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EFFICIENCY AND PREPARATION OF RURAL SCHOOL TEACHERS

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, September 1, 1914.

SIR: The most important factor in any school is the teacher. With able men and women as teachers, well educated, well trained, and possessed of professional knowledge and skill and of a right understanding of the aims and purposes of the work of the school, almost any school may succeed regardless of all other conditions. With incapable men and women of the weak and negative type as teachers, uneducated, untrained, with no professional knowledge, unskilled, and having no adequate conception of the life the pupils are to live and the work they are to do or of how the school should help toward either, no school, however housed, or equipped with whatever apparatus, however organized, or whatever its courses of study on paper may be, can hope to do more than a small fraction of the good it should do. It may even do more harm than good. True of all schools, this is especially true of schools in the open country, villages, and small towns. Therefore, the preparation and efficiency of the teachers in these schools are matters of the greatest significance to the welfare of the country.

In order to ascertain, as nearly as possible, the preparation of teachers now in the rural schools of the country, the Bureau of Education undertook a year and a half ago an investigation based on 55 typical counties in different parts of the United States. This task was assigned to Mr. Harold W. Foght, specialist in rural education. An inquiry was sent to 6,000 teachers. Practically 50 per cent of these replied. The accompanying manuscript is the result of Mr. Foght's study of these replies. Since, in any inquiry of this kind, the better prepared and more successful teachers reply more readily than those less well prepared and less successful, it is quite certain that the actual average conditions are less favorable than this report seems to indicate. Of the 2,941 teachers replying, 4 per cent have had less than eight years of elementary schooling, 45 per cent have completed four years of high-school work, 32.3 per cent have had no professional preparation, and 3.2 per cent are normal-school graduates. Had all the 6,000 teachers to whom the inquiry was sent

replied, no doubt the first of these figures would have been considerably larger, while the second, third, and fourth would have been much smaller. However, the figures show conditions with sufficient accuracy to indicate clearly the need of a radical change in our rural school policy.

The brief accounts of some unusually successful rural schools, and of the efforts of some typical normal schools to adjust their work to the needs of those who are preparing to be teachers in rural schools and leaders in rural education, are very interesting and suggestive. I recommend that this manuscript be published as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

To the SECRETARY OF THE INTERIOR.

PREFACE.

It is now generally conceded that our rural schools should be based on principles broad enough to produce an agricultural citizenship of highest ideals and filled with a desire to live their lives in the open country, in the intensive cultivation of the soil. This has called for a reorganization of the time-honored one-teacher school, now well under way in many sections of the country. In some localities, it is true, the small school will continue to be the only school for many years to come; but even in such places school work can be revitalized and redirected so as to answer more fully the needs of present-day agricultural life.

The reorganization of the prevailing system of rural schools aims to provide, within reach of all country children, carefully graded elementary schools and a sufficient number of rural high schools adapted to the particular needs of the rural community, in order that people in the country may procure a broad farm culture and the fundamentals of a scientific agriculture without going away from home. Through this means the schools should be enabled to produce the trained leadership required to put the rural population fully abreast of the many new problems in country life. Many factors enter into the problem of remaking the rural schools, such as well-prepared teachers, satisfactory unit of organization, close and intelligent supervision, and redirected course of study. Of these, none is more important than the first.

It is certain that the trained leadership needed in rural districts can not be fully realized until a staff of teachers, professionally trained, imbued with correct vision and real power, establish themselves in the rural districts as permanent teachers and community builders.

The teaching profession has recognized for some time that rural teachers are not generally so well prepared as they should be to cope with the difficult problems confronting them. Indeed, special preparation of rural teachers is a comparatively new thing in the United States. Some educators still hold that any teacher of reasonably good academic and professional preparation should be able to teach a good country school. This may be true enough so far as the universal elements of an education are concerned; but it is quite another thing when it comes to rooting the school to the soil and making it

answer the needs of the community where it is maintained. We prepare teachers for kindergarten work, for English, for Latin, and for other subjects. Why not also for rural schools, where the problems are many and increasingly complex?

Satisfactory data have long been lacking on which to base a campaign for better-prepared teachers. The purpose of the present study is to lend assistance in this direction. First, it seeks to ascertain the preparation and efficiency of the staff of rural teachers now at work in the schools; and, second, it aims to summarize and put into available form what the normal schools, agricultural colleges, and other schools are doing for rural teacher training.

The pursuit of the study has not been without its difficulties. The data used in the tables set forth in the following pages are the result of correspondence carried on with nearly 6,000 teachers living in all sections of the country, and with all the regularly listed normal schools and agricultural colleges. The teachers addressed were not always prompt in making reply, and sometimes had to be followed up to other communities, because their schools had closed before they could be reached. As a result of this the study has been drawn out over nearly a year and a half; but in return it is felt that the data, though representing only a small fraction of the whole number of rural teachers of the country, are sufficiently accurate to answer the purpose for which they are intended.

H. W. F.

EFFICIENCY AND PREPARATION OF RURAL SCHOOL TEACHERS.

I. EFFICIENCY OF RURAL TEACHERS NOW IN THE SCHOOLS.

METHOD OF PROCEDURE.

The first section of the study is based on a simple questionnaire addressed to nearly 6,000 teachers at work in the rural schools. It was deemed impracticable to communicate with all the large army of approximately 267,000 rural teachers in the field. Accordingly, a careful selection of numbers was made, by counties, in each of the 48 States, in such manner as to make this typical of all the several geographical sections of the country, with their own educational characteristics and peculiarities.

The final comparative figures are not based on the educational status of individual States, but on that of the States by grand divisions of the country, viz, North Atlantic, South Atlantic, South Central, North Central, and Western. It would have been eminently unfair to have based the figures upon a ranking by States, since it was necessary to limit the study to one or two typical counties in each State. It is believed that under the group system of comparison, involving as it does a range of from 8 to 12 typical counties to each geographical division, the study is sufficiently intensive for the law of averages to become effective.

As a first step of procedure, special collaborators of the Bureau of Education, residing in the different States, or the local State department of education, or both working together, selected for use in the investigation 3 to 5 counties typical of their particular States. The number of counties selected in this manner—192 in all—was further reduced to 55 before the correspondence began. These 55 counties appeared to contain all the marked geographical and topographical peculiarities of the grand divisions that might reasonably be expected to have influenced the local educational development to be found in the larger list of counties. For instance, the counties selected in the South Atlantic division represent every geographical variation; the Atlantic coastal plain, the Piedmont, the great mountain valleys, and the Appalachian belt are all included. In similar manner the

richness or comparative poverty of the soil and population, whether agricultural, mining, lumbering, or stock raising, native or foreign, black or white, have all entered into the final consideration.

The questionnaires were filled in and returned by 2,941 of the persons addressed, this being about 50 per cent of the total number on the lists. The resulting data were thereupon compiled and tested from other sources and tabulated, as will appear from a study of the following pages. Graphic charts have been added wherever it was deemed feasible.

Table 1, following, summarizes all the data by States and grand divisions under captions based on the queries sent out. It shows that 55 counties are included in the study, with a total of 2,941 teachers reporting. Of these, only 697, or a little over 25 per cent, are males. There are 529 men and women, or exactly 18 per cent of the whole number, who are married. There are 1,937 teachers giving instruction in eight grades or more, which means that fully 66 per cent of all the teachers have from 22 to 35 or more recitations daily. Very few teachers are provided with homes by the boards of education. Most of them board and lodge in the district where they teach, although 526 report that they do not reside in the school community. The length of teacher experience is a little more than 45 school months for each teacher, divided among 3.4 schools. The figures for academic preparation show that 117, or 4 per cent, of the teachers have had less than eight years of elementary school preparation; 950, or 32.3 per cent, have had no professional preparation whatever; and only 20 teachers report attendance at schools making a specialty of preparing teachers for rural schools.

TABLE 1.—*Summary of efficiency of rural school teachers in the United States*—PART I.

Divisions and States.	Number of counties selected.	Teachers reporting.	Males reporting.	Females reporting.	Per cent males.	Married teachers.	Unmarried teachers.	Grades per teacher in open country.		Number of teachers in the schools.			Teacher's residence.		
								Eight grades or more.	Less than 8 grades.	Country school.		Rural village.	Home provided by district.	Boarding in district.	Boarding outside district.
										One teacher.	More than 1 teacher.				
North Atlantic:															
Maine	1	40	5	35	12.5	8	32	30	10	30	10	.....	4	31	9
New Hampshire	2	82	1	81	1.2	15	67	54	28	54	28	.....	2	70	12
Vermont	1	31	1	30	3.2	4	27	27	4	27	4	.....	3	24	7
Massachusetts	1	53	7	46	13.0	3	50	31	22	31	22	.....	0	47	6
Rhode Island	1	37	3	34	8.0	9	28	21	16	21	16	.....	0	25	12
Connecticut	1	51	8	43	15.6	3	48	20	31	20	31	.....	0	41	10
New York	1	139	13	126	9.3	23	116	110	29	110	29	.....	0	110	29
New Jersey	2	183	20	163	10.9	29	154	107	76	107	76	.....	2	148	35
Pennsylvania	1	89	44	45	49.4	25	64	65	24	65	24	.....	8	65	24
South Atlantic:															
Delaware	1	148	48	100	32.5	35	113	120	28	120	28	.....	6	93	55
Maryland	1	36	17	19	36.0	12	24	25	11	25	11	.....	1	32	4
Virginia	1	88	22	66	25.0	16	72	47	41	47	41	.....	3	81	7
West Virginia	1	88	62	26	70.4	27	61	79	9	79	9	.....	1	63	25
North Carolina	1	47	20	27	42.5	5	42	21	26	21	20	6	0	40	7
South Carolina	1	49	15	34	30.6	12	37	22	27	22	27	.....	0	40	9
Georgia	1	17	5	12	29.0	0	11	9	8	9	8	.....	1	17	0
Florida	1	19	6	13	31.0	1	18	13	6	13	6	.....	1	17	2
South-Central:															
Kentucky	2	51	34	17	66.6	18	33	40	11	40	11	.....	2	29	22
Tennessee	1	30	11	19	36.6	7	23	15	15	15	15	.....	1	29	1
Alabama	1	78	17	61	21.7	18	60	66	12	66	12	.....	5	70	8
Mississippi	1	27	13	14	48.0	8	19	10	17	10	17	.....	0	23	4
Louisiana	1	11	5	6	45.0	2	9	1	10	1	10	.....	0	9	2
Texas	1	26	8	18	30.7	4	22	15	11	15	11	.....	1	22	4
Arkansas	1	38	22	16	58.0	14	24	23	15	23	15	.....	0	34	4
Oklahoma	1	63	24	39	38.0	22	41	50	13	50	13	.....	0	56	7
North Central:															
Ohio	1	72	17	55	23.2	12	60	29	43	29	43	.....	0	50	22
Indiana	1	69	15	54	21.7	8	61	26	43	26	41	.....	0	47	22
Illinois	1	132	33	99	25.0	21	111	89	43	89	37	6	2	87	43
Michigan	1	35	6	29	17.0	4	31	35	0	35	0	.....	0	27	8
Wisconsin	1	70	9	61	12.8	5	65	51	19	51	19	.....	0	66	4
Minnesota	1	100	18	82	18.0	6	94	57	43	57	26	17	4	97	3

TABLE 1.—*Summary of efficiency of rural school teachers in the United States*—PART I—Continued.

Divisions and States.	Number of counties selected.	Teachers reporting.	Males reporting.	Females reporting.	Per cent males.	Married teachers.	Unmarried teachers.	Grades per teacher in open country.		Number of teachers in the schools.			Teacher's residence.		
								Eight grades or more.	Less than 8 grades.	Country school.		Rural village.	Home provided by district.	Boarding in district.	Boarding outside district.
										One teacher.	More than 1 teacher.				
North Central—Continued.															
Iowa	1	76	8	68	10.5	5	71	62	14	62	14	.....	2	48	28
Missouri	2	68	17	51	25.0	10	58	61	7	61	7	.....	0	60	8
North Dakota	1	88	21	67	22.7	15	73	70	18	70	18	.....	5	83	5
South Dakota	1	36	4	32	11.0	2	34	20	16	20	16	.....	1	32	4
Nebraska	2	64	7	57	10.9	1	63	51	13	51	13	.....	3	56	8
Kansas	1	76	11	65	14.0	7	69	57	19	57	19	.....	0	64	12
Western:															
Montana	1	49	3	46	61.0	2	47	31	18	31	11	7	1	45	4
Wyoming	1	25	2	23	8.0	2	23	25	0	25	0	.....	5	25	0
Colorado	1	64	7	57	10.9	6	58	37	27	37	18	9	1	58	6
New Mexico	1	19	5	14	25.3	8	11	8	11	8	11	.....	0	11	8
Arizona	1	46	12	34	26.0	16	30	36	10	36	10	.....	2	36	10
Utah	1	32	9	23	28.1	14	18	0	32	0	20	12	0	31	1
Nevada	2	20	2	18	10.0	3	17	20	0	20	0	.....	0	18	20
Idaho	1	41	7	34	17.0	6	35	15	26	15	26	.....	1	40	1
Washington	1	157	34	123	21.6	33	124	80	77	80	67	10	4	148	9
Oregon	1	40	11	29	27.5	12	28	27	13	27	13	.....	0	36	4
California	2	41	8	33	19.5	5	36	29	12	29	12	.....	1	34	7
United States	55	2,941	697	2,244	25.7	529	2,412	1,937	990	1,937	937	67	73	2,415	526

TABLE 1.—*Summary of efficiency of rural school teachers in the United States*—PART II.

