degree that it is to the music and art departments or any other department.

4. Much time is put in at our rural practice teaching with a minimum of returns when there is no effective supervision by a competent critic teacher. We are aiming to put into each of our five associated schools some teacher of thorough training, high ability and wide experience. Each one could then do efficient, intensive, and richly helpful work with the rural students. . . . As a matter of course, we must have two continuous years in the rural course just as we require it for the other elementary teaching students. We know it is ridiculous to say a girl can teach in the hardest possible situation with one-half the preparation required for the type of position which is twice as easy. Until every normal school in our glorious land sets its standard there and demands salary and living conditions commensurate with these high qualifications, we are not going to get far in solving the rural problem. It is simply a matter of "redirected education" and the sooner Uncle Sam wakens to this fact, the sooner will Old Glory smile as triumphantly over the plowed field as it does over the factory. . . . Last, but not least, we need to awaken to the fact that it is in the first two years of their teaching that our students' fine flame of enthusiasm ashes over and dies down into mediocre teaching. We should provide for follow-up work—supervision by a normal instructor familiar with the ideals and practices which have been taught. This should be strong, steady, friendly help through these crucial years. Such practice would increase teaching efficiency and save many of our rural districts from disappointment and disaster.

5. There should be a good course in rural sociology and this must also involve field work given to a study of humanity and morality. There is much incidental instruction resulting from practice teaching in actual rural schools and surveys of real rural communities which is invaluable in the preparation of rural teachers.

SUGGESTIONS BY TEACHERS IN SERVICE.

Replies to the question: What, specifically, should normal schools do to make rural teachers ready for their work? were received from several experienced rural teachers now in service. Three of these replies are presented in full. The second and third are by teachers in charge of rural practice schools.

I. I believe that normal schools should provide:

1. A two-year course, after high school. (Not less.)

2. Special rural life curriculum. (*a*) Maximum attention given to thorough study of the subject matter of the elementary subjects; (*b*) minimum allow-

ance for electives; (c) emphasize country life problems; (d) encourage rural school visitation and observation; (e) practice teaching in (1) normal training school, and (2) standard rural school.

3. Discussions and lectures furnished by prominent men in the field.

4. Highest degree of rapport among faculty and whole normal school.

5. Opportunities for members of school boards to familiarize themselves with this department, thereby emphasizing to them the superiority of normal-trained teachers.

II. Somewhere in the course, the prospective rural teacher should catch the spirit (a) of Holmes: "I find the great thing in this world is not so much where we now stand as the direction in which we are going; to reach the port of heaven we must sail, not drift nor lie at anchor;" (b) of VanDyke: "This is my work, my blessing, not my doom;" and (c) of Kipling's Pioneer:

"There is no use going further,
- It's the edge of cultivation.
So they said and I believed it,
Broke my ground and sowed my crop,
Built my barns and strung my fences,
In a little border station
Hid away beneath the foot-hills
Where the trails run out and stop.
But a voice as clear as conscience
Rang interminable changes
On one everlasting whisper
Day and night repeated, so:
'Something out there, something hidden,
Go and look behind the ranges,
Something lost behind the ranges,
Lost and waiting for you. Go!'"

It seems to me our normal schools fail to inspire a rural teacher with the greatness of the work to be done. Though I have all preparation and have not the spirit it profiteth nothing!

Subjects to be taught:

A. How to make a living: (a) Arithmetic; (b) geography; (c) language; (d) manual training; (e) domestic science; (f) agriculture, etc.; (g) hygiene. Normal schools are giving these attention, though much must be adapted to rural work by the teacher herself.

B. How to live a life: Increasing leisure time of farmer needs directing. (a) Music—good course in use of victrola, high-class music which will appeal to country people; (b) art—to teach appreciation of the beauty surrounding farmers; (c) nature study—birds, wild flowers, etc.; (d) literature—for school use, for adults, library work; (e) playground supervision; (f) rural life leadership—parliamentary law, and expression.

Other suggestions: Train teachers to judge textbooks and give opportunity to become familiar with many. Ideas for profitable busy work.

