

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1916, No. 17

THE WISCONSIN COUNTY TRAINING  
SCHOOLS FOR TEACHERS IN  
RURAL SCHOOLS

BY

W. E. LARSON

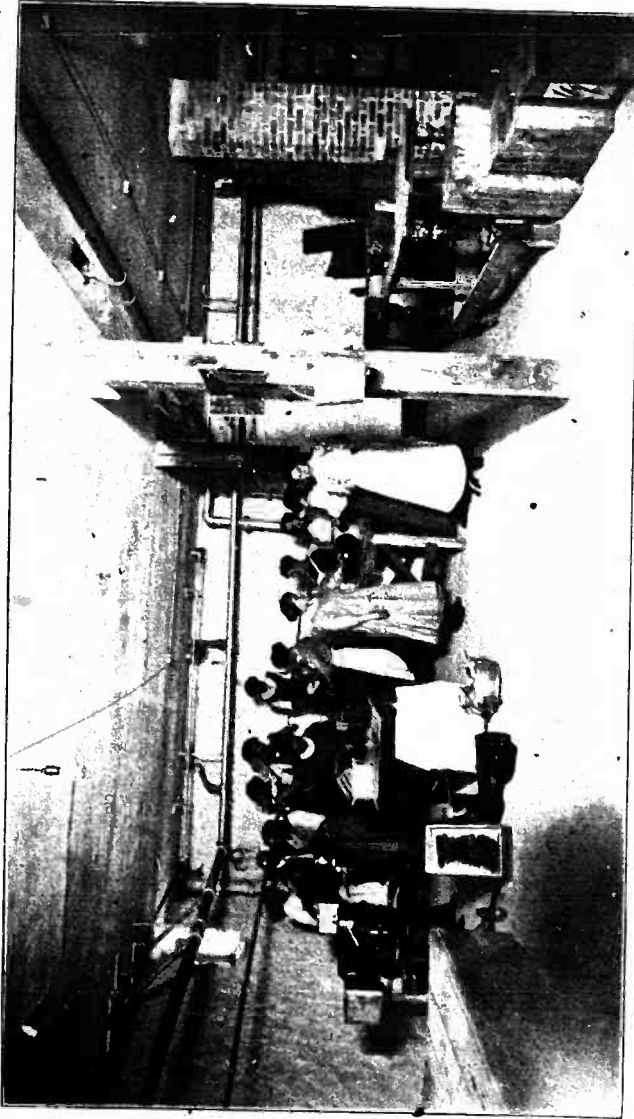
STATE RURAL SCHOOL INSPECTOR, DEPARTMENT OF  
EDUCATION, MADISON, WIS.



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1916

BUREAU OF EDUCATION.

BULLETIN, 1916, NO. 17 PLATE 1.



CNEIDA COUNTY TRAINING SCHOOL  
A. G. RICE, PRINCIPAL

ADDITIONAL COPIES  
OF THIS PUBLICATION MAY BE PROCURED FROM  
THE SUPERINTENDENT OF DOCUMENTS  
GOVERNMENT PRINTING OFFICE  
WASHINGTON, D. C.  
AT  
10 CENTS PER COPY  
v

## CONTENTS.

	Page.
Historical statement .....	5
The county training-school law.....	11
The county training-school buildings.....	15
The teachers in the training schools.....	16
The courses of study.....	17
The students.....	20
The graduates.....	24
The work of the county training schools outside of the training of teachers.....	33
Advantages of the training school as an institution for training country teachers.....	35
Suggestions for improving the work of the county training schools.....	36
Other institutions in Wisconsin preparing teachers for country-school work.....	37

## THE WISCONSIN COUNTY TRAINING SCHOOLS FOR TEACHERS IN RURAL SCHOOLS.

### HISTORICAL STATEMENT.

The movement in Wisconsin for the establishment of schools having for their special object the preparation of teachers for country schools began in the early nineties. There was considerable discussion of the matter during the following six or eight years, and finally, in 1899, a law was enacted by the legislature giving "the county board of supervisors of any county within which a State normal school is not located the authority to appropriate money for the organization, equipment, and maintenance of a county training school for teachers of the common schools."