Divisions and States.	Teachers' experience.						Academic preparation.								Professional preparation.											
							Elementary.		Secondary.		Normal school.		College or university.				Normal school.		School of education in college or university.		Agricultural school or college.		Secondary school.			
	Age beginning teaching.	Present age.	School months taught.	School months in present school.	Different schools taught.	Average months in each school.	Eight grades.	Less.	Four years.	Less.	Complete course.	Less.	Complete course.	Less.	No professional training.	Per cent not professionally trained.	Complete course.	Less.	Complete course.	Less.	Long course.	Short course.	County training school.	Training course in high school.	Special summer school in various schools.	Special course for rural teachers.
North Atlantic:																										
Maine	18.7	23.0	31.0	6.0	4.0	7.3	36	4	26	10	0	7	0	3	16	40.0	2	5	0	0	0	0	7	4	5	......
New Hampshire	18.0	25.7	52.0	17.0	3.8	13.6	73	9	48	20	0	24	4	4	46	56.0	0	0	2	0	0	0	6	1	8	......
Vermont	18.0	22.8	45.0	11.0	3.0	15.0	30	1	23	6	0	4	1	1	12	35.7	1	0	1	0	0	0	1	12	4	......
Massachusetts	19.5	25.7	65.0	19.9	3.6	18.0	53	0	46	7	1	5	9	0	14	26.0	13	3	2	0	0	0	0	1	13	......
Rhode Island	19.0	30.0	79.0	23.0	4.0	19.9	34	0	24	13	1	9	2	1	13	35.0	10	1	2	1	0	0	2	0	5	......
Connecticut	19.6	27.0	61.6	19.0	2.6	23.6	49	2	39	9	0	4	7	0	14	27.4	15	0	3	0	0	1	1	0	14	......
New York	20.0	25.0	38.0	12.7	3.5	10.8	138	1	63	56	9	24	5	3	33	23.0	11	2	4	1	0	0	8	48	39	......
New Jersey	18.0	24.0	67.0	27.0	2.0	33.5	175	8	99	31	4	47	6	7	90	49.0	3	0	3	0	0	0	19	6	27	......
Pennsylvania	18.0	26.0	59.0	22.0	2.0	29.5	83	6	8	45	11	62	3	1	10	11.0	6	3	1	1	0	3	0	1	7	......
South Atlantic:																										
Delaware	19.0	22.0	35.0	10.2	3.0	11.6	144	4	45	60	4	15	3	4	79	53.0	1	0	3	3	0	0	53	8	39	......
Maryland	20.5	31.0	96.0	36.0	3.0	32.0	36	0	9	20	1	8	4	4	18	50.0	1	0	1	2	0	1	0	1	3	......
Virginia	19.0	30.0	63.0	17.0	8.0	21.0	81	7	33	34	5	16	10	10	19	12.0	3	2	1	4	0	1	7	0	44	......
West Virginia	18.0	24.0	39.0	7.0	4.0	9.8	85	3	4	9	0	6	2	3	55	62.5	0	0	1	1	0	3	24	0	13	......
North Carolina	20.0	26.0	35.0	8.0	2.7	12.9	42	5	10	25	1	9	6	4	20	51.0	0	1	2	1	0	0	20	1	19	......
South Carolina	22.0	27.0	32.0	8.0	3.4	9.4	48	1	12	31	2	7	7	14	22	44.0	0	0	0	6	0	0	4	2	11	......
Georgia	20.0	28.0	55.8	7.0	5.6	9.9	15	2	8	8	0	8	3	8	5	29.0	0	0	0	1	0	0	1	0	4	......
Florida	17.9	26.0	40.9	9.0	4.9	9.2	15	4	1	16	0	11	0	3	3	15.0	0	0	0	1	0	0	1	0	6	......
South Central:																										
Kentucky	19.5	26.0	63.5	8.8	4.6	13.3	49	2	8	23	1	28	4	5	12	23.5	0	1	1	2	0	0	1	0	4	......
Tennessee	19.9	28.0	41.5	7.5	3.8	10.9	23	7	13	10	0	2	5	2	8	26.0	2	1	0	1	0	0	9	1	15	......
Alabama	18.0	27.0	46.0	9.4	4.4	10.4	68	10	27	23	4	20	4	14	19	24.3	2	3	1	0	0	2	6	1	23	......
Mississippi	20.0	25.9	22.9	10.6	3.0	7.6	27	0	7	7	1	1	2	6	18	62.6	0	0	0	0	0	0	0	0	5	......
Louisiana	19.0	25.0	[illegible].7	6.0	2.0	25.4	11	0	6	5	1	2	2	1	4	36.0	1	1	2	1	0	0	0	0	6	1
Texas	21.0	24.0	27.0	8.6	2.8	9.8	14	12	7	7	0	12	0	2	9	34.6	1	1	1	0	0	0	1	0	10	1
Arkansas	19.0	24.0	44.0	8.6	5.6	7.8	34	4	3	17	0	4	0	6	27	71.0	0	0	0	1	0	0	16	1	4	......
Oklahoma	19.0	25.8	35.0	6.4	4.0	8.8	62	1	8	33	1	11	1	4	41	65.0	0	0	0	0	0	0	36	1	8	......

TABLE 1.—*Summary of efficiency of rural school teachers in the United States*—PART II—Continued.

Divisions and States.	Teachers' experience.						Academic preparation.								Professional preparation.											
	Age beginning teaching.	Present age.	School months taught.	School months in present school.	Different schools taught.	Average months in each school.	Elementary.		Secondary.		Normal school.		College or university.		No professional training.	Per cent not professionally trained.	Normal school.		School of education in college or university.		Agricultural school or college.		Secondary school.		Special summer school in various schools.	Special course for rural teachers.
							Eight grades.	Less.	Four years.	Less.	Complete course.	Less.	Complete course.	Less.			Complete course.	Less.	Complete course.	Less.	Long course.	Short course.	County training school.	Training course in high school.		
North Central:																										
Ohio	19.0	25.0	39.4	17.8	2.4	7.1	72	0	61	11	1	32	5	13	10	13.9	2	6	4	9	5	1	0	4	39	2
Indiana	19.0	25.0	43.5	18.7	2.8	6.7	69	0	64	5	0	7	4	11	1	1.4	3	7	4	11	0	0	1	1	43	2
Illinois	19.0	26.0	41.5	11.5	3.0	13.8	128	4	64	40	3	30	7	14	33	25.0	1	6	3	1	0	2	16	2	65	3
Michigan	17.7	23.0	39.0	11.5	3.5	11.1	35	0	18	16	0	7	0	2	12	34.0	0	3	0	0	0	0	5	1	16	1
Wisconsin	20.0	22.7	27.0	8.7	3.0	9.0	10	0	20	31	2	2	2	5	3	4.0	2	1	2	2	0	0	6	5	20	1
Minnesota	19.8	24.0	25.0	8.7	2.5	10.0	98	2	32	15	0	19	8	9	26	36.0	1	7	1	0	0	1	14	19	25	.....
Iowa	18.5	23.0	31.7	9.2	3.5	9.1	76	0	34	2	0	7	2	11	50	65.0	0	1	1	3	0	0	40	2	13	.....
Missouri	19.0	24.0	45.9	10.6	3.0	15.3	66	2	35	22	2	17	3	14	16	23.5	0	2	5	3	0	1	2	1	21	4
North Dakota	18.0	24.0	30.8	9.5	4.0	9.7	88	0	30	35	3	23	9	7	35	39.0	0	0	3	4	0	0	38	2	25	.....
South Dakota	18.0	23.0	30.8	8.9	3.0	10.3	36	0	17	8	10	7	1	0	9	25.0	5	11	0	0	0	0	1	2	3	.....
Nebraska	18.0	22.8	30.0	11.8	2.5	12.0	62	2	38	16	3	12	0	6	3	4.7	5	7	0	1	0	7	7	16	20	.....
Kansas	19.0	26.0	43.0	10.0	3.0	14.3	76	0	39	36	1	11	4	8	17	22.0	0	0	1	5	0	0	29	33	14	1
Western:																										
Montana	17.0	24.0	44.0	8.5	4.0	11.0	46	3	20	16	0	17	3	3	17	24.0	0	0	0	3	0	0	20	5	15	.....
Wyoming	20.0	26.0	25.0	3.0	3.5	7.1	25	0	6	14	0	3	1	1	9	36.0	2	1	1	1	0	0	2	0	11	.....
Colorado	19.9	25.7	40.0	10.9	3.0	13.9	63	1	42	19	1	12	10	15	20	21.0	0	0	1	9	0	0	12	2	13	.....
New Mexico	20.0	35.0	58.0	9.8	3.0	19.3	18	1	13	4	1	1	2	2	11	57.8	0	0	1	3	0	0	7	0	4	.....
Arizona	17.6	31.0	65.0	9.6	5.4	12.0	33	3	20	14	3	14	3	13	13	28.0	0	2	0	6	0	0	12	0	20	.....
Utah	20.7	27.0	51.0	14.0	2.9	17.5	32	0	15	11	1	3	5	8	2	6.2	1	1	4	5	3	0	0	4	15	.....
Nevada	20.9	27.0	40.5	13.9	2.6	15.5	19	1	11	7	1	6	4	3	2	10.0	0	0	1	2	0	0	2	0	10	.....
Idaho	19.0	27.0	46.8	9.9	3.8	12.3	41	0	20	17	2	15	2	3	2	4.8	0	0	0	0	0	0	5	3	24	.....
Washington	18.0	25.0	45.0	12.0	4.0	11.3	152	5	80	50	11	34	10	26	25	15.0	2	3	5	5	0	4	7	3	83	4
Oregon	20.0	28.0	46.0	9.8	4.0	11.5	40	0	22	14	3	8	4	7	9	12.5	0	0	2	2	0	0	8	7	11	.....
California	20.7	25.0	64.7	23.0	3.0	21.6	41	0	20	15	0	31	4	4	3	7.0	0	0	3	0	0	0	6	1	12	.....
United States	19.2	26.0	45.4	12.2	3.4	13.8	2,824	117	1,343	943	99	671	183	289	950	32.3	96	82	73	102	8	27	457	202	868	30

TABLE 2.—*Efficiency of rural-school teachers—Averages by divisions of the country*—PART I.

[The table contains all the data of Table 1 reduced to averages by divisions of the country, in order to make it possible to grasp the figures at a glance.]

Divisions.	Number of States.	Number of teachers reporting.	Males reporting.	Females reporting.	Total per cent males.	Married teachers.	Unmarried teachers.	Grades per teacher in open country.		Number of teachers in the schools.			Teacher's residence.		
								Eight grades or more.	Less than eight grades.	Country schools.		Rural village.	Home provided by district.	Boarding in district.	Boarding outside district.
										One teacher.	More than one.				
United States	48	2,941	697	2,244	25.7	529	2,412	1,937	990	1,937	937	67	73	2,415	526
North Atlantic	9	705	102	603	13.7	119	586	465	246	465	240	.....	19	561	144
South Atlantic	8	492	195	297	37.2	114	378	336	156	336	150	6	13	383	109
South Central	8	324	134	190	53.1	93	231	220	104	220	104	.....	9	272	52
North Central	12	886	166	720	17.7	96	790	608	278	608	255	23	17	717	169
Western	11	534	100	434	23.2	107	427	308	226	308	188	38	15	482	52

TABLE 2.—*Efficiency of rural-school teachers—Averages by divisions of the country*—PART II.

Divisions.	Teacher's experience: Age beginning teaching.	Teacher's experience: Present age.	Teacher's experience: School months taught.	Teacher's experience: School months in present school.	Teacher's experience: Different schools taught.	Teacher's experience: Average months in each school.	Academic preparation: Elementary: Eighth grade.	Academic preparation: Elementary: Less.	Academic preparation: Secondary: Complete four years' course.	Academic preparation: Secondary: Less.	Academic preparation: Normal school: Complete course.	Academic preparation: Normal school: Less.	Academic preparation: College or university: Complete course.	Academic preparation: College or university: Less.	Number professionally trained.	Per cent not professionally trained.	Professional preparation: Normal school: Complete course.	Professional preparation: Normal school: Less.	Professional preparation: School of education in college or university: Complete course.	Professional preparation: School of education in college or university: Less.	Professional preparation: Agricultural school or college: Long course.	Professional preparation: Agricultural school or college: Short course.	Professional preparation: Secondary school: County training school.	Professional preparation: Secondary school: Training course in high school.	Special summer schools or sessions.	Special [illegible] teachers.
United States	19.2	25.3	45.4	12.2	3.4	15.8	2,824	117	1,343	943	9[illegible]	671	15[illegible]	289	95[illegible]	32.3	9[illegible]	82	75	102	[illegible]	27	437	202	[illegible]	29
North Atlantic	18.8	27.35	55.3	17.3	3.2	19.0	674	31	376	197	26	186	37	20	248	34.6	61	14	18	3	0	4	44	7[illegible]	122	0
South Atlantic	19.6	26.2	49.5	12.8	3.7	14.5	4[illegible]	26	117	203	13	80	35	45	221	39.6	5	3	8	19	0	5	110	12	1[illegible]	0
South Central	19.4	25.6	41.3	8.2	3.8	12.2	2[illegible]	36	79	125	8	80	18	40	13[illegible]	42.9	[illegible]	7	5	[illegible]	0	2	69	4	7[illegible]	2
North Central	18.7	24.0	35.6	11.4	3.0	10.5	876	10	502	237	29	181	45	100	225	24.5	19	51	24	39	5	12	159	88	214	14
Western	19.6	27.3	47.8	14.9	3.6	13.7	5[illegible]	14	269	151	25	144	45	84	118	22.9	[illegible]	7	18	34	3	4	75	25	218	4

MEN AND WOMEN TEACHERS IN THE SCHOOLS.

Diagram 1 conveys information that is highly significant. The solid lines represent the findings of the present investigation and

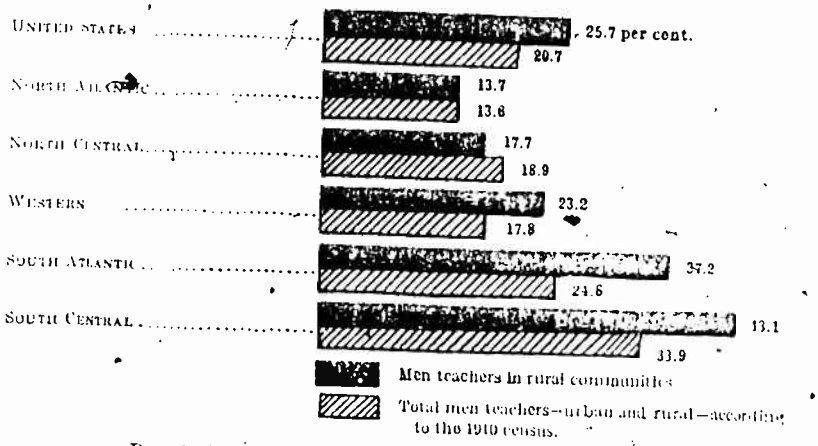


DIAGRAM 1.—Distribution of men teachers, by geographical divisions.

are limited to rural teachers. The barred lines give the results as ascertained by the Federal Census for 1910, and include all teachers, rural and urban. A comparison of the graphs discloses that 25.7 per cent of the rural teachers of the United States are men, while only 20 per cent of the whole number of teachers for the nation are men. This is accounted for by the comparatively large percentage of men teachers in rural communities in the South Atlantic and South Central States. The North Atlantic division has only 13.7 per cent of men teachers in rural communities, while the South Central division heads the list with 43.1 per cent.

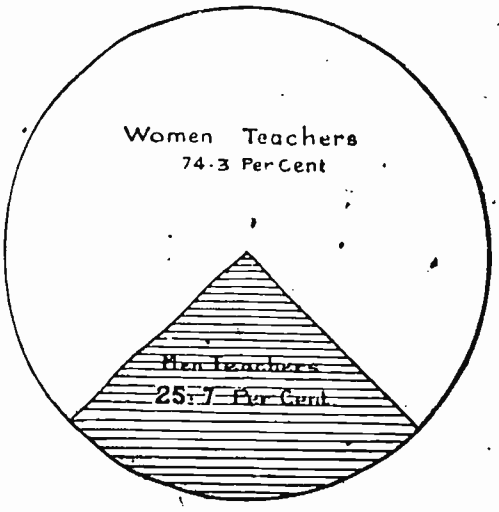


DIAGRAM 2.—Comparative number of men and women teachers in rural communities.