III. To me the most vital thing is to give would-be rural teachers a true, unvarnished idea of the bigness of their problem, the vast opportunities, and the need of the highest, not just high, ideals to pass on to the children and to the community into which they go. In close relation with the above, it is only fair to point out the missionary aspect of the case financially and help them to go into the work not as a stepping stone to some other branch, but as a

means to better things in rural education and as an ultimate means to more specialized training of the community as well as of the school children, thus bringing about a better salary basis.

Of the more specific needs, the country teacher should develop an inquiring and discriminating power; in other words, she should cultivate common sense to meet the innumerable calls which come in the day's work. In order to do this she must have a thorough working knowledge of the subject matter adaptable to each grade, and she must know the characteristics and peculiarities of each grade as well as of each individual in the grade. I find the girls coming out to teach need a much keener appreciation of organization and management on the basis of economy of time. They themselves feel the lack of a close enough acquaintance with the best subject matter for the different grades, especially in reading. For instance, they may know that the Robin Hood stories are good, but they do not know that the ones arranged by Howard Pyle, and published by Scribner, are particularly good for the fifth grade, lending themselves well to dramatization, particularly in the country and woods. Perhaps if we were to have the students working with us a year instead of six weeks, this same remark would be made at the end of the time, but every student has come to me at the end of her student teaching and deplored the fact that the time was so short to put into actual practice the things that she had gained through criticism of her teaching efforts and from observation.

The teacher needs to have her mind trained and she needs also to have her eyes trained to see the beauties of nature beyond the muddy door yard; she needs ears which can hear the song of the meadow lark in spite of scuffling feet or electric organ, as the case may be; she must have the love for her work and for her children deep in her heart; as some one has said, she must know and appreciate "the good, the true, and the beautiful."

SUPPLEMENTARY SUGGESTIONS.

The work done in Kearney (Nebraska) State Normal School in preparing rural teachers is an excellent illustration of the evolutionary character of the progress which is being made, as it shows the curriculum in time requirements from the meagerest to the fullest for two college-year normal schools. The appended statement is taken from the annual catalogue for 1918, printed in the spring of this year.

RURAL EDUCATION, KEARNEY, NEBR.

By L. R. Sipple, Department of Rural Education.

SECONDARY COURSES.

Rural school management. This is a course for those beginning the study of rural education. A study is made of the aims, organization, and management of the rural school. The school system and the school law of Nebraska are studied. One semester. Text: Wilkinson, Rural School Management.

Principles of teaching. (Formerly Elementary psychology and principles of teaching.) This course should follow rural school management. It is an elementary study of the principles upon which good teaching is based, with special reference and application to teaching in rural schools. One semester. Texts: Strayer, A Brief Course in the Teaching Process, and Pyle, The Science of Human Behavior.

Rural school methods, observation and practice. The prerequisite for this course is principles of teaching. This course is a study of *how* to teach the several subjects in the rural school curriculum. Much time is spent in the observation of classroom teaching by experts and of actual practice teaching, by the student, in nearby rural demonstration schools. One semester. Text: Kendall and Mirick, How to Teach the Fundamental Subjects.

Open country recreation and games with handwork for rural schools. This course consists of instruction and practice in how to play and supervise folk-games, instructive indoor games for cold or stormy days, games that correlate with language and number work, games for the playground, etc. A part of the time is devoted to construction work suitable for the primary and intermediate grades in a rural school. One semester.

Rural community leadership. This course consists of a study of the problems of community leadership which confront every rural teacher. Special attention is given to the importance of social leadership and community center work. The course is based upon a study of elementary rural sociology. One semester. Text: Parts of Foght, The Rural Teacher and His Work.

COLLEGE COURSES.

High school normal training. This course is intended for those students who expect to teach high school normal training work in the high schools of the State or who wish a general view of rural education. It might well be called theory of rural education. It gives a survey of the entire field of rural education. The first part deals with the school law, school system, and manual for the normal training high schools; the second, with rural sociology; the third, with the organization and management of a rural school. Four hours credit.

Rural sociology. This course deals with the application of the scientific laws of sociology to rural social problems. Much laboratory work is done. Four hours credit. The course is based on Gillette, Constructive Rural Sociology, and Vogt, Introduction to Rural Sociology.