The law of 1899 limited the number of training schools that might be established to two. All control of the school was placed in the hands of a county training school board consisting of three members, one of whom should be the county superintendent of schools, the other two elected by the county board for a term of three years. The State superintendent was given supervision over the schools and was required to prescribe the course of study and to determine the qualifications of the teachers. The school was to be maintained at least 10 months during the year, and the secretary of the training school board (the county superintendent) was required to make a report at the end of the school year, setting forth the facts relating to the cost of maintaining the school, the character of the work done, etc. Upon the receipt of this report the State superintendent was to make a certificate to the effect that the training school had been maintained according to law and to file such certificate with the secretary of state. A warrant was then drawn payable to the county treasurer "for a sum equal to one-half the amount actually expended for instruction in such school during the year, providing that the total amount so apportioned shall not exceed \$2,500 in any year."

The first two counties to avail themselves of the opportunity of establishing a county training school were Marathon and Dunn. Schools were accordingly established at Wausau and Menomonie. At Wausau 56 students were enrolled during the school year 1899-1900 and 57 at Menomonie. During the school year 1900-1901 Menomonie enrolled 58 and Wausau 76. When the legislature met in 1901 the law of 1899 was amended so that six such

schools might be organized in the State. A section was also added to the law providing for the certification of the graduates of the training schools.

In 1901 a training school was organized in Manitowoc County, and this was followed in 1902 by the organization of training schools in Waupaca, Buffalo, and Richland Counties, thus making the total of six schools authorized in the State.

The legislature of 1903 further increased the number of schools that might be established from six to eight. A provision was added in that year to make it possible for two counties to organize a training school jointly. A section was also added providing that nonresident students might attend and their tuition be paid by the counties in which they lived.

As soon as an opportunity was offered for establishing more training schools, Wood County made application, and a school was organized at Grand Rapids in 1903.

When the legislature met in 1905 the number of possible training schools was increased from 8 to 12, and an amendment was also made to the law providing that—

the secretary of state shall draw his warrant, payable to the treasurer of the county maintaining such school, for a sum equal to two-thirds the amount actually expended for maintaining such school during the year, provided that the total amount so apportioned shall not exceed \$3,500 in any one school year.

A provision was also added to the effect that, in case the graduate of a training school had never taught, he should be given a certificate having full force and effect for one year only from the date of issue. When this graduate furnishes evidence of at least one year of successful teaching the county superintendent will certify to that fact by signing the training school certificate, thus making it effective for two additional years.

In September, 1905, Eau Claire, Marinette, and Polk Counties established training schools. In 1906 Lincoln and Sauk Counties made application, thus completing the number authorized by the legislature.

The legislature of 1907 extended the number of training schools that might be organized from 12 to 20 and further provided legal qualifications for teachers in the county training schools. The provision made in this respect was that no person should be employed as a teacher in a training school who was not legally qualified for the position of principal of a free high school having a four-year course of study. This provision did not apply to teachers then engaged in the work. A further restriction was enacted providing that no member of any county training school board should be employed either as principal or as assistant during the term for which he was elected or appointed as a member of the board.

In 1907 four counties made application for the establishment of training schools, namely, Barron, Lincoln, Rusk, and Vernon. The following year Columbia, Crawford, and Waushara Counties established schools. In that year there was also established a joint training school by Door and Kewaunee Counties, at Algoma. Twenty schools were now in operation, and no other schools could be organized until the legislature had taken action.