A further study of the statistics shows that men teachers in the North Atlantic, North Central, and Western divisions are, in the main, young and of limited experience, although a few of those reporting are well-prepared, mature teachers in thoroughly organized consoli-

dated schools and rural high schools. In the South Atlantic and South Central divisions the men are not only more numerous, but their average school tenure (diagram 8) is much longer. The average age for all men teachers in these sections of the country is also considerably higher than elsewhere, although their academic and professional training (diagrams 9 and 14) is much inferior.

The general conclusion drawn from the figures is that those sections of the country which have offered young men the greatest opportunities in a variety of callings and occupations have the smallest percentage of men teachers in the schools. Everything else being equal, a section of the country ought to be considered fortunate in having a large proportion of men teachers in its schools; but if it should prove that these men are in the schools chiefly because they can find nothing more remunerative to do elsewhere, conditions would be unfortunate, to say the least.

MARRIED AND SINGLE TEACHERS.

Diagram 3 shows the married rural teachers in the United States as 18 per cent of the whole number of teachers. The North Central

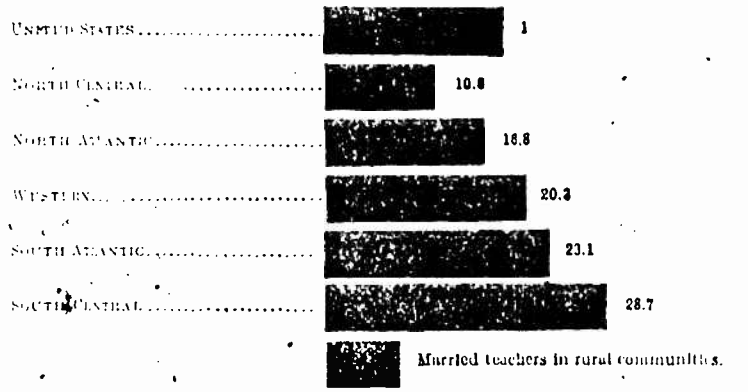


Diagram 3.—Distribution of married teachers, by geographical divisions.

division has only 10 per cent, while the South Central division has 28.7 per cent. Clearly there is an intimate relation between the data for men teachers and for married teachers. The sections of the country with the largest number of men teachers have also the largest percentage of married teachers. The North Atlantic and Western divisions show a considerable number of married women teachers. In the former many of the women have reentered the teaching profession after marriage, forced, apparently, by stress of circumstances. In the West the disproportion in some places between the number of males and females may explain the comparatively large number of married women teachers there, most of whom remain in the schools only a short time after marriage.

ONE-TEACHER SCHOOLS AND MANY RECITATIONS.

The figures show that 1,937 teachers, or almost two-thirds of all reporting, teach eight or more grades each, and give daily instruction in from 22 to 35 classes. This means that recitation periods average 9 to 13 minutes each—a very short time in which to "hear" even the simplest exercises. Many States require the teachers to adhere to a State course of study, which tends to organize and partially grade the schools. Some of the teachers reporting have succeeded in reducing the large number of classes in the daily program by reorganizing the school on the group plan—i. e., combining the eight grades into three or four groups—and by a system of alternation and correlation of subjects.

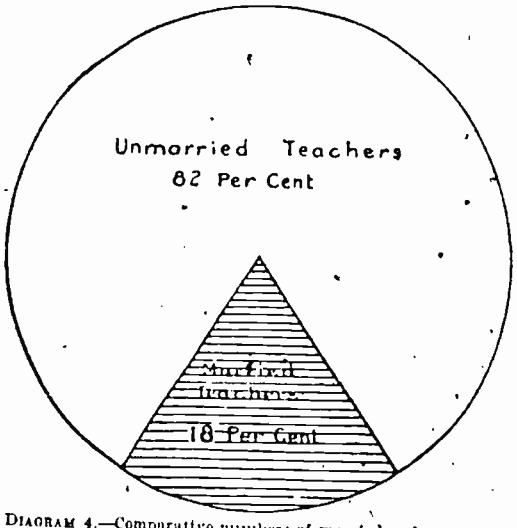


DIAGRAM 4.—Comparative numbers of married and unmarried teachers in rural communities.

Of the schools reporting, 937 report more than one teacher, 67 of these being village schools. The former include chiefly consolidated graded schools and rural high schools of the new type. This reorganization of the rural schools through centralization and consolidation seems to be the only solution of the prevailing system of a burdensome number of classes per teacher.

RESIDENCE OF TEACHERS.

Of a total of 2,941 teachers, only 73 live in homes provided by the school community, 2,415 board and lodge in the community, and 526 spend the school day only in the district, having their homes elsewhere. It is evident that a teacher who spends only six hours each day for five days in the week in the school community will be unable to accomplish anything for community leadership. His labors are limited by the four walls of the schoolroom; he can neither understand nor sympathize with extraneous interests. The teachers who reside in the community throughout the school week do better, though many of them are likely to have their sympathies and vital interests in the village or city where they spend week ends. On the other hand, the teacher who has a permanent home provided

by the community finds it possible to become a permanent community leader. In the few communities reporting permanent homes the teachers are usually able to project the school into the home and draw the home close to the school. Where teachers' cottages are provided, these, aside from making the teachers' own lives more attractive, naturally become the rallying centers for all community activities.

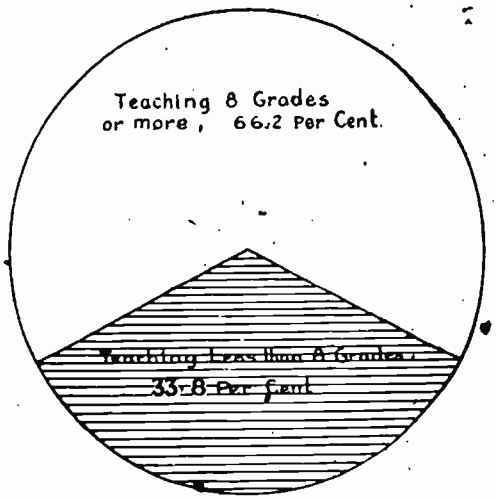


DIAGRAM 5.—Percentage of rural teachers having 8 grades or more and less than 8 grades.

RURAL SCHOOL TENURES.

The average age when beginning to teach is 19.2 years for the entire country, and the age of the teachers at the time of reporting was 26.3. The average number of schools taught by each teacher is 3.4, and the average of school months is 13.8, or almost two years to a school, counting the average school year in the rural districts at 140 days. The total number of months taught by the average teacher is 45.4 school months, or about 6.5 school years. The North Central States make the poorest showing in every phase of school tenure, while the North Atlantic States hold the highest rank.

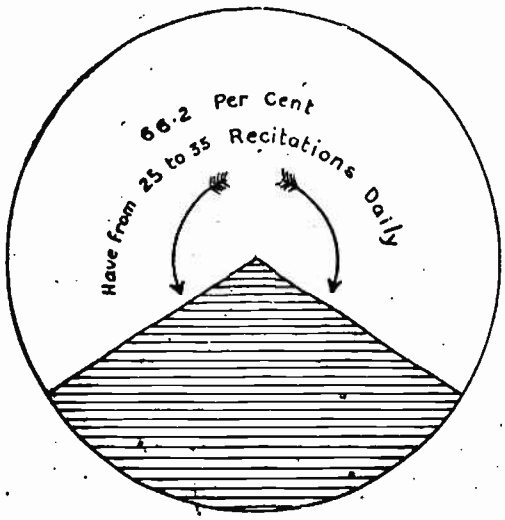


DIAGRAM 6.—Percentage of rural teachers having 25 or more recitations daily.

The data show better averages in school tenures than had been anticipated. The large majority of teachers, however, fall far below these figures; but several hundred teachers report tenures ranging from 15 to 37 years, which tends to raise the average greatly. One

Georgia teacher writes: "I am 64 years of age and have taught 20 years." An Illinois teacher says: "I have taught 50 years. Can you tell me how many women in the United States have taught 50 years."

Probably the most vital phase of teacher tenure is the length of time spent in the same community. While there may be some danger of getting into ruts by remaining too long in the same locality,

[Each dot represents 10 or a fraction of 10 teachers.]

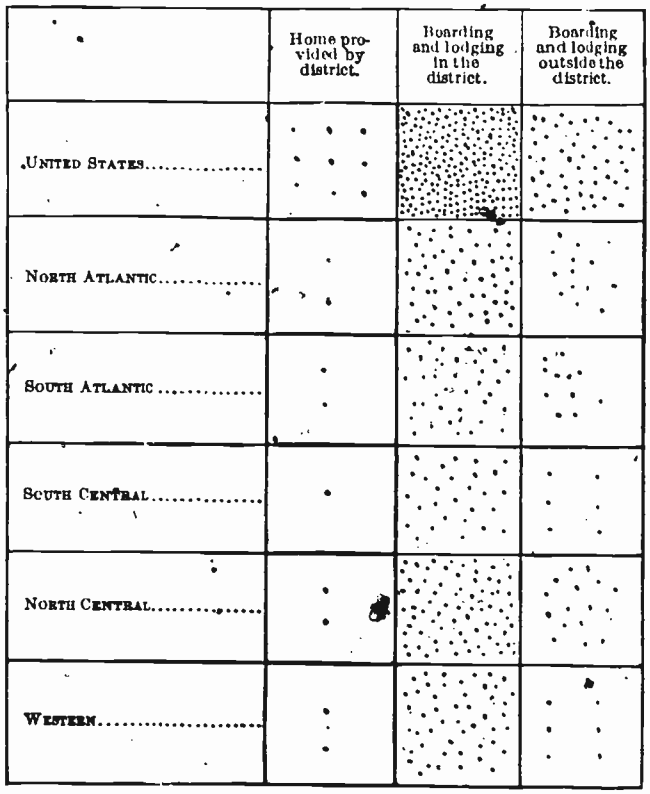


DIAGRAM 7.—Rural teacher residence, by geographical divisions.

there is vastly more harm likely to come from leaving it too early. The average time for each school in rural United States is a trifle less than two school years of 140 days each, or considerably less than one calendar year. This average is very much less for a majority of the teachers, the few permanent, professional teachers alone bringing it up close to the two-year level. So long as teachers continue to be peripatetics, the best results in community leadership can not be expected.

ELEMENTARY SCHOOL PREPARATION.

Diagram 9 discloses that 4 per cent of the teachers have less than eight years of schooling, i. e., they have completed less than the traditional elementary school. In some States, unfortunately, there is no academic standard of requirements aside from ability to pass an examination before a local county superintendent or other supervising official. As a result many half-taught young people, with little or no professional attainments, having but slight comprehension of the needs of country life, hold places in the schools and keep down the standards of efficiency. The North Central States have the best record in this respect, only 1.2 per cent of the teachers reporting less than eight years in the elementary schools. The

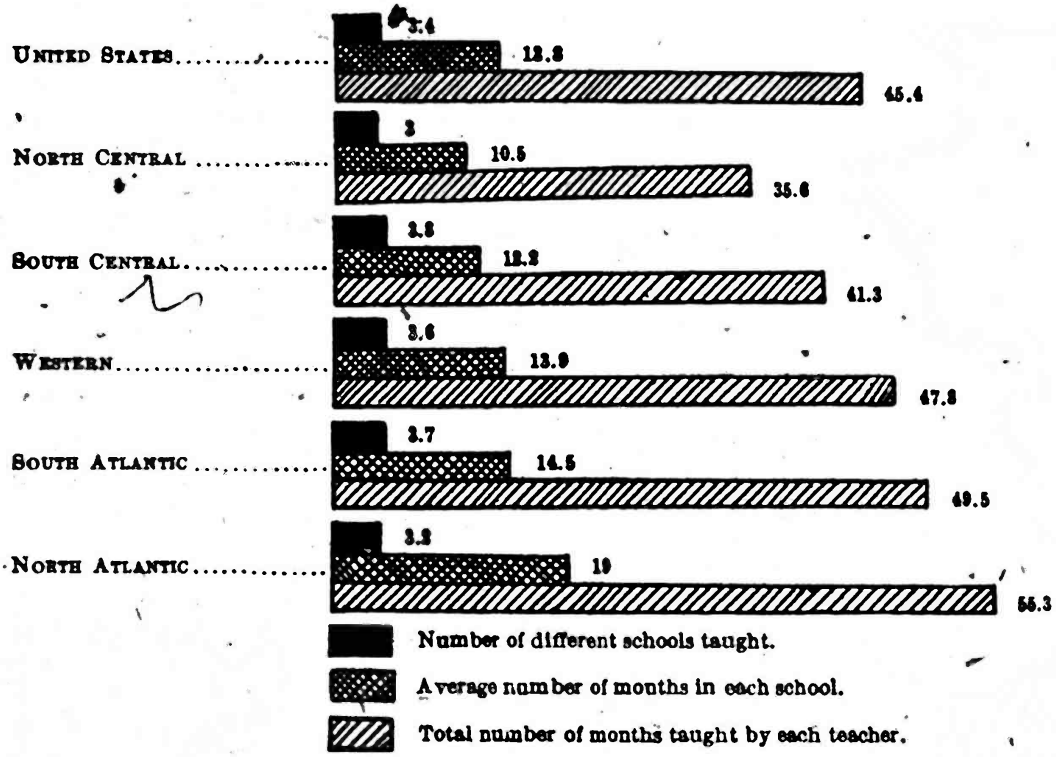


Diagram 8.—Teacher experience by geographical divisions.

South Central States, on the other hand, make the poorest showing, with 11.2 per cent.