Rural school administration. This course is offered in the summer term only. It is intended for mature students or those having had experience in teaching, particularly for principals of rural high and consolidated schools, principals of village schools and county superintendents. The course deals with the administration of a school system from the standpoint of the State, the county and the local district in the United States and in Nebraska, so far as the rural schools are concerned. Four hours credit. The course is based upon Cubberley and Elliott.

RURAL DEMONSTRATION SCHOOLS.

For observation and practice purposes, there are three rural schools affiliated with the Kearney State Normal School in its rural education work: The Collins, the Glenwood, and the Victor School. Students in the department of rural education spend a definite amount of time in these schools observing and practice teaching. They are typical rural schools, well equipped and presided over by capable teachers. Each community is wide-awake and cooperates fully in the work of training rural teachers. The normal school, in return, assists in every possible way to make these schools highly efficient for the children.

Collins School. This is a modern two-room building, built to serve community purposes as well as school. It is a social center for the entire neighborhood.

Glenwood School. This community recently voted to build a community house and when completed it will be one of the best buildings of its kind in the State.

Victor School. This is a new building of the bungalow type.

KEARNEY RURAL CLUB.

The Kearney Rural Club contributes a definite part to the work of the department of rural education. It is a voluntary student organization to which all students in rural education are expected (though not required) to belong. It furnishes excellent training in community leadership and supplements the classroom work in practically all courses offered. It gives practice in planning and executing programs suitable for rural communities and helps to develop individual initiative. Students going out to teach find the work of the club invaluable to them in their community work.

RURAL EXTENSION SERVICE.

An extension service is maintained to help communities that are striving for better things. Lectures, lantern slides, social programs, music, talking machine use, plays, etc., are the means used. Assistance is given in rural church improvement, consolidation of schools, the building of modern rural school buildings, in grange work, in modern farm home construction planning.

THE ELEMENTARY RURAL COURSE.

FIRST YEAR.

First semester.		*Second semester.*	
Industrial geography	5	United States history for grades	5
Elective (reading and American classics or algebra)	5	Elective (reading and English classics or algebra)	5
General science	5	Agriculture	5
Industrial arithmetic	5	Hygiene and sanitation	5
Drawing		Music	

SECOND YEAR.

First semester.		*Second semester.*	
Civics (including history and geography of Nebraska)	5	Farm accounting	5
English (composition and orthography)	5	English (grammar)	5
Domestic science (girls) or agriculture (boys)	5	Manual training	5
Rural school management and rural sociology	5	Elementary physchology and principles of teaching	5
Penmanship		Rural school plays and games and handwork	

On completion of this course a rural elementary certificate is issued by the normal school. This certificate is good for three years in any rural school in Nebraska. It may be renewed.

This certificate includes all the subjects now required for a second-grade county certificate and in addition: Domestic science, manual training, general science, playground supervision, handwork, rural school management, rural sociology, elementary psychology, and principles of teaching. All subjects in

the course are taught from the standpoint of the rural school by experts in the various departments of the normal school. The elementary rural certificate is given without examination to those who finish the course prescribed above.

All students who enter the elementary rural course must be 16 years of age and have completed the eighth grade of the common schools or its equivalent. Those who have completed the ninth grade or its equivalent may enter the course and complete it in one year. In this part of the State the demand is for at least four years of high school training for rural school teachers.

THE ADVANCED RURAL COURSE.

FIRST YEAR.

First Semester.		*Second Semester.*	
Elective mathematics or industrial work	5	Elective (mathematics or industrial work)	5
English (rural school literature)	5	English (industrial English reading and classics)	5
Rural school management	5	Rural leadership (or principles of teaching, etc	5
Physics I	5	Physics II	5
Music		Drawing	

SECOND YEAR.

First Semester.		*Second Semester.*	
European history (or industrial geography)	5	European history (or United States history)	5
English (public speaking or expression or dramatics)	5	Manual training	5
Botany	5	Agriculture	5
Principles of teaching and methods with observation (or leadership)	5	Observation and practice	5
Rural plays, games and handwork		Penmanship and rural school library methods	

To graduate from this course each student must have credits for one or more semesters in each of—agriculture, manual training, and domestic science; excepting young men, who may take an additional semester in agriculture or manual training instead of domestic science. Where possible, students in course may take four subjects chosen from the following: Grammar; composition and orthography; reading and classics; industrial arithmetic; industrial geography; farm accounts; United States history.