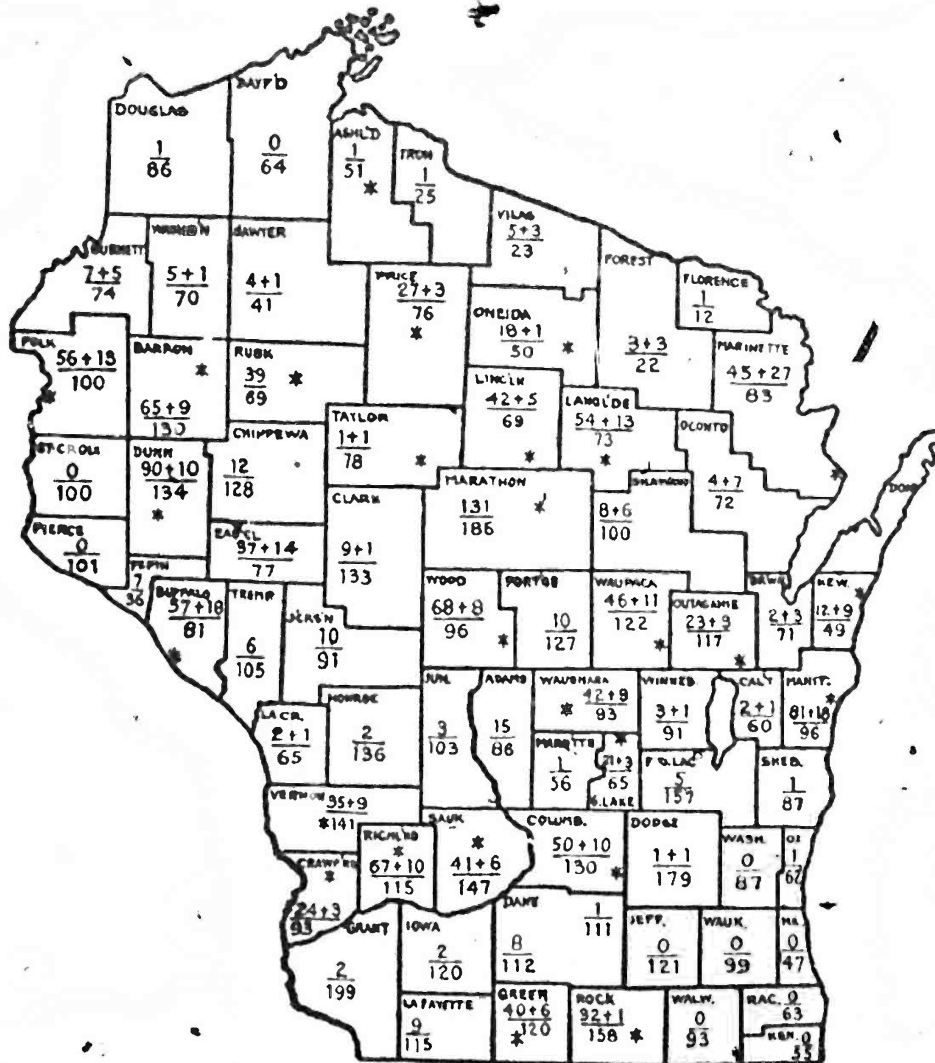
Map of Wisconsin showing the high schools having teachers' training courses and also the State normal schools having courses for the training of country teachers.   
 ○ High schools. □ Normal schools.

The legislature of 1909 made a few minor modifications in the law providing for joint training schools and for the collection of tuition of nonresidents and increased the number of training schools that might be organized to 26. In the fall of the same year Green, Green Lake, and Price Counties opened training schools, and in 1910 Oneida County was added to the list.

In 1911 the legislature increased the possible number of training schools from 26 to 30 and amended the law in such a way that "a person who holds a State license or certificate may become an assistant in a training school."

Rock County established its training school in the fall of 1911, and Taylor and Outagamie Counties followed in 1912.

- When the legislature met in 1913 the number of possible training schools was increased from 30 to 33. At present there are 28 schools in operation, Ashland County having established one in 1914.



Map of Wisconsin showing the distribution of training schools and training-school graduates throughout the State. The number below the line indicates the number of one-room country schools in the county; the first number above the line indicates the number of one-room country schools taught by training-school graduates; and the second number above the line indicates the number of graded positions held by training-school graduates. The stars indicate the location of the 28 training schools.

The legislature of 1913 also passed two other amendments. Regarding State aid for these schools, the law now provides that instead of paying "a sum equal to two-thirds the amount actually expended for maintaining such school during the year," the State pays—

an amount equal to the sum expended for the wages of duly approved or qualified teachers in the school for at least 10 months during the school year, provided that a school employing two teachers shall not receive to exceed \$3,000, and a school employing three or more teachers shall not receive to exceed \$3,500 in any one school year.



The other changes relate to the matter of the training-school certificate.

In 1915 the basis of apportioning the State aid was changed from 10 months to 9 months. The schools now receive a sum equal to the amount spent for teachers' wages, limited to \$3,000 for schools having two teachers and \$4,000 for schools having three or more teachers. If schools are maintained more than 9 months, additional aid is granted. A special appropriation may also be secured under certain conditions in case a regular course in domestic science is adopted and a qualified teacher secured for the work.