In order to grasp fully the startling inefficiency of many of the teachers in an academic way, one needs only to take a glance at a few of the letters received, two of which are reproduced below without alteration as to composition, spelling, thought, etc. The first was received from a young man in Florida who has been struggling upward and trying to make headway against almost insuperable difficulties. He writes a pathetic letter, that at the same time shows an amazing degree of unpreparedness for the task of his life-calling:

I spent 12 months in Rocky spring School when A child 10 years old 6 months in the Fla. Inst. when I was 19½ years old This is All I have ben except taking a corse through the mail

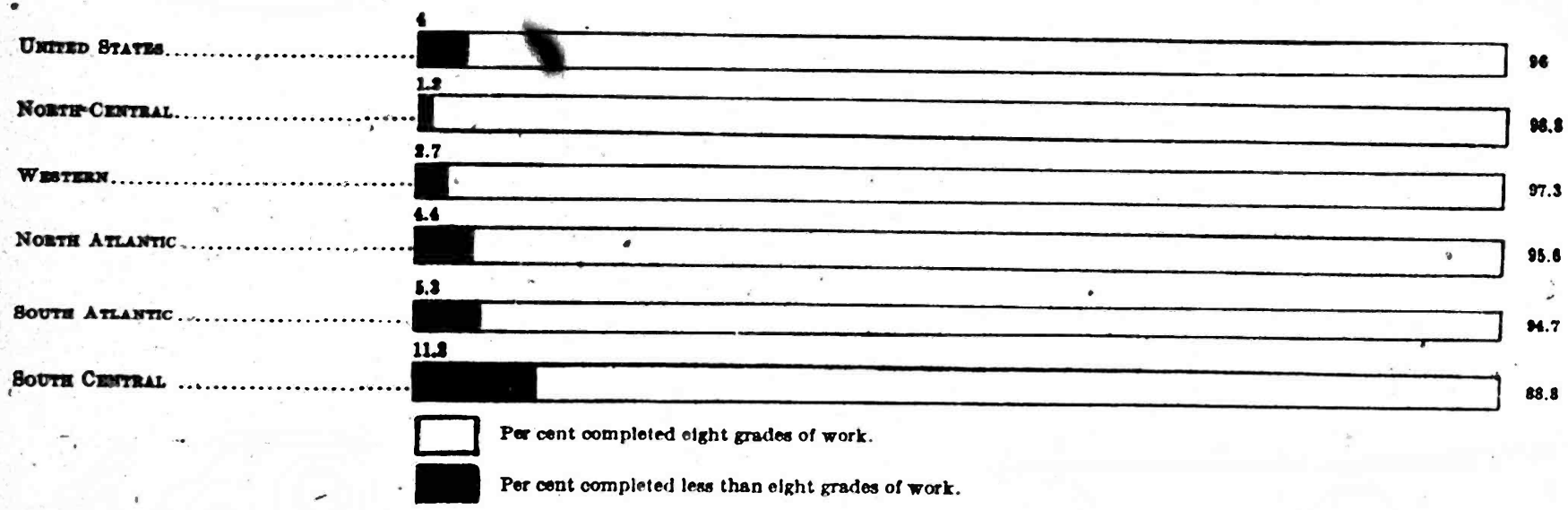


DIAGRAM 9.—Elementary academic preparation of rural teachers.

P. S. Please excuse this As my hand is a little hurt, I havent any farther to help me. and I had to take care of a mother and grandmother all my life, Though I entend to be a man some day, If you can help me to succes I will be very thankful and will do what ever is in my part are is required of me to do.

This brief statement comes from a Georgia teacher, who has spent many years in the service:

I am single, 64 years old and have taught 20 years. Most of my trayning under a Governest. Some of my schools 6 months some 8 months. I allways give Good Results to my Patrons. I Teach all of the Grades to 7th.

ACADEMIC PREPARATION ABOVE THE ELEMENTARY SCHOOL.

It is needless to say that every teacher, even in the poorest communities, should be able to write an intelligent letter, having due regard for thought, spelling, capitalization, etc. Yet surprisingly large numbers of the teachers made little better showing than the two quoted above.

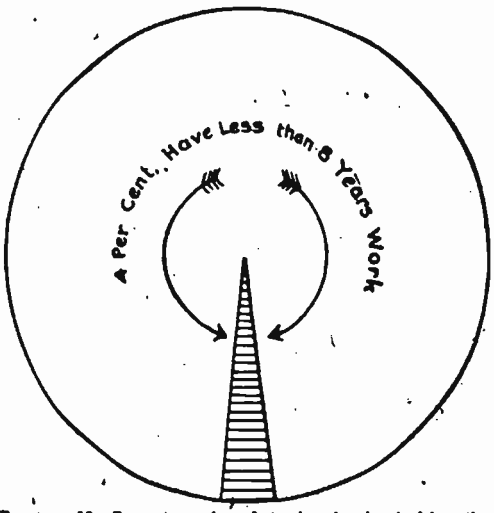


DIAGRAM 10.—Percentage of rural teachers having had less than eight grades of elementary school preparation.

In general, no teacher should be permitted to teach in the schools who has not completed a high-school course or its equivalent. Without such preparation the teacher can not have the necessary reserve store of information to draw from as occasion may demand; he is in constant danger of getting into ruts; and his educational vision becomes hopelessly narrowed and indistinct.

The investigation shows that 1,343, or 45 per cent, of the teachers have completed a four-year high-school course. Of the rest, 943 have spent some time in high-school attendance, 99 have completed full courses at normal schools, and 671 have had partial courses in these schools. Finally, 183 have completed full university or college courses, leading to bachelors' degrees, and 289 have taken partial courses.

These figures are encouraging. Moreover, recent school legislation on teacher certification, would indicate that academic minimum requirements are being uniformly raised. Very soon, probably, most of the States will have set their standard at a four-year high-

school minimum. Many States have already attained this desideratum, and others are striving toward it step by step.

PROFESSIONAL PREPARATION OF RURAL TEACHERS.

Diagram 12 shows the startling fact that 950 of the teachers, or about 3[illegible].3 per cent, have had no professional preparation whatever for their work. This poor showing is in spite of the fact that the term "professional preparation" has been interpreted in the present

[Each dot represents 10 or a fraction of 10 teachers.]

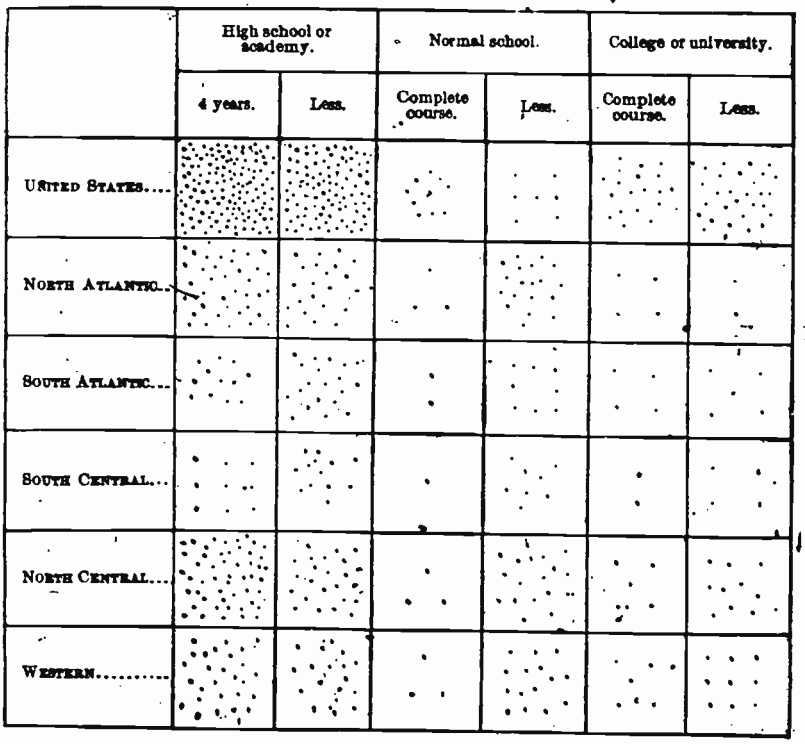


DIAGRAM 11.—Academic preparation of rural teachers above the elementary school.

study in a most liberal way. Under this head have been included not only regular courses in normal schools, schools of education in colleges and universities, professional courses in agricultural colleges, and high-school training courses, but also summer courses and other short courses in reputable institutions. Short-time teachers' institutes and superficial review courses only have been excluded from the count.

The Western States stand first, with only 22.9 per cent not professionally prepared. The North Central States come next, with 24.5

per cent. The South Atlantic and South Central States show, respectively, 39.6 per cent and 42.9 per cent.

WHERE THE PROFESSIONAL PREPARATION WAS ATTAINED.

Out of the total 2,941 teachers, 96 have complete normal school courses to their credit, and 82 others have taken partial courses

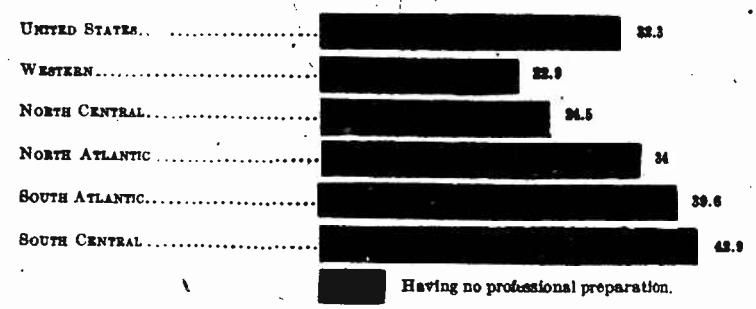


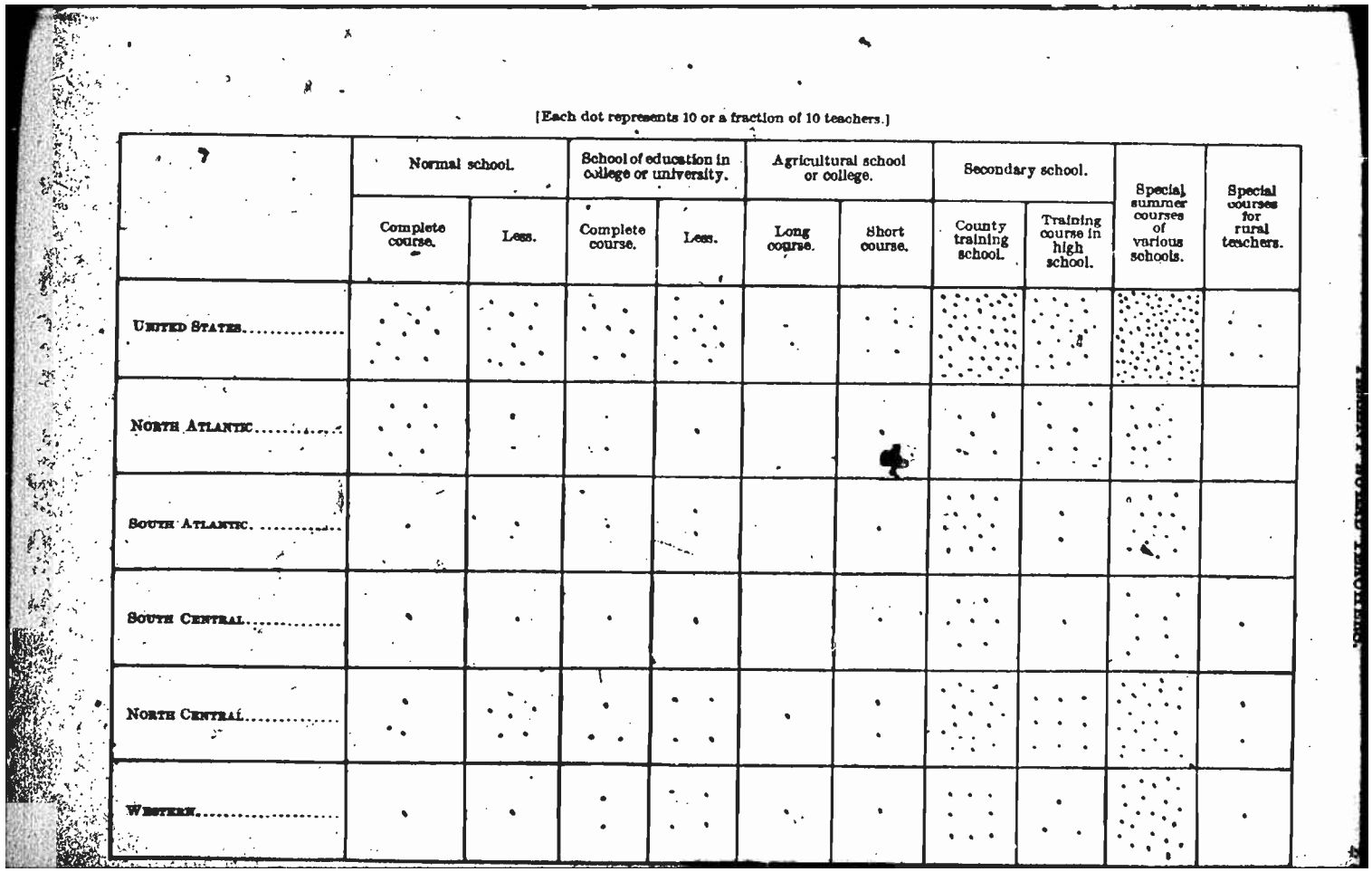
DIAGRAM 12.—Professional preparation of rural teachers, by geographical divisions.

in normal schools. This shows conclusively that the normal schools have in the past supplied surprisingly few professionally prepared rural teachers from their regular courses. Large numbers of rural teachers have been attending these schools for special summer courses, however, and, as will appear below, many of the normal schools are just beginning to organize special departments for rural teachers.

DIAGRAM 13.—One-third of all rural teachers have no professional preparation.

Professional courses in schools of education in colleges and universities have been completed by 73 teachers. Only 8 have pursued full pedagogical courses in agricultural colleges, and 27 have taken partial courses. A larger number are graduates from high-school teacher-training courses and county training courses—202 report graduation from the former, a majority of these being from New York, Michigan, Minnesota, Nebraska, and Kansas, and 457 have

[Each dot represents 10 or a fraction of 10 teachers.]



attended the latter, which include the Wisconsin county training schools and a number of minor training schools organized by State authority, such as the Nebraska junior normal schools with special departments organized exclusively for the preparation of rural teachers.

From the foregoing it is evident that the greatest weakness of the rural teachers now in the service is their professional unpreparedness. One-third of all of them have no professional basis on which to build or specific knowledge of the science and art of teaching. Yet every teacher, from the rural school to the college, should be required to know something about psychology and child study, philosophy of education, history of education, methods of teaching, school management and methods, etc., before beginning his work.

II. SOME OF THE THINGS NEEDED TO PROFESSIONALIZE RURAL TEACHING.

INTIMATE RELATION OF SALARIES AND PREPARATION.

Public-school teachers in the United States receive an average annual salary of $485. Rural-school teachers instruct the children of 53.7 per cent of the entire population, but get as their share only 45.5 per cent of the total amount spent for salaries. Their average annual salary is, accordingly, considerably less than the amount above stated. Artisans, domestics, and common laborers receive better wages than do these teachers.

In a general way, the amount of salary received by the teacher is a measure (1) of his efficiency and (2) of the value in which his services are held by the community. The first point may properly be qualified by the statement that a teacher's income is scarcely to be measured in dollars and cents alone. His pecuniary earnings come in the form of salary, not wages. In addition to the money received, many real satisfactions of an altruistic nature should be taken into consideration. It is undeniable, however, that the Nation has placed a low valuation on the teacher's services, with the result that it has to be satisfied with mediocre teaching.