Those who have completed the tenth grade in high school, and who must teach in one year, may take an elective course chosen from the above advanced rural course and receive an elementary rural State certificate. Such students may complete the advanced course in one additional year.

Those who have finished the eleventh grade in high school may complete the advanced rural course in one year and one summer term.

All those who complete the advanced rural course will receive a first-grade rural State certificate and after three years of successful experience shall be entitled to a professional rural State certificate good for life. These certificates are also good in village and town schools of the State.

The advanced rural State certificate includes all the subjects now required for the first-grade county certificate and in addition: Domestic science, manual training, playground supervision, European history, music, rural school library

methods, public speaking, rural school management, rural leadership, and a year of methods, observation and practice in typical rural schools under expert supervision. In addition, all students become members of the rural club where rural community leadership is demonstrated.

SPECIAL DIPLOMA.

RURAL HIGH SCHOOL TEACHERS' COURSE.

FIRST YEAR.

Psychology	4	Biology or nature study	4
English	4	Electives (rural industrial subjects)	7
Electives (rural science)	7	Music (drill)	3
Drawing (drill)	3		
Rural sociology	4		

SECOND YEAR.

Teaching	5	Teaching (in rural schools)	5
History of education and adolescence	4	Electives	10
Electives	6	Reviews	4

CERTIFICATES ISSUED (REQUIRED BY STATUTE).

We issue three certificates now. One, on completion of equivalent of tenth grade plus professional work called "Rural Elementary State Certificate" and good for three years. (We are not pushing this course.) One, on completion of equivalent of twelfth grade plus professional work, called First Grade Rural State Certificate and good for three years; becomes life certificate after three years of successful experience. One, on completion of the first year of college work, for those who must teach before completion of course, called Elementary Certificate and good for one to three years. Holders usually find places in tenth grade rural schools. On completion of the second year of college work, by choosing electives suitable, a special rural high school diploma is offered. This diploma is expected of all who teach in rural high schools.

PRACTICE TEACHING, MILWAUKEE, WIS.

By C. E. PATZER, Department of Supervision.

The total number of students for whom practice teaching is provided each year is about 480. This number is composed of various groups for whom differentiated practice teaching has been provided. There are students who are specializing to teach in:

1. Kindergartens. 2. Primary grades. 3. Grammar grades. 4. Schools for the deaf. 5. Departments of manual training and drawing in high schools and elementary schools. 6. Departments of music in high schools and elementary schools. 7. Elementary schools demanding the ability to teach German. 8. High schools, as assistants or principals. 9. State graded schools, as principals or class teachers. 10. One-room country schools.

The students in the kindergarten group do their practice teaching in the kindergartens of the city schools, in the mission kindergartens, and in the kindergartens of the elementary school connected with the normal school. They devote each morning for 18 weeks to practice teaching.

2 and 3. The students in the primary and grammar groups devote 18 weeks to practice teaching, all of which is done in the city schools of Milwaukee. This semester we are practicing in 52 of the Milwaukee schools. The students report at the time the regular teachers report in the morning, and remain until the close of school, that is, 12 o'clock. Each group gets from three to four or five periods of teaching during the morning, aggregating not less than 100 minutes nor more than 120 minutes of actual teaching. The students, however, assist the class teachers during the special-help period of half an hour, which time is not included in the so-called regular teaching.

4. The students qualifying to teach in the schools for the deaf devote 18 weeks of half-day practice teaching in the school for the deaf in Milwaukee, and 9 weeks of half-day teaching in the grades of the city schools. The diploma issued to graduates of the school for the deaf, which is a course of three years, authorizes them to teach not only in schools for the deaf but also in elementary schools in the State.

5. The students in this group pursue the three-years course in the art school and spend 12 weeks of half-day teaching in two large elementary schools just outside of the city limits of Milwaukee. They virtually teach most of the time, reporting when the regular teachers report and leaving at the close of school at noon. The teachers qualifying for work in manual training get their practice teaching in the manual training centers of Milwaukee.