In 1916 Racine and Juneau Counties voted to establish training schools. These begin their work in September, 1916, making the total number 30 for the State.

County training schools for teachers.<sup>1</sup>

Counties.	Location of school.	Established.	Principal.
Ashland	Mellen	1914*	C. E. Hulten.
Barron	Rice Lake	1907	Grant E. Pratt.
Buffalo	Alma	1902	H. H. Liebenberg.
Columbia	Columbus	1908	S. M. Thomas.
Crawford	Gays Mills	1908	B. W. Weenink.
Door-Kewaunee	Algoma	1908	J. A. Eichinger.
Dunn	Menomonie	1899	G. L. Bowman.
Eau Claire	Eau Claire	1905	F. E. Jaastad.
Green	Monroe	1909	C. H. Dietz.
Green Lake	Berlin	1909	C. D. Lamberton.
Langlade	Antigo	1908	W. E. Switzer.
Lincoln	Merrill	1907	E. W. McCrary.
Manitowoc	Manitowoc	1901	Fred Christensen.
Marathon	Wausau	1899	Randall Johnson.
Marquette	Marquette	1905	A. M. Olson.
Oneida	Rhineland	1910	B. Mack Dresden.
Outagamie	South Kaukauna	1912	John E. Hsie.
Polk	St. Croix Falls	1905	C. W. Mouty.
Pribe	Phillips	1909	George R. Ray.
Richland	Richland Center	1902	L. C. Johnson.
Rock	Janesville	1911	Frank J. Lowth.
Rusk	Ladysmith	1907	R. H. Burns.
Sauk	Reedsburg	1906	W. E. Smith.
Taylor	Medford	1912	Jerome H. Wheelock.
Vernon	Viroqua	1907	A. E. Smith.
Waupaca	New London	1902	C. B. Stanley.
Waushara	Waunoma	1908	O. E. Daloe.
Wood	Grand Rapids	1903	M. H. Jackson.

<sup>1</sup> Two new schools were established in 1916: Juneau County, New Lisbon, C. W. McNowen, principal, and Racine County, Union Grove, A. J. Smith, principal.

Enrollment by years.

Counties.	1899-1900	1900-1901	1901-2	1902-3	1903-4	1904-5	1905-6	1906-7	1907-8	1908-9	1909-10	1910-11	1911-12	1912-13	1913-14
Barron									41	80	67	63	62	68	70
Buffalo				49	56	43	40	36	43	42	44	46	48	50	49
Columbia										33	52	260	47	62	51
Crawford										81	87	24	37	46	34
Door-Kewaunee										52	50	55	56	57	46
Dunn	57	58	80	81	74	100	86	80	89	88	92	86	89	86	77
Eau Claire							59	68	75	77	76	60	75	77	82
Green											49	56	63	58	43
Green Lake											62	104	62	100	64

<sup>1</sup> Including enrollment at summer session.  
<sup>2</sup> Including enrollment at the summer session. In Green Lake County the regular term began early, and a considerable number enrolled for the first six weeks.



10 WISCONSIN TRAINING SCHOOLS FOR RURAL TEACHERS.

Enrollment by years—Continued.

Counties.	1896-1900	1900-1901	1901-1902	1902-1903	1903-1904	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914
Langlade.....															
Lincoln.....							48	46	50	42	43	42	39	42	42
Manitowoc.....			48	49	50	50	51	52	56	52	54	56	62	62	62
Marathon.....	56	76	36	70	71	64	80	72	71	71	73	61	63	65	65
Marquette.....							32	60	65	70	59	50	62	63	62
Oneida.....												25	57	62	52
Outagamie.....														31	42
Folk.....							38	43	38	51	49	36	41	41	47
Price.....												41	44	42	40
Richland.....				60	58	56	56	50	67	59	66	85	68	52	63
Rock.....													28	36	30
Rusk.....									45	45	42	38	52	37	45
Seneca.....								60	53	72	59	47	37	48	43
Taylor.....														28	39
Vernon.....								54	48	48	56	53	62	68	59
Waupaca.....				19	38	36	41	43	48	53	55	66	56	41	45
Waushara.....									23	23	39	44	44	43	37
Wood.....					51	53	55	55	61	71	79	86	96	80	89
Total <sup>1</sup> .....	113	134	164	328	396	411	551	675	927	1,145	1,308	1,553	1,390	1,479	1,413

<sup>1</sup> Total enrollment during the year 1914-15 for the 28 schools was 1,518.