European schools are generally more thorough than those in the United States and pay better salaries. The reason lies (1) in higher professional requirements and (2) in stronger popular appreciation of the teacher's services and calling. Some educators insist that salaries must be increased first, otherwise the most capable among our young men and women will refuse to spend their time and money on a more thoroughgoing preparation than that in which they are now investing. Others, again, hold that the professional require-

ments must be raised first, or salaries are sure to continue as low as now.

In any event it is a noticeable fact that scores of teachers equipped with satisfactory academic and professional preparation go into country communities and build up the schools and reorganize community interests so satisfactorily that they become practically indispensable to the communities. Such communities in turn repeatedly increase the teachers' salaries, keeping step with the value of the teachers' services. In other words, much depends on the individual teacher's ability; in the long run, he is quite sure to receive what he is worth. What is needed more than anything else in the United States at this time is thoroughly to professionalize rural teaching.

STEPS TOWARD PROFESSIONAL STABILITY.

The change from amateur to professional teaching may be hastened in several ways: (1) Salaries should be increased enough so a teacher with family may live on his income without worrying how to make ends meet. Provision should also be made, by legal enactment, for a liberal sliding-scale salary, allowing the teacher's income to increase in direct ratio to length of service in the same community. This is only fair, since teachers of the right sort will unquestionably grow in value to the community year by year. (2) The entire school plant should be reconstructed to answer present needs and be attractive and sanitary. This would be another inducement for the teacher to spend his best years in the open country. (3) The community should be obliged by legal enactment to erect a teacher's cottage close by the modern school building and preferably upon the same grounds. (4) Teachers' colleges, normal schools, and other schools with teacher-training classes should be encouraged to organize distinct departments in rural life and rural teaching, from which to draw teachers prepared and willing to undertake work in the new farm schools.

THE IDEAL SCHOOL PLANT.

The small one-teacher school has proved itself generally unable to meet the needs of present agricultural demands. It was organized as a pioneer school and as such filled its place admirably. Scientific agriculture demands a school which not only teaches the general fundamentals of an education but its practical phases as well. This work can not be done in the old school plant and by the one teacher, at least not satisfactorily. As a result of the change, a movement has for some time been spreading across the continent which contemplates the consolidation of the many small schools into a few centrally located graded farmers' schools. These schools usually offer an

eight-year elementary school course, and from two to four years of high-school work.

The ideal consolidated school is organized preferably in the open country or on the edge of a rural-minded village. In architecture it is as modern as the best town school. The children's health is considered in the sanitary arrangements. Proper lighting, correct heating and ventilation, flowing water, and indoor toilets are all given careful consideration. There is provision for agricultural and general science laboratories. The assembly hall is arranged with a view to using it for all kinds of community gatherings.

The course of study continues to give the universal elements of education first place, as in the past; but it gives, in addition, a new emphasis to local community needs. Nature study, agriculture, domestic science, manual training, music, and even art are finding prominent place in the day's work, while all the old subjects are taking on more and more of a "farm flavor." The fundamental principles remain the same, but the local application is directed to the needs of the agricultural community.

All the school work is not done indoors, however. The school is set in a large outdoor laboratory. This should never be less than five acres. Many schools have grounds and experimental plats ranging from 20 to 65 acres. Here is room for play and athletic grounds, for parking, individual gardens, experimental plats, and larger fields and orchards. It stands to proof that the most practical schools of this kind, so far as local application is concerned, give the most thoroughgoing instruction in the general cultural elements, language, literature, history, etc. It is quite feasible to combine the education of the great out of doors with indoor study so as to bring about a satisfactory coordination of head, heart, and hand.

THE ROLLO CONSOLIDATED SCHOOL, AN ILLUSTRATION TO THE POINT.

One of several thousand such schools is in Paw Paw Township, De Kalb County, Ill.

The school is placed in a working laboratory of 26 acres. This is laid off as ornamental parking, with shrubbery and trees, playgrounds, and athletic field, individual gardens, experimental plats, and school fields. The main building is an attractive two-story and basement brick and terra-cotta structure, which was built and equipped at a cost of $30,000. It has every convenience that can be found in a city school. A pressure-tank system provides flowing water in abundance, thereby making it practicable to have indoor toilets, baths, drinking fountains, etc. The school is steam heated, and lighted with gas generated on the premises.

The school is in charge of six professionally-prepared teachers. It offers a well-organized course of work for the eight grades, and a

strong four-year high-school course. The laboratory equipment for physics, chemistry, and agriculture is very complete. Worthy, also, is the school library of 1,500 bound volumes and many pamphlets.

This community has recognized the value of the teacher as a factor in permanent community life by erecting, on the campus, a beautiful modern home, at a cost of $6,000. The home is directed by a housekeeper, who has full charge of boarding and lodging the teachers, none of whom happens to be married. All modern conveniences are provided. The teachers of the school were unanimous in their statement that they much prefer life in the Rollo community to teaching—as several had formerly done—in the town schools.

The Rollo School enrolls a large number of sturdy farm youth, such as are seldom found in the one-teacher schools nearby. This alone speaks volumes for consolidation. These children are well organized in their play life, having their baseball, basket ball, and tennis teams. A thriving athletic association has charge of all these activities.

The entire student body is organized as an active Literary Society. Sixty of the students have organized an Audubon Society, for the study and protection of birds. The home is brought into closest touch with the school by means of granting credits for home work. At the close of each week the parents hand in industrial cards, which state the amount and nature of children's home work. School credits are granted for all worthy work of this kind. Three things are stressed by the school: (1) home work, (2) regularity of school attendance, and (3) high grade of class work.

The school does not limit its activities to the school premises. Neighborhood orchards are pruned and sprayed by the advanced pupils. Milk cows are tested for tuberculosis. So successful has the senior agriculture class been in its work of assisting the stock feeders of Paw Paw Township, that many of these have the agriculture teacher and his class "top off" the fattening steers during the last week or so before marketing. This and much similar work has become part of the regular routine, and has made the school indispensable in the new agricultural evolution.

To have part in the activities of such a school is an inspiration in itself. Instead of the customary round of 25 or 35 classes daily, there is a carefully arranged program of few classes. The very force of numbers adds to the social attractiveness of the school. An abundance of social-center interests will keep the teachers contented and happy in their work. Such schools are beginning to help professionalize rural teachers by offering abundant inducements for thorough preparation and continued improvement.

Probably the greatest service of the consolidated school to the teaching profession is that it extends opportunities to men teachers to reenter the schools.

Every rural school in Denmark, to cite a European illustration, provides the teacher with a comfortable home, a well-planned garden, and sometimes with larger tracts of land. The natural result is that the schools are taught by professional teachers of long tenure in the same community, four out of five being men, most of them married and rearing families. The well-equipped consolidated schools are beginning to accomplish exactly this same thing for the United States.

Teachers' cottages should be erected in connection with all consolidated schools—and, for that matter, in connection with all rural schools. The principal, at least, should be paid by the year, and should be held responsible for the school plant 12 months out of the year. This will make for permanency and stability in school affairs. Moreover, the cottage should be supplied with land for a good garden to provide house needs with fruit and vegetables. The fields and plats should be under the principal's care all the time, including the summer months, and whatever net profits might accrue should be considered part of the teacher's income over and above the stipulated annual salary.

III. WHAT THE SCHOOLS ARE DOING FOR RURAL-TEACHER PREPARATION.

GENERAL STATEMENT.

A study of the distribution of rural-teacher training by schools is set forth above, in Table 2. According to this table, 178 teachers report complete or partial courses in normal schools, 175 report similar work in schools of education in colleges and universities, 35 have taken long or short courses in agricultural colleges, 659 have completed professional courses in secondary schools, and 868 have attended special-summer-school courses for rural teachers in a variety of schools.

The largest immediate supply of rural teachers comes from the training departments of the high schools in many States; next in point of numbers stand the normal schools; then schools of education in colleges and universities; finally come the agricultural colleges, with a comparatively small number of students in long and short courses.

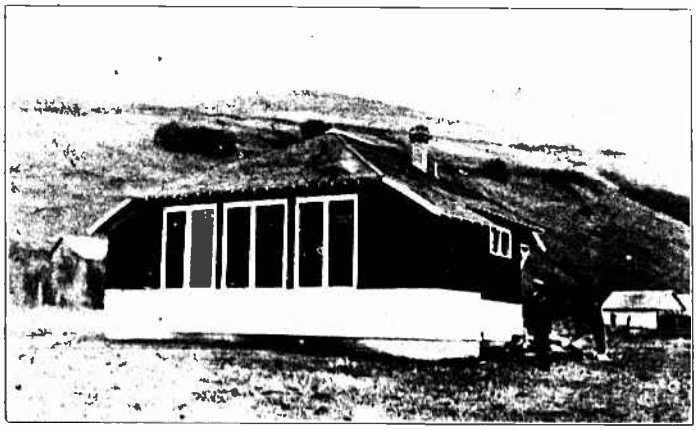
The following pages are devoted chiefly to a discussion of special departments and distinctive courses for rural teachers organized in

I. ROLLO CONSOLIDATED SCHOOL.

A school set in a "laboratory" of 26 acres of rich farm land.

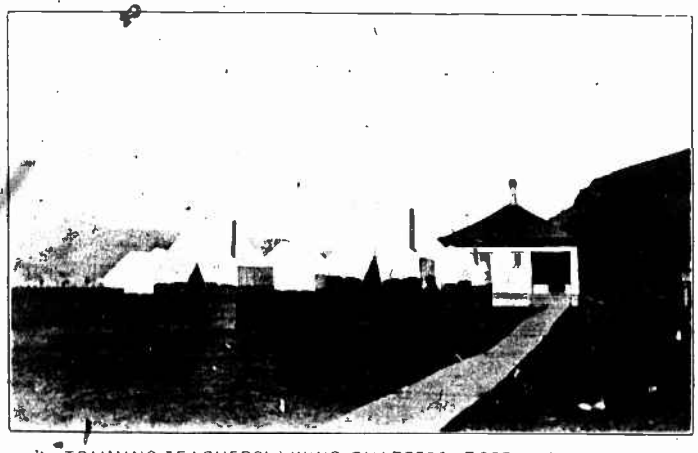
II. TEACHERS' COTTAGE, ROLLO CONSOLIDATED SCHOOL.

Erected by the community at a cost of $6,000.

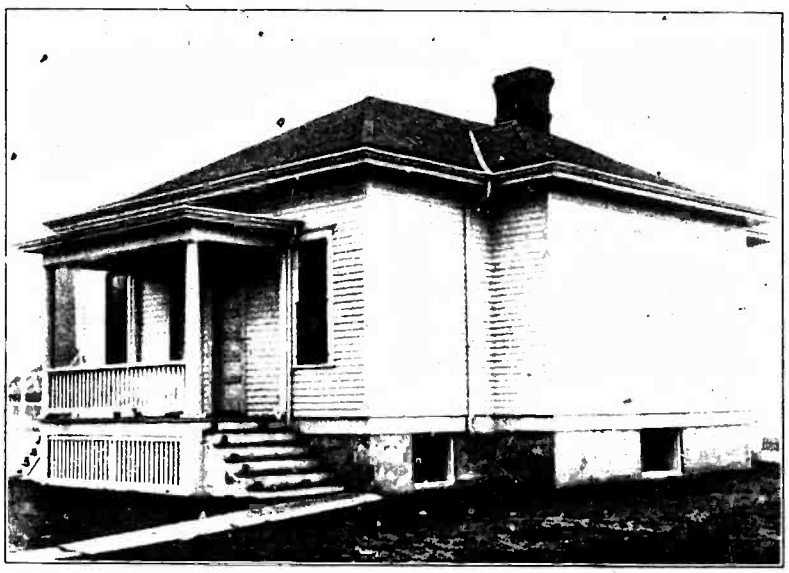


A. ONE-TEACHER SCHOOL IN FORT LAPWAI DISTRICT, IDAHO.

Used as teacher training school by the Lewiston normal school.



B. TRAINING TEACHERS' LIVING QUARTERS, FORT LAPWAI, IDAHO.



A. MODEL RURAL SCHOOL, STATE NORMAL SCHOOL, MAYVILLE, N. DAK.

B. MODEL RURAL SCHOOL, STATE NORMAL SCHOOL, MAYVILLE, N. DAK.

Inside view, showing domestic science, manual training, and biology sections.

the normal schools and agricultural colleges, and to the rapidly changing policy of these schools toward rural-teacher training. Schools of education in colleges and universities are left out of consideration, since they do not, as a rule, offer specialized courses for rural teachers. High-school training classes and county training schools likewise are passed over, as they have already been treated fully in a recent publication of the Bureau of Education, and a discussion of them here would be superfluous.[1]

STATE NORMAL SCHOOLS.

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.

[1] Training Courses for Rural Teachers, Bulletin 1913, No. 2.

TABLE 3.—*Work of normal schools in preparing rural teachers.*

Divisions and States.	Normal schools reporting.	Having distinct departments for rural teachers.	Offering special courses for rural teachers.	Offering some work separate from the general courses.	Making no provision for rural teachers.	Offering courses for teachers of agriculture.	Special rural subjects.[1]				Other subjects emphasized.[1]								Equipped with model rural school.[1]	Rural practice schools.[1]	Remarks.
							Rural school management.	Rural school methods.	Rural sociology.	Rural economics.	Domestic science.	Manual training.	General agriculture.	Gardening.	Nature study.	Club work.	Playground supervision.	Social center work.			
North Atlantic:																					
Maine	4				4		1														
New Hampshire	2		1	1			1														
Vermont	2			2		1	2	2	2	2	2		2		1				1	1	
Massachusetts	9		2	1	6		1	1	1		1			2	1				1	1	
Rhode Island	1			1		1	1	1						1	1					1	
Connecticut	2	1			1		1	1					1						1	1	
New York	9	1			8	1	1	1	1	1			1	2	1						Expect to build model school.
New Jersey	3				3																
Pennsylvania	4		3	1		2	2	2		1	1	1	2		1						
South Atlantic:																					
Delaware	1			1		1	1			1	1		1	1							
Maryland	2				2								1								Have taken steps to organize rural department.
Virginia	2	1		1		1	1	2	2	1	2	2	2	2	1	1				1	
West Virginia	3		2		1	1	1	1	1		1	1	1		1	1		1			Will organize for rural teachers in 1915.
North Carolina	1		1			1	1	1	1	1	1										
South Carolina	1	1				1	1	1	1	1	1	1	1	1	1	1			1		
Georgia	2	2		1		1	3	2	1	1	2	2	1	1	1				1		
Florida	1				1																
South Central:																					
Kentucky	1			1		1	1	1			1	1	1	1	1						To build model school soon.
Tennessee	1			1		1	1	1			1	1	1			1					Will offer courses next year.
Alabama	2	1		1		2	2	1	2	1	2	2	2								
Mississippi	1	1				1	1	1	1	1	1	1	1	1	1	1		1			
Louisiana	1	1				1	1	1	1	1	1	1		1	1	1					
Texas	2	1	1	1		2	1			1	1	1	1								
Arkansas	1			1		1	1	1			1	1	1								
Oklahoma	3		1	2		2	3	3	2	1	1		1		1						

North Central:																				
Ohio	2	1			1	1	1	1	1		1		1		1				1		Model school just completed
Indiana	3		1		2	1					1	1	1								
Illinois	5	2		2	1	4	3	2	2	2	1	1	3	2	1					1	
Michigan	2	1		1		2	1	1	1	1	1	1	2	1	1				1	1	
Wisconsin	5	3		1	1	4	4	4	4	3	2	2	1	1	1				1		
Minnesota	5		2	1	2	2	2	2	2	1		1	1							1	
Iowa	1	1	1			1	1	1			1	1	1						1		
Missouri	4	3	1			4	4	4	4	3	3	3	3	3	2				1		
North Dakota	4	4				3	3	3	2	2	2	2	3					1	1		
South Dakota	3	1	2				1	1	1		1	2	2		1						
Nebraska	3	1		1	1	2	1	1	1	1	1	1	2				2		1		Contemplating getting practice schools.
Kansas	2	2				2			2	2			2						1		
Western:																					
Montana	1			1			1	1	1	1										1	
Wyoming	1			1			1	1	1	1	1	1									
Colorado	2	2				2	2	2	2		1	1	1	1	1						
New Mexico	1			1			1	1	1	1			1								
Arizona	2				2								1								
Utah	1				1						1	1	1	1	1						
Nevada	0																				
Idaho	2	2				2	2	2	2	2	2	2	2	1						1	
Washington	4	2		1	1	3	3	3	2	2	3	3	3	2	1			1	1	1	
Oregon	1		1			1	1	1	1		1	1	1	1	1					1	
California	7	1	1	2	3	2	5	4	3	2	3	3	4				1				
United States	122	36	20	28	41	58	66	59	51	38	47	41	59	27	25	6	3	4	14	12	

[1] A partial report only, since some schools neglected to answer all the questions.