7. Group 7 is a small group. The students in this group also get their practice teaching in the city schools of Milwaukee.

6 and 8. The students who are qualifying to teach in departments of music in high schools and elementary schools, or who are qualifying as high school assistants or principals, get their practice teaching in the high schools and elementary schools in cities and a few large villages within a radius of 50 miles of Milwaukee. They devote 12 weeks to this practice teaching, reporting to the schools the entire day for the entire period of their practice work. This necessitates that the students temporarily make their homes in the cities or villages where they do their practice teaching.

They do part of their work in the high school and part in the elementary school connected with the high school. This is done for the reason that the teachers of music are expected to cover all the grades and the high school, and the students qualifying for what might be called regular high school teaching will, upon graduation, secure diplomas qualifying them to teach not only in high schools, but in the grammar grades of elementary schools. I may say that the course for these groups is three years. The course for the group of students qualifying for regular high school work within the next year will be extended to four years.

9. The students qualifying for the principalships of State graded schools get their observation and practice teaching in State graded schools within a radius of 20 or 30 miles of Milwaukee. These students spend 12 weeks, all day teaching, in these schools. Naturally these students also take up a temporary residence during the period of their practice teaching, in the villages in which this work is done.

10. Students qualifying for teaching in one-room country schools are divided into two groups: The one group teaches the first 6 weeks of the last 12 weeks of the year; the other group, the last 6 weeks of the last 12 weeks of the year. This is also all day teaching. Naturally the teachers with whom these students work give them some time for observation and some time for the preparation of their work for the next day. Last year we placed students in some 30 different rural schools of Milwaukee, Ozaukee, Washington, Waukesha, and

Racine Counties. The students placed in State graded schools were also placed in these counties.

SUPERVISION OF PRACTICE TEACHERS.

We have three supervisors who devote all their time to the supervision of practice teaching in the grades of the city schools, the rural, State graded, and high schools; and three others who devote half time to this work. Besides these supervisors there are three supervisors who devote a half day each to the supervision of the kindergarten teaching in the city schools of Milwaukee. The practice teaching in the State graded schools is done in the fall of the year. For the supervision of these schools, one of the regular supervisors is released who devotes all of his time to the supervision of the teaching in these schools. The practice teaching of the students qualifying for high school teaching and for the teaching of music in the high schools and elementary schools is done the second 12 weeks of our school year. When this teaching is in progress, one man is released for this supervision, but usually it becomes necessary to release one other person for part time supervision of this work. One of the teachers of the art school attends to the supervision of students doing practice teaching from that school.

The supervisor of practice teaching, that is myself, supervises the work of every practice teacher at least once.

Possibly I should have said in the beginning of this article that the 430 students who do practice teaching during any one year are divided into two groups—the one group doing its teaching the first half of the year, that is the first 18 weeks, and the other group doing its practice teaching the second half of the year. This grouping is rather artificial in character, for in the first group, that is the group doing their teaching the first semester, are all included who come from outside the city of Milwaukee. During the second semester, students who live in Milwaukee get their practice teaching. This grouping was made necessary for the reason that students coming from the outside naturally will teach outside Milwaukee, in the cities of the State. Their work, for this reason, should be completed by the end of the first semester so that their records of teaching may be made up by that time, and that when principals and superintendents come to the school in April, May, and June, for teachers they may meet personally students who have finished their practice teaching.

RELATIONS EXISTING BETWEEN THE MILWAUKEE STATE NORMAL SCHOOL AND THE VARIOUS SCHOOLS IN THE CITY OF MILWAUKEE AND IN THE COUNTIES ADJOINING MILWAUKEE COUNTY.

I may truthfully say that the relations existing between the Milwaukee Normal School and the various schools in which practice teaching is done is of a most cordial kind. To be sure, the system of practice teaching obtaining in Milwaukee has been tested out during the past 20 years. The board of school directors authorized our going into the public schools of Milwaukee for practice teaching and the superintendent, assistant superintendents, special supervisors, principals, and grade teachers of the city system of schools are all in hearty accord with the practice teaching done in the city schools. They are of great assistance to the normal school. When some little friction does manifest itself, as occasionally happens, the supervisors or the supervisor of practice teaching of the normal school "pours oil on the troubled waters."