Financial data.

County training schools.	Assessed valuation of county, 1914.	Total expenditures, 1913-14.	Salaries, 1913-14.		Per capita cost of instruction, 1913-14.	Teachers employed, 1913-14.	State apportionment, 1913.	County levy, 1913.	Number of nonresidents or tuition students, 1913-14.
			Principal.	Total to assistants.					
Barron.....	\$25,240,753	\$4,711	\$1,850	\$2,100	\$56.43	3	\$3,500	\$1,700	10
Buffalo.....	19,500,044	5,689	1,800	2,150	80.61	3	2,950	1,850	3
Columbia.....	48,919,947	7,211	2,000	3,000	98.04	4	3,500	2,500	6
Crawford.....	15,761,809	3,125	1,800	850	77.94	2	2,800	500	2
Door.....	19,017,330	12,298	1,800	2,400	91.30	3	3,500	5,550	3
Kewaunee.....	21,909,902	7,905	2,200	3,080	68.18	4	3,500	3,796	8
Dunn.....	25,435,782	6,141	1,900	2,200	50.00	3	3,500	2,500	30
Kau Claire.....	29,944,305	5,448	2,050	2,400	106.95	3	3,500	1,500	8
Green.....	48,100,240	5,968	2,250	2,310	71.25	3	3,500	1,500	21
Green Lake.....	23,784,833	3,939	1,700	1,300	71.43	2	3,050	1,500	2
Langlade.....	19,762,551	5,821	2,000	2,100	124.24	3	3,600	2,500	1
Lincoln.....	18,767,309	4,816	2,000	2,350	98.66	3	3,600	2,000	1
Manitowoc.....	66,304,517	6,151	2,000	2,700	67.32	3	3,500	3,000	0
Marathon.....	54,279,255	6,112	2,000	2,200	67.74	3	3,500	2,000	13
Marquette.....	37,901,372	4,073	1,800	900	51.92	2	3,500	1,800	1
Oneida.....	13,669,069	5,262	1,700	1,700	80.95	3	3,500	1,800	2
Outagamie.....	58,796,181	5,199	1,800	1,100	57.5	2	2,920	2,451	10
Folk.....	22,692,006	4,211	1,800	1,250	76.25	2	2,750	1,500	0
Price.....	14,103,401	6,512	2,000	3,215	70.01	5	3,500	2,275	2
Richland.....	25,697,906	4,524	1,800	1,180	99.23	2	3,800	2,000	1
Rock.....	87,741,842	4,903	1,800	1,750	78.88	3	3,500	1,600	4
Rusk.....	12,796,284	7,907	1,800	2,890	108.88	4	3,500	4,000	13
Seneca.....	47,163,722	5,117	1,700	1,300	76.92	3	3,000	1,900	2
Taylor.....	14,751,631	4,853	1,800	1,000	47.29	3	3,000	1,800	2
Vernon.....	31,518,043	4,612	1,700	2,000	73.22	3	3,500	1,800	10
Waupaca.....	84,739,082	3,467	1,656	1,000	71.62	3	3,560	1,000	2
Waushara.....	19,613,077	6,941	2,100	2,050	46.63	3	3,500	3,500	17
Wood.....	31,083,672								
Total <sup>1</sup> .....	871,456,971	151,165	50,600	52,645	.....	77	87,970	57,712	168
Average.....	32,276,184	5,599	1,874	1,019	72.92	.....	3,258	2,138	.....

<sup>1</sup> Data for 1912-13.  
<sup>2</sup> The total expenditures for 1914-15 were \$158,118; salaries of principals, \$51,705; State apportionment, \$88,921; county levy, \$67,521.

## THE COUNTY TRAINING-SCHOOL LAW.

The law providing for the establishment of county training schools for teachers in rural schools reads as follows:

*How organized. Section 411-1.* The county board of any county within which a State normal school is not located is hereby authorized to appropriate money for the organization, equipment, and maintenance of a county training school for teachers of the common schools. (1903 c. 338.)