ATTITUDE OF THE NORMAL SCHOOLS GOVERNED BY PUBLIC SENTIMENT.

The normal schools should, theoretically at least, be able to prepare teachers for all kinds of schools. Practically, however, they have not always been able to do so. The demand for trained teachers in the city and village schools has in most sections of the country been so great as to absorb all the energies of the schools, leaving little or no time to consider the needs of rural communities. Certain geographical sections of the country, notably the North Atlantic division, have now little genuine agricultural life. Here, naturally enough, the normal schools do not devote much of their time to rural teachers. In such agricultural sections as the North Central and South Central divisions, on the other hand, rural teachers are in the majority. Now that educational ideals are undergoing great changes in these sections of the country, it is reasonable to expect that the normal schools will be prompt to respond to the new needs. These schools have always been ready to adapt themselves to prevailing conditions. In a sense they are so near to public thought all the time as to be "more nearly to-day an actual exponent of public sentiment than any other public institution of equivalent magnitude." The best evidence of this is that the normal schools situated in the agricultural sections of the country are at this time straining every energy to be of greatest assistance in rural teacher preparation.

ORGANIZATION OF DISTINCT DEPARTMENTS FOR THE PREPARATION OF RURAL TEACHERS.

Correspondence with normal-school presidents and other leaders in the schools has developed the fact that these men have begun to see clearly the need of a specialized preparation for rural teaching. The first step in answer to the new demands is usually to offer a special course for students desiring it. The class work of the rural courses is often in charge of the regular instructors of the professional department in the school who have had little particular preparation for rural-life phases of educational work; consequently, the special courses are not always satisfactory in results and not much sought after by the students of the school.

More satisfactory results are apparent where the normal schools have organized distinct departments in this field. The plan usually followed is to place a carefully prepared rural school-expert at the head of the department. Other assistants are added from time to time as the development of the department may require. The plan of the organization is to group the school subjects around a study of the problems of rural life, including rural sociology and rural economics. Much emphasis is placed on rural-school methods of teaching and rural-school management. Preferably, there is a model rural school connected with the department and under its direction. The plan is, further, for the department to extend its services to the country communities which receive the teacher product of the school.

The rural-school department in the State normal school at Kirksville, Mo., as an illustration of this development.—In this school a professor of rural education, who has made a careful study of rural-life conditions, devotes all his time to the work of the department. He has personal charge of the more important classes and supervises the activities of the model school and the field work. The latter is in immediate charge of a school-extension expert who carries the activities of the department into the country communities through lecture courses and informal meetings with the patrons. Possibly his most important work is to aid beginning teachers to become adjusted to their new environment and to select the right teacher for the right place. The model rural school, which is only "a stone's throw" from the rural department classrooms, is constantly in use as a practice school by the student teachers and also as a place where model lessons of all kinds are studied. Finally, it is used as a model to study the best and latest in rural-school architecture.

The rural-school department of the Kirksville normal school has offered a 3-year course of study since 1911. A very large proportion of the students of the school take this work, since fully 50 per cent of them are to teach in rural communities. At the present time an additional advanced 4-year course is planned for strong teachers who desire to prepare themselves for leading positions in the consolidated schools and rural high schools, as also for teachers who wish to take charge of rural teacher-training departments in high schools. The 3-year course covers 9 terms of 3 months each, making in all 27 months. The studies are as follows:

	Terms.	Units.
Grammar and composition	3	1
Literature, with composition	3	1
Farm accounts and advanced practical arithmetic	3	1
Algebra through quadratics	3	1
American history	3	1
Civics, 2 terms; sanitation, 1 term	3	1
Agriculture	3	1
General and commercial geography	2	⅔
Manual arts, fine arts, writing, reading, vocal music, physical education, at least one term each (1 hour a day)	6	1
Rural-school management, rural-school methods, rural sociology, one term each	3	1
Electives		2⅓
		12

NOTE.—High-school graduates who seek the rural State certificate must take not only the three terms in rural school pedagogy, but they must take some review courses in grammar, composition, arithmetic, and American history at least. They must also offer the one unit (1 hour daily) in fine arts, manual arts and other drills.

Courses offered by rural-school departments in other normal schools.—There is little apparent difference in the organization of the courses of study offered by the normal schools equipped with rural-school departments and the schools offering only special rural-school courses as a part of the regular professional work. The real difference lies

rather, in the greater final effectiveness of the work of the schools with fully equipped departments. The chief business of these is to prepare teachers who are willing to go into rural leadership work and to aid and encourage these teachers in solving their difficult problems.

It is unnecessary to give a detailed description of many of the 36 rural-school departments now in operation; 2 other cases will suffice.

(1) *The Central State Normal School, Mount Pleasant, Mich.*, began offering courses for the training of rural teachers as far back as 1895, and has recently been designated by the Michigan Board of Education as the special training school for teachers of agriculture. To this end, a fine $100,000 building was recently erected and a farm purchased for experimental purposes. Three distinct courses for the training of rural teachers are offered. Course I is equivalent to the first two years of a standard 4-year high school; Course II is equivalent to the third and fourth years of a standard high school; while Course III is intended for high-school graduates, or those who finish Course II. The work of the advanced course is as follows:

	Weeks.
(a) *Professional work:*	
Psychology	24
Pedagogy	12
Teaching	24
Teacher courses	60
(b) *Required academic work:*	
Blackboard sketching	12
General agriculture	12
Music, manual arts, or domestic science	12
Rural sociology	12
Physical education	36
Public speaking	12

This course is the same as the graded course offered by the normal school, and the certificate is good in any city, village, or country district in Michigan.

(2) *The State Normal School at Bellingham, Wash.*, offers three regular courses for rural teachers, each two years in length. The prerequisites for these courses are, respectively, 2, 3, and 4 years of high-school work, and graduates are entitled to two-year, three-year, and five-year certificates. The advanced course is as follows:

JUNIOR YEAR.

First semester.	Credits.	*Second semester.*	Credits.
Psychology	3½	Expression	2
Observation	2½	Rural-school methods	5
English	2½	Agriculture	4
Arithmetic	2½	Rural-school sociology	1
Music	2	Manual training	2
Teaching	2½	Teaching	2½
Drawing	2	Gymnasium	1
Geography	2	Home economics	2
	20½		19½

SENIOR YEAR.

First semester.	Credits.	*Second semester.*	Credits.
English	3	Sociology or political economy	4
History of education	4	Philosophy of education	4
History and method	2	Humane education	1
Teaching and education	5	Sex and moral hygiene	1
Electives	4	Teaching and education	5
Physical training method	1	Electives	5
	20		20

Outline of special work offered.—The following courses are open to all students who are eligible to enter the school in any of the usual courses. In no case are students recommended for rural-school work who are under 19 years of age.

Rural-school methods: This course is offered in both semesters. The course deals with the organization of the rural-school curriculum, based upon the State course of study. Special emphasis is placed upon the "What" and "How" of the redirected work for rural schools. Such subjects as English, arithmetic, geography, nature study, and agriculture are taken up. The theory of presenting the subject matter is followed with observation of classroom practice.

Rural-school management: Much emphasis is laid upon proposed school improvement in this course. This involves a study of school administration and organization, rural-school supervision, daily programs, records, preparation of the teacher, the new school plant, hygienic conditions, hot lunch, playgrounds, school and home gardens, consolidation, as well as the redirected course of study.

Rural sociology: This course is arranged for advanced students. The work divides itself into three divisions: Conditions and needs of country life, rural industrial problems, and rural social problems. It is aimed to give the facts and conditions of country life a broad sociological interpretation. Particular emphasis is placed upon the social and educational betterment of rural communities, and the teacher's relation to the community. Investigations and reports are made by the class.

Rural-school observation: The work in this division includes observation of classes in all grades of the training school; also special observation in rural schools. It consists of the observation of illustrated lessons taught by the various teachers of the training school and the regular teacher in the rural school, followed by a criticism and discussion of the methods involved; also observation of the children at work in the training school and in the rural schools. Some of the topics considered are the physical and mental development of the children, habit formation, individual differences of children, the planning of the lesson, illustrative material, seat work, and play supervision.

All of this work is discussed with special reference to the conditions and problems of the rural school.

Rural-school lunches: This course is designed especially for students who are planning to teach in rural schools. The work is based upon the four food principles, their composition and nutritive value. Special attention is given to suitable combinations and the preparation of each, as best suited to the needs of school children. Demonstration lunches will be given to the pupils of the training school.

ACTIVITIES PECULIAR TO THESE RURAL-SCHOOL DEPARTMENTS.

By reason of a definite organization, the rural-school departments in the normal schools have been able to do exceptionally thorough work in the subjects which concern directly the problems of country

life. Many of these departments have successfully projected the school into farm life by means of extension courses, club work, and social-center activities. An enumeration of some of these activities is made below to illustrate this point:

State Normal School, Stevens Point, Wis.—The school holds each year a farmers', homemakers', and rural-school teachers' conference. There have been three such meetings. The first was small, the second larger, and at the third there were 400 people present. During the time of these meetings the neighboring schools are closed, and the teachers bring the children to the normal school. There are children's programs, consisting of games, folk dancing, visiting of classes in the normal schools, etc., and general sessions for men and women from the farm. The teachers also have special programs. The county superintendent cooperates with the normal school prior to the annual meeting by holding a number of local rallies to arouse interest in the central meeting.

State Normal School, Peru, Nebr.—The special subjects offered in the rural-school department are methods classes in agriculture, home economics, manual training, rural economics, and rural sociology. In the manual-training course the student teachers are taught how to use the hammer, plane, saw, square, and vise. The students make their own workbenches and a large number of utensils and other things, which they are expected to use or teach in the rural schools. No more valuable work is done in this department than to provide special instruction in playground supervision for rural schools. The student teachers are taught the activities that can best be utilized to improve and develop rural children physically and socially. The teachers who go from this department introduce new recreational activities in the communities where they teach. To this end they receive instruction in plays, games, and folk dancing.

Winthrop Normal College, Rock Hill, S. C.—The school has on its campus 499 school gardens and many experimental plats. On the school farm of 144 acres, three-fourths mile distant, there are, among other equipment, a modern dairy of 80 cows, a large poultry plant, numerous experimental plats, and barn lots and pens containing 200 calves and the same number of hogs. Aside from the regular course for rural teachers, this school has what it calls "the rural-life degree course." Teachers who go out from Winthrop Normal College are remarkably well equipped for the tasks of socializing rural community life.

State Normal School, Lewiston, Idaho.—The rural department emphasizes, first, the general subjects of school administration and sociology, practice of teaching, school management, and classroom methods; second, special applications of these subjects, such as rural-school management, rural sociology, and practice teaching in the

rural practice schools; third, vocational subjects, including agriculture, manual arts, cooking, sewing, etc.; fourth, physical education, including sanitation, health, and playground theory and practice.

State Normal School, Natchitoches, La.—The rural-school department of this institution emphasizes the following points: First, a broad course covering the various phases of rural problems—industrial, social, and educational; second, a clear grasp of the social status and the changes necessary to alleviate present rural-life conditions; third, a confidence and determination in one's purpose to better rural conditions. The rural-training course includes general agriculture, animal husbandry and dairying, farm arithmetic, shopwork, rural economics, and rural-school organization. The institution makes liberal use of school gardens, experimental plats, and club work—including under the latter head tomato clubs and clubs organized to improve [illegible] breeds of pigs and poultry.

Many other normal schools with organized rural-school departments or with special courses for rural teachers are doing notable work in reaching country people. The Western State Normal School, at Kalamazoo, Mich., has its "Annual Rural Progress Day," on which occasion many hundred rural life workers are the guests of the school, listen to addresses by specialists, and take part in round-table discussions; the Western Illinois Normal University, at Normal, Ill., holds each year a remarkably well-attended "Illinois Rural Life Conference"; the Missouri State Normal School, at Kirksville, holds an "Annual Missouri Rural Life Conference and Stock Show" on its campus; the State Normal School at Chico, Cal., carries on interesting and important extension work in organizing parent-teacher associations and social-center clubs, and providing rural schools with shrubs and trees from its own nursery; and the State Teachers' College at Cedar Falls, Iowa, is carrying to rural districts a remarkably well organized course of extension lectures.

THE NORMAL SCHOOLS AND PREPARATION OF TEACHERS IN AGRICULTURE.