The practice teaching as done in the one-room rural schools has been tried out for three years. We had very little trouble in securing the cooperation of

county superintendents, district boards, and the rural teachers. In making arrangements for this teaching we endeavored to get into the larger district schools, and it soon became evident to the teachers in these schools and to the district boards that we were of considerable service. This possibly explains the welcome which we received in these schools.

This is the third year that we are using the State graded schools for practice teaching, and it is also the third year that we have gone into the high schools with our prospective high school teachers.

I believe I am safe in saying that the system that has been introduced has come to stay, at least for a number of years. It has its disadvantages but also it has decided advantages. Through the system of practice teaching the Milwaukee Normal School has become a part of a much larger community than ever before, which community is beginning to realize how helpful it can be in properly training normal school students for the important work of teaching.

CLOSE CONTACT WITH RURAL LIFE.

By MACY CAMPBELL.

Iowa's greatest natural resource is her fertile farm land. Few spots on the globe have been so carefully prepared by nature to be the home of a great agricultural people. A large and vitally important part of Iowa's population will always live on the land.

Two very difficult problems confront those who are interested in the progress and future strength of rural Iowa: First, how may we encourage a fair share of our most capable, ambitious, and best educated young folks to live on the land? Second, how may we encourage a fair share of our most capable, ambitious, and best educated teachers to give a lifetime of service in the schools that belong to the land?

It seems probable that these problems will never be solved permanently until they are solved in the spirit of American democracy which recognizes the right and privilege of each individual to prepare himself for and enter that occupation which holds out to him the largest opportunities for success, prosperity, and happiness.

James A. Garfield, teacher and statesman, pointed out that in America we have no horizontal stratifications of our democracy with layers of stone to hold men down, but rather the mobility of the sea where every particle is free to move and rise to glitter on the crest of the highest waves. Realizing this fundamental truth, we see that a fair share of our most capable, ambitious, and best educated young people will not choose to live their lives on the land until life on the land is so reorganized and improved that it offers opportunities equivalent to those found anywhere else. A fair share of our most capable, ambitious, and best educated teachers will not choose to give a lifetime of service in the schools that belong to the land until those schools are so reorganized and improved that they offer as good an opportunity for a successful professional career as any other schools anywhere.

A recent inquiry made by the writer into the reasons why many of the most capable teachers in the State gave up teaching in rural schools at their first opportunity, disclosed the fact that these energetic, capable, well-educated teachers found teaching in a rural school to be a blind-alley job offering no opportunity for a professional career comparable to those offered in other teaching positions. So the children of the land are constantly denied the opportunity to associate with the strong, vigorous personalities and the best educated minds in the teaching profession. This tendency of the most capable,

ambitious, and best qualified teachers to go where the best opportunities are is already showing itself among the graduates of the rural teachers' course and is taking some of the most promising teachers, specially trained for rural schools, into town and city schools offering superior advantages.

The comparatively small number who graduate from the rural teachers' courses in proportion to the large numbers enrolled in these courses is due to the fact that many of these young teachers, just in the pinfeather stage, are planning on using the rural school merely as a stepping stone to teaching positions offering greater opportunities. Hence, they drop out as soon as they are able to meet the legal requirements to secure certificates, feeling that the opportunities offered by the rural school do not warrant larger investment in education.

It is axiomatic that as the teacher so is the school. No school can be permanently strong and successful until it can attract and hold strong and successful teachers. Those who have studied the matter are profoundly impressed with the fact that in some way rural life and the rural school are very closely bound up together. They are the inseparable Siamese Twins of Iowa—neither can advance any farther than it can carry the other with it.