*Board for; appointments, vacancies, bond, organization. Section 411-2.* A board to be known as the county training school board is hereby created, who shall have charge and control of all matters pertaining to the organization, equipment, and maintenance of such school, except as otherwise provided by law. Said board shall consist of three members, one of whom shall be the county superintendent of schools of the county or district in which the school is located. The other members of the board shall be elected by the county board for the term of three years from the date of their election. Vacancies existing in the board, from whatever cause, except in the case of the county superintendent, shall be filled by appointment made by the chairman of the county board, if the county board is not in session when such vacancy occurs. If the county board is in session, vacancies shall be filled by election by said board for the unexpired term. Appointments made by the chairman of the county board, as hereinbefore specified, shall be for the time to elapse until the next regular meeting of the county board. Each person appointed or created a member of the county training school board shall, within 10 days after the notice of such appointment, take and subscribe an oath to support the Constitution of the United States and the constitution of Wisconsin, and honestly, faithfully, and impartially to discharge his duties as a member of said board, to the best of his ability, which oath shall be filed in the office of the county clerk. He shall also, within the same time, file a bond in such sum as may be fixed by the county board, which bond shall be filed in the office of the county clerk. Within 15 days after the appointment of said board, the members thereof shall meet and organize by electing one of their number as president and one as treasurer; the county superintendent of schools shall be ex officio secretary of the said board. The said board shall prescribe the duties of the several officers, except as fixed by law.

*Moneys for; how paid. Section 411-3.* All moneys appropriated and expended under the provisions of this act shall be expended by the county training school board, and shall be paid by the county treasurer on orders issued by said board.

*Number that may be organized. Section 411-4.* The State superintendent shall give such information and assistance as may seem necessary in organizing and maintaining such training schools. He shall prescribe the course of study to be pursued; shall have the general supervision of all schools established under this section; shall from time to time inspect the same, make such recommendations relating to their management as he may deem necessary, and make such reports thereon as shall give full information concerning their number, character, and efficiency; provided, that he shall not place upon the said list more than 88 schools. (1913 c. 259.)

*Accredited list; report; State aid. Section 411-5.* 1. Any school established under the provisions of this act whose courses of study and the qualifications of whose teachers have been approved by the State superintendent may, upon application, be placed upon an approved list of county training schools for teachers. A school once entered upon such list may remain listed and be

entitled to State aid so long as the scope and character of its work are maintained in such manner as to meet the approval of the State superintendent; provided, that he shall not place upon said list more than 30 schools. On the 1st day of July in each year the secretary of each county training school board maintaining a school on the approved list shall report to the State superintendent setting forth the facts relating to the cost of maintaining the school, the character of the work done, the number and the names of teachers employed, and such other matters as may be required.

*Certificate; warrant.* 2. Upon the receipt of such report, if it shall appear that the school has been maintained in a satisfactory manner for a period of not less than nine months during the year closing on the 30th day of the preceding June, the said superintendent shall make a certificate to that effect and file it with the secretary of state. Upon receiving such certificate the secretary of state shall draw his warrant, payable to the treasurer of the county maintaining such school, or in case such school is maintained by two or more counties such warrant shall be payable to the treasurer of such school for an amount equal to the sum expended for the wages of duly approved and qualified teachers employed in the school for at least nine months during the school year, provided that a school employing two teachers shall not receive to exceed \$3,000, and a school employing three or more teachers shall not receive to exceed \$4,000 for said nine months. Any county training school for teachers which maintains its school for more than nine months during any school year shall receive for such additional time a sum of money from the State which shall be in the same proportion to the sum received from the State for nine months as the additional time for which the school is conducted over the nine months is to the nine months. Payments made under this section shall be charged to the appropriation provided in section 172-60.

3. Any school established under the provisions of sections 411-1 to 411-11, inclusive, that will adopt a course of study in domestic science and employ a qualified teacher approved by the State superintendent shall be entitled to receive, in addition to the State aid mentioned in subsection 2 of section 411-5, \$250 annually, to be paid in the same manner as other State aid is paid to schools established under sections 411-1 to 411-11, inclusive, of the statutes. (1915 c. 292, 448.)