Many States have recently made the study of agriculture in the public schools compulsory, and most of them require teachers of rural and village schools to pass an examination in this subject before granting certificates to teach. Much of the early agriculture teaching has, for good reasons, been poor and limited to textbook work. This was because the teacher had had little opportunity to make proper preparation, and the schools offering such courses to teachers were limited in their equipment. One of the most remarkable adaptations to new needs in the normal schools is seen in the organization of strong departments in agriculture and household economics; 58 of the normal schools reporting have distinct courses for teachers in agriculture. In most of the schools the departments are in charge

of one or more experts with liberal agricultural college training. The departments have, as a rule, sufficiently large outdoor laboratories at their disposal—school farms, experimental plats, and greenhouses. A few of the schools are not equipped with farms, but all are able to supply some outdoor work. These courses vary from one to four years in length. Three typical courses of this kind are given herewith:

State Normal University, Normal, Ill.—The school offers a two-year course open to high-school graduates. Others must have preparatory courses in science and other subjects sufficient to cover the deficiencies in preparation. The course includes the following: (1) Agriculture, embracing farm animals, animal production, the garden and orchard, farm crops, soil fertility, crop production, soil physics, farm organization, farm accounts, drainage and cement construction, farm machinery, and plant improvement; (2) two years of physics and chemistry, and one and one-third years of advanced study in botany and entomology; (3) one year of practice teaching, together with one and one-third years' study in psychology and principles and methods of teaching; (4) one and one-third years in commercial geography; (5) two-thirds of a year in rural sociology and economics.

State Normal and Training School, Cortland, N. Y.—The school has a large, well-equipped school farm. It offers two distinct courses for teachers in agriculture. The first is a one-year course, the second, a two years. The subjects included are as follows:

AGRICULTURAL COURSES.

ONE-YEAR COURSE.

First term.	Periods.	*Second term.*	Periods.
Physics (agricultural)	5	Farm mechanics	5
Horticulture	5	Dairying	5
Botany	5	Entomology	5
Animal husbandry	5	Bacteriology and plant pathology	5
Farm crops	5	Farm management and farm practice	5
Chemistry	5	Advanced science methods	5

Graduates from either of these courses, upon recommendation of the principal, will receive a diploma, which is a life license to teach agriculture and allied sciences in the public schools of the State. (Figures refer to the number of periods per week.)

TWO-YEAR COURSE.

First year.

First term.	Periods.	*Second term.*	Periods.
Physics (agricultural)	5	Farm mechanics	5
Botany	5	Psychology	5
History of education	5	Entomology	5
Chemistry	5	Bacteriology and plant pathology	5
Manual training	5	Chemistry	5

Second year.

	Periods.		Periods.
Horticulture	5	Logic	5
School economy	2	Dairying	5
Animal husbandry	5	Advanced science methods	5
Farm crops	5	Farm management and farm practice	5
Observation	10	Teaching	10

Southeastern State Normal School, Durant, Okla.—The school offers a unique two-year "Homecraft course" for rural teachers and teachers of agriculture. The special subjects of this course are:

Chemistry of the farm—
Chemistry and physics of soils; what foods plants use in growth; the plant as a machine; conversion of vegetable products into more highly organized bodies through the use of lower animals.
Chemistry of the kitchen—
Selection and preparation of food; kitchen and table waste.
Sanitary science of house and farm—
Atmosphere; ventilation; fuel; lighting; sewage disposal; house cleaning; laundry; bacteria; disinfectants; common insect pests of domestic animals and the household.
Horticulture—
Necessity for the study; the plant as a whole; how plants feed, grow, and propagate; the school garden; fruit gardening.
Floriculture.
Forestry; use to man.
Birds; relation to homecraft.

MODEL RURAL SCHOOLS AND RURAL PRACTICE SCHOOLS.

Of the normal schools reporting, 14 have established model rural schools on or near the normal-school premises, and about an equal number of schools utilize regular rural schools of the vicinity as practice schools for the student teachers in the training classes.

Educators are somewhat divided in their opinion as to which of the two schools is the more effective in practice. Both have their advantages and disadvantages. The model school conducted on the campus of the normal school, say some, can generally be counted on to exert a greater influence with the student teachers, because it is a part of their daily working laboratory. The students become intimate with its architectural advantages through daily contact, and will later strive to duplicate these in their own schools. In a similar way the teachers save time and energy by being able to attend frequent model-lesson periods at the school and to do their practice teaching without going into the country. On the other hand, the advocates of the rural practice school insist that rural teaching can best be done in the open country, where the right environment for such teaching can only be found. There is much force in this, and to overcome it the advocates of the model schools located in town convey the pupils of the schools from the country and provide them with an environment as much as possible like that of the open country.

Three normal schools which in former years utilized near-by rural schools have recently erected their own schools on the normal-school campus as a part of the regular equipment. Several of the normal schools which adhere to the practice school of the open country, but which have come to the conclusion that the energy and time expended in coming and going to and from the schools is out of proportion to the good gained, have reorganized their plans in such a manner that they now send groups of students, comprising four or six to the group, under a competent critic teacher, to the rural practice schools, where they spend several weeks at a time doing practice work and assisting in community center work.

State Normal School, Lewiston, Idaho.—The school authorities believe that, in order to contribute most efficiently to the solution of the rural-school problem, the practice work must be done under conditions that are typically rural. Students are accordingly assigned to observe school practice in rural schools located within easy traveling distance of Lewiston.

Says Mr. Earl S. Wooster, dean of the rural department, in writing of this work:

> At the beginning of the work we tried sending teachers out once a week for observation, but abandoned the scheme. In the practice quarter of the school year, teachers are now assigned in groups numbering from four to six to a rural training school. Last year we used three: One located at Sweetwater, 14 miles from Lewiston, in a small country town on the branch line of the Northern Pacific Railroad leading to Grangeville, Idaho. The second is located at Arrow Junction, on the Spokane-Lewiston line, approximately 15 miles from Lewiston. Arrow is simply a junction point on the railroad, with one very small store and no station agent. The third is a district school located near the head of the valley, about 15 miles from Lewiston, and known as the Upper Tammany School. The school at Fort Lapwai was used during 1911–12, but the advent of a consolidated rural high school, together with normal growth of the town, so increased the school enrollment that four teachers became necessary, thus causing the school to cease to be useful for our teachers.
>
> Three different living plans were utilized. Train service made possible commutation from Lewiston to Arrow. This has proven unsatisfactory, and next year the teachers will live at Arrow, as they are now doing at Tammany. The girls (student teachers) and a critic teacher live in the tent houses on a cooperative basis, maintaining their own table. The school furnishes all equipment save bedding, and the girls pay the actual cost of food and fuel. In this way they become a part of the community for the nine weeks during which they remain here for practice.
>
> At Sweetwater it has been possible to obtain board and rooms for the student teachers in homes near by. With this exception, the plan is the same as that in force at Upper Tammany.

The State Normal School, at Stevens' Point, Wis., uses a similar system. Here two students at a time spend a week at the rural observation school, which lies 10 miles from town. During this time they are entirely under the care of the local teacher, who was chosen by the normal-school authorities, and one-half of whose salary is paid by the normal school. The students do no teaching, but are

furnished an outline of the school work, and from time to time confer with the teacher in regard to the work they are doing. Later they spend five days, one at a time, in the district. While attending the rural observation school they miss their classes in the normal school, but they are generally able to make up the other school work without much trouble.

The model rural school, Mayville, N. Dak.—Model rural schools situated on the normal-school grounds have proved of incalculable value as illustrations of what is practicable and feasible in the average rural community with a one-teacher school. The model school at Kirksville, Mo., for example, has been copied as a whole or in part throughout Missouri and even in other States. As much may be said of like schools elsewhere.

One of the latest and most practical of these schools may be seen on the grounds of the State Normal School at Mayville, N. Dak. In architecture the building departs very far from the traditional type, resembling, as it does, an ordinary cottage. While it may be used advantageously as a one-teacher school, it is not a one-room school. It is well to emphasize here that the new type of small school, if it shall hope for leadership in the rural community, must be a real laboratory, equipped to root the course of study to the soil, and adapted to social-center uses. The Mayville model school is well equipped to meet all these demands. To quote the words of the president of the normal school:

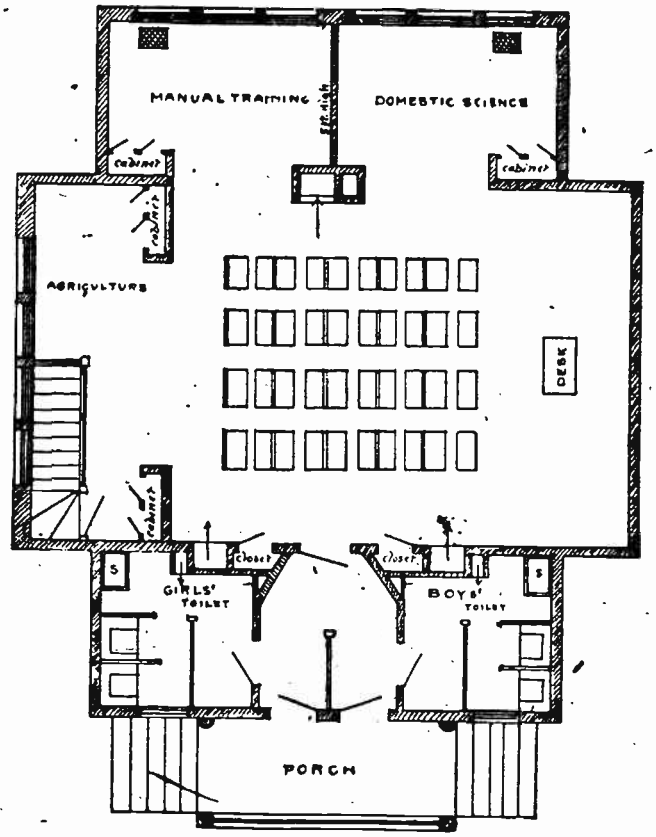
> In its model rural school, which is in operation during both regular school year and summer school, the normal school tries to illustrate the best obtainable things not only in a building but also in grounds, equipment, teacher, course of study, daily program, methods of instruction, management of children, and social activities; that is, to make the model rural school a rich source of suggestion and inspiration to teachers and school officials and, especially, to students whom the normal school is preparing for work in the rural and village schools.

The following items of cost and arrangement are of interest:

> Cost, without any equipment, but with full basement, $4,000.
>
> Ground dimensions, exclusive of porch and rear entrance, 38 by 34 feet; seating space for 24 pupils.
>
> Basement used for furnace, fuel, cistern, storage, and school activities.
>
> Main floor—Large cased openings permit free entrance of light and an almost unbroken view of the entire floor from any point of view.
>
> Attic used for storage and contains ventilation pipes from toilet rooms to vent at side of smokestack; entrance through ceiling opening in hallway between toilet rooms.
>
> Toilet-rooms on main floor just inside double entrance.
>
> Heating and ventilation—Hot-air furnace in basement; fresh-air inlet under porch and basement floor; warm-air outlets in walls near ceiling; return-air registers in floor foul-air outlet near floor in vent at side of smokestack; furnace draft controlled by thermostat; closets in toilet rooms connected with smokestack vent by pipes through attic.

Plumbing reduced to minimum because of danger of freezing when, during cold weather, school is not in session; consists only of pumps and sinks in toilet rooms and laboratories, the necessary connecting pipes, and outlet to absorbent basin.

Sewage and garbage—Sanitary dry closets in toilet rooms; waste water from sinks goes into concealed disinfected absorbent basin outside building; solids that burn go into furnace; others are accumulated and buried in fields near by.



MAIN FLOOR

MAYVILLE SCHOOL.

Cistern in basement filters water from roof for drinking and laboratory and toilet purposes.

Windows all on main floor, except those in toilet rooms, have double sets of double-hung sash which aid ventilation and make detachable storm windows unnecessary; all windows have detachable fly screens, permanent large-meshed screens to protect them from balls, and adjustable shades.

Evening light and fuel—Gas system, involving use of storage tanks for evening light and laboratory purposes; wood and coal (hard or soft) are used in domestic science range; furnace gives best results with hard coal of "stove-coal" size.

STATE AGRICULTURAL COLLEGES.

Out of 49 agricultural colleges reporting, 27 have distinct departments for the preparation of agricultural teachers for secondary and elementary schools, 19 others offer summer and other special courses for agricultural teachers, while 11 give some work of this kind. It is very suggestive to find that 10 colleges maintain distinct departments for rural teachers, while 12 others offer some work for such teachers. Special emphasis is laid on the professional teaching subjects by the following numbers: Psychology, 10; general pedagogy, 17; rural-school management, 16; rural-school methods, 13; and teaching of agriculture, 35. Other subjects specially mentioned are: Rural sociology, 26; rural economics, 33; domestic science, 16; manual training, 9; nature study, 8; rural leadership, 2; other rural organization, 4. Again, 16 colleges offer practical work for teachers on the college farm, 9 lay great stress on experiment plats for teachers, 3 on school gardens, and 2 have model rural schools. The figures here given are, unfortunately, not final, since many of the schools neglected to report in detail. They are sufficiently complete, however, to give a good idea of the recent progress in teacher training in these schools, which a few years ago considered all professional work as entirely outside their province.

TABLE 4.—*Work of agricultural colleges in preparing rural and agricultural teachers.*

Divisions and States.	Agricultural colleges reporting.	Having distinct departments for agricultural teachers.	Offering summer and other short courses for agricultural teachers.	Offering some general work for agricultural teachers.	Having distinct departments for rural teachers.	Offering some work for rural teachers.	Professional subjects.[1]						Other subjects emphasized.[1]							Work on college farm.[1]	Work in experiment plats.[1]	Work in gardens.[1]	Equipped with model rural school.[1]	Remarks.
							Psychology.	General pedagogy.	Rural-school management.	Rural-school methods.	Teaching agriculture.	Rural-school luncheons and homemaking.	Rural sociology.	Rural economics.	Domestic science.	Manual training.	Nature study.	Rural leadership course.	Rural organization.					
North Atlantic:																								
Maine	1																							
New Hampshire	1																							
Vermont	1	1	1				1	1			1		1	1										
Massachusetts	1	1				1			1		1													
Rhode Island	1																							
Connecticut	1																							
New York	1	1	1		1			1	1	1		1	1	1	1	1	1	1	1	1				
New Jersey	1																							
Pennsylvania	1	1			1	1	1	1	1	1			1	1		1								
South Atlantic:																								
Delaware	1																							
Maryland	1	1				1			1	1			1	1	1									
Virginia	1	1	1																					
West Virginia	1																							
North Carolina	1	1	1		1		1	1	1	1	1		1	1		1					1			
South Carolina	1																							
Georgia	1	2		1										2	1					2				
Florida	1	1	1		1	1	1	1	1	1	1	2	1	1		1								
South Central:																								
Kentucky	1																							
Tennessee	1	1	1																					
Alabama	1																							
Mississippi	1	1	1		1		1	1	1	1	1	1	1	1							1			
Louisiana	1	1																						
Texas	1	1	1																					
Arkansas	1	1	1	1																				
Oklahoma	1	1	1			1	1	1	1	1	1	1	1	1										Expecting to add course soon.

A. MODEL RURAL SCHOOL, STATE NORMAL SCHOOL, KEENE, N. H.

Preparing the noonday lunch.

B. MODEL RURAL SCHOOL, STATE NORMAL SCHOOL, KEENE, N. H.

At work in the manual training corner.