Recognizing this fact, the department of rural education accepts the double duty of attempting to train better teachers for rural schools and at the same time of encouraging farming communities to develop better conditions. To this end, every possible opportunity is seized by members of the department to keep in close touch with the people on the land, to gain their confidence and good will and through this close contact discover every possible avenue of advance. Some practical means of keeping in this close contact with conditions on the land has been found as follows:

1. Rural life surveys conducted by members of the department.
2. Boys' and girls' club work and school home gardens in the territory served by the demonstration schools.
3. Community center meetings in the demonstration schools.
4. Service rendered by members of the department, as members of the County Council of Defense's Seed Corn and Hog Survey and Garden Committee.
5. Assistance by all members of the department in the organization and conduct of the school thrift campaign in Blackhawk County.
6. Intensive study of conditions in the rural demonstration schools. These schools serve as research laboratories for the department of rural education as well as training schools for rural teachers, and the amount of time spent in them by members of the department is not necessarily proportional to the number of student teachers in training.

COMMUNITY CENTER ORGANIZATION.

By MACY CAMPBELL.

The steps suggested here are those which have been found most successful by the department of rural education in four years' experience in developing community center organizations in schools where the movement is new. There are now 35 such community-center organizations in successful operation in rural schools, village schools, and consolidated schools.

1. The teacher should visit in as many homes as possible and invite the patrons to attend a community meeting at the school to see something of the work of the school. Visit all the homes in the district, not simply those represented by children in school. It is a community meeting that is desired, for the all the people.

2. Select the most convenient date for the first meeting and advertise it widely by all means in your power—personal invitations through the pupils, calls over the telephone, and items in the newspaper.

3. The program for the first meeting should contain three or four demonstrations of the actual work of the school. The teacher should introduce this work with a tactful suggestion that at each of the community center meetings some of the regular work of the school will be shown to give parents and other taxpayers an opportunity to see the results of the expenditure of their money and note the progress made by the school from time to time.

Some kinds of school work which lend themselves very well to a place on the community-center program are: Primary reading, phonics drills, dramatized reading lessons, compositions written for the language class and read by their authors, rhythm drills and singing by the school, especially with the victrola; experiments and tests in geography, agriculture, and home economics; rapid drills in the fundamental operations in arithmetic, and the working of practical problems at the board; and spelling from such a list as the "Hundred Demons" or the "Thousand Words in Most Common Use," the competition being based on the idea of showing that every pupil in a competing group is perfect in his spelling of the whole list of common words.

4. Explain tactfully that these meetings are not school entertainments and that they are not old-fashioned lyceums or debating societies. Call attention to the fact that they are held in the schoolhouse because the school is the one organization which is supported by all the people and that some of the regular school work will be shown to give the community some idea of the progress of the school. Explain that it is the purpose of the organization to lead to constant discussion of those problems of most immediate concern to the community.

At the present time some of these problems are Red Cross work, means of saving food and fuel, liberty bonds, and thrift-stamp loans to the National Government, war-time gardens, securing farm help, better sanitary conditions, saving seed corn, community recreation, better roads, Government management of railroads, etc.

5. Introduce on the first program some members of the community for outside speakers, who have personally been invited by you to speak on some timely subject in which they are much interested.

6. Plan your program carefully, so that it is not too long. Place your best number last, and following it invite the people to gather at the schoolhouse once each month for similar meetings.

7. Suggest that as a teacher you would like to have the community elect two members of a program committee to serve with you in planning the work of the organization. Urge the people to do this. If they do not, then appoint the two additional members yourself.

No written constitution or other drafted outline of procedure governing the organization or conduct of the community-center meetings is desired.

8. Develop all the initiative and leadership you can in your helpers by urging them to take the lead while you remain in the background. Urge one of them for chairman. ***But see to it that things are kept moving.***

9. During these war times practice thrift—do not follow the meetings with the social lunch which is so enjoyable and helpful under ordinary circumstances.

10. Bring all the important interests representing your community together in your community-center meetings and give each a hearing there.

11. Outside speakers are usually glad to have an opportunity to appear before these meetings. The county superintendent, physicians, bankers, lead

Cross workers, savings and thrift workers, county crop agents, county supervisors, township trustees, school directors, ministers, and other public-spirited citizens, have been found very willing to address these meetings.

12. The teacher may tactfully call attention to the needs of the school which the people will appreciate more fully when they are assembled in the schoolhouse and can see the conditions pointed out. To require parents to sit for two hours in the poor seats of a schoolhouse is often a most eloquent argument.