*County training school certificates; value of.* Section 411-6. 1. Any person who shall complete in a satisfactory manner the course of study prescribed for any county training school, and who shall be of good moral character, shall receive a certificate signed by the principal of the school and by the members of the county training school board. Said certificate shall certify that the person named herein has satisfactorily completed the course of study prescribed for the county training school, and is of good moral character; it shall also contain a list of the standings secured by the person on the completion of each of the studies pursued in the school.

2. Such \* \* \* certificates shall qualify the holder to teach in any common school in the county under the jurisdiction of the county superintendent of schools in which the county training school is located for a term of three years from the date of its issuance; provided, that in case the holder of the certificate shall not have had at least one year of successful experience he shall not be qualified to act as principal of a second-class State graded school, nor shall he be eligible to teach in any position for which a State certificate shall be required by law; provided, that in case the holder thereof has never taught, or can not furnish satisfactory evidence of having successfully taught for at least one school year (seven months) in the public schools of this State, said

certificate shall be of full force and effect for one year only from its date of issue.

3. When satisfactory evidence of successful teaching for at least one year (seven months) upon said training school certificate shall be furnished to the county or district superintendent, said superintendent shall remove the limitation, whereupon the training school certificate shall have full force and effect for two additional years.

4. Be it further provided that in case the holder of a county teacher's training school certificate shall have completed a four-year high-school course, and shall have taught successfully for at least seven school months, said certificate shall, when countersigned by the county or district superintendent, legally qualify the holder to teach for a period of five years from the date when such certificate was granted, and shall also be a legal qualification to teach in any department of any State graded school, the principalship of a State graded school of the first class excepted.

\* \* \* 5. Any school superintendent or officer authorized to grant certificates to teachers in Wisconsin schools is hereby authorized, in his discretion, to accept standings obtained by the completion of studies in any county training school in the State, when duly certified by the principal of said school, in lieu of actual examination by said superintendent or examiner at any time within three years from the date of the certificate of completion of the course, by the person desiring to have such standings accepted. (1913, c. 418.)

*Section 411-6a.* No member of any county training school board shall be employed in the county training school for teachers, either as principal or as assistant teacher, during the term for which he was elected or appointed as a member of such county training school board, nor shall any person be employed as a teacher in such school who does not hold some form of a State license or certificate: *Provided,* That the provisions of this section shall not apply to any person now engaged as a teacher in a county training school, nor shall any person be employed as principal of such school who is not legally qualified for the position of principal of a free high school having a four years' course of study, nor as an assistant one who does not hold some form of State license or certificate. (1911 c. 349.)

*Joint training schools between counties. Section 411-7. 1.* The county boards of two or more adjoining counties may unite in establishing and maintaining a training school for teachers for the purposes and on the same general plan as provided for in sections 411-1 to 411-6, inclusive, of the statutes, and may appropriate money for its maintenance, and whenever two or more counties unite in establishing such a school, the county superintendents of the counties so uniting and two members in addition chosen from each such county, no member of any county board being eligible thereto shall constitute the joint county training school board. \* \* \* *The members of the board chosen by the county boards of supervisors shall choose one of the county superintendents of the counties uniting to maintain the school as secretary of the county training school board.* (1913 c. 105.)

2. If, at the time of establishing such school, the counties so uniting shall neglect to procure a site or to erect a school building therefor, such joint county training school board shall have power, subject to the approval of the State superintendent, to procure such site and to erect a suitable school building thereon. The joint county training school board shall have power, subject to the approval of the State superintendent, to borrow money for the purposes of this act from the trust funds of the State only, payable in not to exceed 10 years with the annual interest at the rate of not to exceed 3 1/2 per cent, but the total amount of such loans shall not at any time exceed \$12,000. Loans for

alte and building purposes shall be made payable in equal annual installments, and provisions for the payment of each such installment and accrued interest shall be made in the tax levy and apportionment mentioned in section 411-8 of the statutes. (1909 c. 98.)

*Apportionment of cost. Section 411-8.* Whenever two or more counties unite in establishing and maintaining such school, the county school board provided for in such cases shall determine the amount of money necessary for the maintenance and equipment of the school for the next succeeding year, and annually thereafter. They shall apportion the amount to be raised by taxation among the counties in proportion to the assessed valuation of the real and personal property in each county as last fixed by the State board of assessment, and shall report to the county clerk of each county on or before the first Monday of November in each year the amount of the apportionment so fixed, and such amount shall be levied in the county tax of each county for the ensuing year for the support of the school. Each county treasurer shall, immediately upon the collection thereof, pay over all moneys levied and collected pursuant to the provisions of this act to the treasurer of the joint county training-school board and file the latter's receipt therefor as a voucher. (1909, c. 98.)