A. TEACHERS' COTTAGE, YUMA COUNTY, ARIZ.

B. TEACHERS MAKING GARDENS.
Purdue University summer school for teachers.

A. CACHE LA POUDRE CONSOLIDATED SCHOOL NEAR FORT COLLINS, CAL.

B. TRANSPORTATION WAGONS AT CACHE LA POUDRE SCHOOL.

A. TEACHER'S COTTAGE, CACHE LA POUDRE SCHOOL.

This is one of the old one-teacher schools remodeled at a cost of $700.

B. PLAYGROUNDS AT CACHE LA POUDRE SCHOOL.

North Central:																							
Ohio	3	3			3				2	1	3	1	2	3	2				1	1			
Indiana	2	2						1			2		1		1	1			1	1			
Illinois	1		1	1		1					1		1	1	1								
Michigan	1	1					1	1			1		1	1					1	1			
Wisconsin	1	1									1		1	1				1	1	1	1		
Minnesota	1	1	1	1		1		1		1	1		1	1	1	1			1			1	
Iowa	1	1	1			1					1		1	1	1	1							
Missouri	1	1							1	1			1	1									
North Dakota	1	1			1		1	1	1	1	1		1	1			1						
South Dakota	1													1									
Nebraska	1	1			1						1			1	1	1	1			1	1	1	
Kansas	1	1			1			1	1	1	1		1	1	1								
Western:																							
Montana	1		1	1		1	1	1			1		1						1				Planning to add professional courses.[1]
Wyoming	1		1	1							1					1							
Colorado	1		1			1							1	1	1								In process of organizing rural-school department.
New Mexico	1	1					1	1	1	1	1		1	1									
Arizona	1		1	1										1									
Utah	1										1		1	1									
Nevada	1																						
Idaho	1	1							1		1	1		1									
Washington	1		1	1		1		1	1	1	1		1	1	1	1	1		1				
Oregon	1	1							1	1	1		1	1									
California	1	1									1						1			1	1		
United States	49	27	19	11	10	12	10	17	16	13	35	3	26	33	10	9	8	2	4	10	9	3	2

[1] A partial report only, since some of the schools neglected to answer all the questions.

It is now the purpose to consider, at some length, the work of the agricultural colleges in preparing (1) agricultural teachers and (2) general rural-school teachers.

ESTABLISHMENT OF PROFESSIONAL CHAIRS IN AGRICULTURAL COLLEGES.

By degrees, consciously or otherwise, the trend toward industrialism has forced the introduction of industrial subjects into every variety of institution of public education. Agriculture, home economics, and manual training are getting a firm grip on all the schools, and not the least on the rural schools. The chief difficulty up to the present time has been a lack of trained teachers for these subjects, and schools in which to procure the necessary preparation. This defect is now, fortunately, met in many of the agricultural colleges through the creation of divisions of agricultural education. The new chairs aim primarily to prepare teachers of agriculture and other industrial subjects for secondary and higher schools, such as high schools, normal schools, and other agricultural colleges, as also for the new consolidated rural schools. The product of long-course teachers has not yet been sufficiently large to reach many of the smaller rural schools. It is to meet in some measure the demands for the latter that summer-school courses of a large variety are offered. These are proving of great value to rural and village teachers. Only a few of the agricultural colleges have yet seen their way clear to organize special departments or courses for general rural teachers.

PREPARING INDUSTRIAL TEACHERS FOR SECONDARY AND OTHER SCHOOLS.

The agricultural colleges and agricultural departments of the universities have for some time been the best prepared among schools to teach the subject matter of the new industrial subjects. Now the new professional divisions are supplying what has been lacking for the proper presentation of the industrial subject matter in the classrooms.

The work of one of the 27 schools reporting distinct departments for the preparation of agricultural and other industrial teachers is offered to illustrate the work of all.

College of Agriculture, the University of California.—The division of agriculture teaching offers a number of thoroughgoing courses for high-school teachers and also two for graduate students. These are as follows:

For the recommendation of the department for the high-school teacher's certificate the following requirements must be met:

1. The applicant, if a graduate of the University of California, in 1914 or thereafter, shall have taken his major in agricultural education.

2. The applicant shall have had the following work, or its equivalent:

(*a*) Agricultural education 101, 102, 104.

(*b*) At least one course in soils, economic botany, plant propagation, pomology, agronomy, landscape gardening, plant pathology, economic entomology, farm management, live stock, dairying, poultry, veterinary science, farm machinery, irrigation.

LOWER DIVISION COURSE.

5. Agencies for Rural Progress.—A study of country-life problems, agencies for rural progress, and the best means of utilizing those agencies for the improvement of rural communities. Lectures, assigned readings, and reports. 3 hours, 3 units. Each half year.

INTERDIVISION COURSE.

99. Practice in General Agriculture.—A six weeks' course, beginning May 14, covering the practical operations on a farm, including methods of tillage, irrigation, and crop culture; care and management of horses, cattle, sheep, hogs, and poultry; practice in dairy work; care of orchards and vineyards. The course is intended to familiarize the students with the practical operations on the farm. 6 units. Prerequisite: Two full years of college work.

UPPER DIVISION COURSES.

100–A. Agricultural Nature Study in Elementary Schools.—Lectures and laboratory. The course is especially designed to meet the needs of prospective teachers and supervisors of nature study and school gardens. 5 hours first half year. 3 units.

100–B. Agriculture in Elementary Schools.—Lectures, laboratory and garden work. The course is especially designed to meet the needs of prospective teachers of elementary agriculture. 5 hours second half year. 3 units.

101. High-School Farms, Gardens, and Community Work.—Lectures, reports, and conferences on the utilization of land in connection with high-school agricultural teaching and a study of the means by which the agricultural education facilities of a school can be brought into intimate and helpful relation with the farm and home life of the community supporting the school. Practice in planning and executing school farm problems and demonstrations. Ways and means by which the agricultural interests of a community can be promoted through the local schools. 3 hours lecture or report; 3 hours practice. Second half year, 3 units.

102. General Science and First-Year Agriculture. Teachers' Course.—The aim and values of a general science course in the high school, comparative study of typical courses, and exposition of the peculiar adaptations to the general science work of a beginning agriculture course in which plant study forms the basis of continuity. The materials and methods suited to such a course in the high school will be fully discussed. The nature and amount of practical work needed in the course, including field trips and excursions, outdoor and laboratory exercises, will be considered in detail, together with the equipment for the same. 3 hours. First half year, 3 units.

104. Agriculture in Secondary Schools.—A study of agricultural teaching in the high school, including its history, the teaching methods to be employed, and the equipment needed. A general consideration of the educational aims and values of the work and of the organization of the course is followed by a detailed study of materials and methods involved in the teaching of the various subjects of the agricultural courses; beginning agriculture, dairying, animal husbandry, horticulture, etc. Lectures, readings, and assigned practicums. 3 hours. Second half year. 3 units prerequisite.

115. Individual Study of Selected Topics in Agricultural Education.—Each half year. Time and credit to be arranged.

GRADUATE COURSES.

200. The Practice of Teaching Agriculture.—This course, if taken in connection with education 201, will satisfy the requirements in practice teaching for the high-school teacher's recommendation.

202. Special Studies in Agricultural Education.—Each half year. Time and credit to be arranged.

COURSES FOR RURAL TEACHERS AND OTHER RURAL LEADERS.

Twenty-two agricultural colleges report special departments, or, at least, specific courses for rural teachers. Others offer rural leadership courses for teachers and farmers. Of great importance to rural-school departments under agricultural-college direction is the positive industrial atmosphere and environment offered, not to mention the complete technical-practical equipment of such schools for successful industrial work.

Agricultural colleges with rural-school departments are not limited to any one special section of the country.

The department of rural education in the New York State College of Agriculture at Cornell University has, in the past, limited its work to conducting extension courses among teachers, to the publication of the Cornell Rural School Leaflet, and the holding of conferences for rural teachers. Strong courses have also been offered in rural economy and rural leadership, open to teachers and others.

Recently, however, the work of the department has been reorganized, so that at this time a professor of rural education offers courses in rural education, methods of teaching, types of rural schools, and practice work in teaching classes.

The Agricultural and Mechanical College at West Raleigh, N. C., offers three specific courses for rural teachers: A two-year course, a one-year course, and a two-weeks' spring course. The instruction is devoted chiefly to industrial work and reviews in the elementary subjects. The short course is intended for teachers already in the field who feel the need of more thorough preparation in the new subject matter. Courses are offered in school management, agriculture, nature study, school gardens, farm crops, farm animals, horticulture, soils, insects, poultry, and arithmetic, English, history, etc.

The College of Agriculture of the University of Nebraska, Lincoln, Nebr., maintains as one of its departments a secondary agricultural school which offers four-year courses in agriculture and in homemaking, and a normal training course of two years open to students in the above courses, which covers the junior and senior years.

Dean E. A. Burnett makes the following comment on the value of this work for rural teachers:

> About 50 per cent of the young women taking the home economics group take the normal training course, which prepares them for rural teachers with specially strong qualifications in domestic science and domestic art.
>
> The young men graduating from the secondary school of agriculture are specially qualified as agricultural teachers for rural and village schools.
>
> Forty per cent of the work of the young men is done in technical agriculture—agronomy, animal husbandry, dairy husbandry, horticulture, animal pathology, and manual-training work. This makes these young men especially proficient in agricultural subjects. The Normal training Law requires instruction in the five essentials

and the passage of a State examination qualifying the student for a second-grade certificate.

Graduates of the school of agriculture receive instruction for one semester in political economy and for one semester in rural economics; also for one year in farm management. No specific work is offered in rural sociology.

In regard to professional work in the college of agriculture proper, he says:

From one-third to one-half of the students graduating from the college of agriculture take special work in education and prepare to teach agriculture in the normal training high schools or in the Shumway schools, where manual training and agriculture are subsidized by the State. These men have opportunity to secure instruction in rural sociology, in addition to their instruction in political economy and commerce and in farm management and rural economics.

Women graduating from the college of agriculture secure four years of instruction in domestic science and domestic art, qualifying them as teachers or supervisors of this subject in city schools or colleges. In addition, they secure information in education qualifying them for a first-grade State certificate which, after one or two years of successful experience, entitles them to a life certificate in the State of Nebraska.

SUMMER SCHOOLS IN THE AGRICULTURAL COLLEGES.

Nineteen agricultural colleges report summer schools for rural and village teachers, and 11 others are expecting to inaugurate such courses by another year. Several of the schools make use of rural practice schools in these short courses and nearly all of them utilize practical demonstration work in laboratory and farm.

A good typical course of this is offered in the summer school of Purdue University, La Fayette, Ind. The plan of work comprises groups (1) for students who have not taken courses in these lines and (2) for students who have already spent one season in attendance or who have had equivalent training:

Group I. Plans of study for teachers taking up this kind of work for the first time. The aim is to give a general view such as is needed in introducing the work into the public schools.

Agriculture:
- Required courses: Farm crops 2, soil studies 2, horticulture 2, dairying 2, animal husbandry 2, poultry 2.
- Elective course: Mechanical drawing 2.

Home economics:
- Required courses: Foods 2, sewing 2, general lectures and reports 2.

Home economics and agriculture:
- Required courses: Foods 1, sewing 1, shop work and mechanical drawing 1.

Manual training and agriculture:
- Required courses: Shop work and mechanical drawing 1, soil studies 1, horticulture 1, poultry 1.

Manual training:
- Required courses: Shop work and mechanical drawing 2.

Manual training and home economics:
- Required courses: Shop work and mechanical drawing 1, foods 1, sewing.

Group II. Plan of study for teachers who have had the antecedent work included in Group I above or its equivalent.

Agriculture:

Required courses: Soil studies 3, animal husbandry 3, horticulture 3, farm crops 3.

Home economics:

Required courses: Foods 3, sewing 3, house furnishings 3, hygiene and home nursing 3, laundry 3.

Manual training:

Required courses: Shop work and mechanical drawing 3.

Elective course: Cement work and farm machinery 3.

NOTE.—Courses numbered 1 indicate combination plans of study in Group I. Courses numbered 2 indicate full-time work in either agriculture, home economics, or manual training in Group I. Courses numbered 3 indicate the advanced or additional full-time work in Group II.

BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.]

1906.

†No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. Anna T. Smith.
†No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann.
*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C Elliott. 15 cts.

1907.

†No. 1. The continuation school in the United States. Arthur J. Jones.
†No. 2. Agricultural education, including nature study and school gardens. James R. Jewell.
†No. 3. The auxiliary schools of Germany. Six lectures by B. Macnnel.
†No. 4. The elimination of pupils from school. Edward L. Thorndike.

1908.

†No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
*No. 2. List of publications of the United States Bureau of Education, 1867-1907. 10 cts.
*No. 3. Bibliography of education for 1907. James Ingersoll Wyer, jr., and Martha L. Phelps. 10 cts.
†No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.
*No. 5. Education in Formosa. Julean H. Arnold. 10 cts.
*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
*No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 30 cts.
*No. 8. Statistics of State universities and other institutions of higher education partially supported by the State 1907-8. 5 cts.

1909.

*No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
*No. 2. Admission of Chinese students to American colleges. John Fryer. 25 cts.
*No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
†No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike.
No. 5. Statistics of public society, and school libraries in 1908.
No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
*No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
*No. 9. Bibliography of education for 1908-9. 10 cts.
No. 10. Education for efficiency in railroad service. I. Shirley Eaton.
*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

1910.

*No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Show. 5 cts.
No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
†No. 3. List of publications of the United States Bureau of Education, 1867-1910.
*No. 4. The biological stations of Europe. Charles A. Kofoid. 60 cts.
*No. 5. American schoolhouses. Fletcher B. Dressler. 75 cts.
†No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.

1911.

*No. 1. Bibliography of science teaching. 5 cts.
*No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
*No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
*No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
*No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
*No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.
†No. 7. Undergraduate work in mathematics in colleges and universities.
†No. 8. Examinations in mathematics, other than those set by the teacher for his own classes.
No. 9. Mathematics in the technological schools of collegiate grade in the United States.
†No. 10. Bibliography of education for 1909–10.
†No. 11. Bibliography of child study for the years 1908–9.
†No. 12. Training of teachers of elementary and secondary mathematics.
*No. 13. Mathematics in the elementary schools of the United States. 15 cts.
*No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
*No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.
†No. 16. Mathematics in the public and private secondary schools of the United States.
†No. 17. List of publications of the United States Bureau of Education, October, 1911.
*No. 18. Teachers' certificates issued under general State laws and regulations. Harlan Updegraff. 20 cts.
No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910–11.

1912.

*No. 1. A course of study for the preparation of rural-school teachers. F. Mutchler and W. J. Craig. 5 cts.
†No. 2. Mathematics at West Point and Annapolis.
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*No. 10. Physical growth and school progress. B. T. Baldwin. 25 cts.
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