COOPERATING TEACHERS OF RURAL EDUCATION.

The names and addresses of teachers of rural education in State normal schools who responded to the personal questionnaire used and correspondence carried on in securing data for this bulletin are here given.

The starred names are, as accurately as could be determined, those of heads of departments of rural education.

Avent, James E., East Radford, Va.
Baker, F. E., Edinboro, Pa.
*Beal, Carolyn, Silver City, N. Mex.
*Biery, C. J., Bowling Green, Ohio.
*Brim, O. C.,[1] Rock Hill, N. C.
*Brockett, J. C., Platteville, Wis.
*Brown, George W., Peru, Nebr.
Burkholder, A. C., San Marcos, Tex.
*Burnham, Ernest, Kalamazoo, Mich.
*Burrows, Mark, Kirksville, Mo.
*Burton, A. C., Bowling Green, Ky.
*Campbell, Macy, Cedar Falls, Iowa.
Chandler, A. B., Fredericksburg, Va.
*Christensen, Etta O., Superior, Wis.
*Clenton, Sue C., Milledgeville, Ga.
Combellick, O. E., Ellendale, N. Dak.
*Conant, Mary A., Moorhead, Minn.
*Craig, George E., Cheney, Wash.
Culp, Vernon, Springfield, S. Dak.
*Culter, H. M., Emporia, Kans.
*Dunn, Fannie E., Farmville, Va.
*Fairchild, J. A., LaCrosse, Wis.
Field, Frank, California, Pa.
*Fuller, Henry H., Mankato, Minn.
*Groth, Caroline, Macomb, Ill.
*Guhin, M. M., Aberdeen, S. Dak.
Harbold, P. M., Millersville, Pa.
*Harrin, F. H., Conway, Ark.
*Hubbard, Jesse W., Worcester, Mass.
*Hughes, Mary M., Gunnison, Colo.
*Janstad, F. E., Eau Claire, Wis.
*Kelley, John, Mt. Pleasant, Mich.
Kepple, Elizabeth E., Los Angeles, Cal.
*Klemme, E. J., Bellingham, Wash.
*Kruse, S. A., Cape Girardeau, Mo.
*Light, Lee R., Dillon, Mont.
Lynd, Louise B., Tempe, Ariz.
*Malott, James I., River Falls, Wis.
*Mardis, S. K., Athens, Ohio.
*Meidenhall, Edgar, Pittsburg, Kans.
*Millay, F. E., Lewiston, Idaho.
*Morse, Marion V., Johnson, Vt.
*Neale, Oscar W., Stevens Point, Wis.
Newton, Cora I., Bridgewater, Mass.
*Oakes, Mrs. Lura S., Chico, Cal.
*Packard, Edgar, Normal, Ill.
Perkins, M. L., Ada, Okla.
*Pittman, M. S., Monmouth, Oreg.
*Pullen, J. S., Richmond, Ky.
Reavely, John, Clarion, Pa.
*Sale, S. Frances, Harrisburg, Va.
*Sanders, J. T., Natchitoches, La.
*Schmidt, G. A., Whitewater, Wis.
*Schoenhals, M. K. (Miss), Hays City, Kans.
*Seate, E. C., Kent, Ohio.
Silver, Ernest L., Plymouth, N. H.
*Sipple, Leslie R., Kearney, Nebr.
Skilling, Wm. T., San Diego, Cal.
Sours, Lulu, San Jose, Cal.
*Spier, Etta R., Greensboro, N. C.
Stockdale, W. T., Chadron, Nebr.
Taylor, Lucy D., Boston, Mass.
Thomas, F. W., Fresno, Cal.
Thompson, Alfred C., Brockport, N. Y.
*Thompson, F. F., Springfield, Mo.
*Trites, Flora, Winona, Minn.
Tuttle, Eugene, Keene, N. H.
*Wallace, B. A., Valley City, N. Dak.
Waller, C. H., Prairie View, Tex.
*Werner, John C., Albion, Idaho
Wood, W. H., Alva, Okla.
*Wooster, Earl S., Ellensburg, Wash.

[1] Mr. Brim has gone into war service.