*Treasurer's bond. Section 411-9.* Such joint county training school shall choose a member of said board as treasurer, provided that the person so chosen shall not be president or secretary of such board. Such treasurer shall, before assuming his office, give a bond to said board for the faithful discharge of the duties of his office. Such bond shall be in the sum of \$15,000 and shall have three or more sureties approved by said board; or said treasurer, in lieu of said bond so signed by said three sureties, may give surety bond to be approved by said board, and the cost of said surety bond may be paid for out of the funds of said joint training school in the discretion of the board. All moneys appropriated to and expended for any such joint county training school shall be expended by the board of such school and shall be paid by the treasurer of said school on orders drawn by the secretary and countersigned by the president.

*Who may be admitted. Section 411-10.* The board of any training school for teachers established under this law in a single county, or by two or more adjoining counties, shall admit to said school, whenever the facilities provided will warrant said board in so doing, any person prepared to enter such school, and who may reside in any county but not within the district where any training school has already been established. Persons so admitted shall be entitled to the same privileges and subject to the rules of the board adopted for the government of such school.

*Tuition of nonresidents, how collected. Section 411-11.* Whenever any person not residing in any training-school district shall become a student in any training school, the board of such school is hereby empowered to charge a tuition fee for such person to be fixed by a majority of the members of said board at a regular meeting thereof, provided that such tuition fee shall not exceed 75 cents per week for each nonresident pupil.

The county board of supervisors of the county of which such person is a bona fide resident is hereby authorized to and shall provide by tax upon the property of the county a sum sufficient to provide for the payment of the tuition on account of the residents of said county who have attended such teachers' training school, and the amounts so levied shall be collected when and as other taxes are collected, and shall be paid by the county treasurer of said county to the county treasurer of the county in which the training school enrolling such person is situated, and the amount so received by such treasurer shall be placed to the credit of the teachers' training-school district. (1909, c. 223.)

## THE COUNTY TRAINING-SCHOOL BUILDINGS.

The provision of buildings for county training schools is here given for the counties separately:

*Barron County.*—A building originally intended for a courthouse and later used as a high-school building was remodeled at a cost of \$3,250. If, at any time, the county shall fail to use the building for training-school purposes, the property will revert to the city of Rice Lake.

*Buffalo County.*—The city of Alma erected a building in 1902 and is giving its use free to the training school. The building belongs to the city.

*Columbia County.*—The county erected a building in 1910 at a cost of \$30,000.

*Crawford County.*—The training school is housed in the old public-school building, which is furnished free by the village of Gays Mills.

*Door-Kewaunee Counties.*—A site on which a building was located was secured for \$2,000. The building was remodeled at a cost of \$7,500 and belongs to the training school.

*Dunn County.*—The county erected a building in 1902, at a cost of \$25,000. This building is used jointly by the county training school and the county agricultural school.

*Eau Claire County.*—A building was erected in 1907 at a cost of \$18,000. It is used exclusively by the training school.

*Green County.*—The training school is housed in the upper rooms of the old high-school building. These rooms, together with heat and janitor service, are given free by the city of Monroe.

*Green Lake County.*—The training school pays \$600 rent to the city of Berlin for the entire upper floor in a new school building. This amount includes heat, light, and janitor service.

*Langlade County.*—The training school has the use of the upper rooms in the city library building. The rent paid is \$600 a year.

*Lincoln County.*—The old courthouse was remodeled at a cost of about \$4,400 and is occupied by the county training school.

*Manitowoc County.*—The training school occupies the upper rooms of the library building. A rental of \$600 is paid, which includes, light, heat, and janitor service.

*Marathon County.*—A building was erected by the county in 1902 at a cost of \$16,000. This building is used jointly by the county training school and the county agricultural school.

*Marinette County.*—A building was erected at a cost of \$25,000. It is used by the training school and also by the county agricultural school, which are both under the direction of one superintendent.

*Oneida County.*—The old courthouse was remodeled at a cost of \$2,000 and is used as quarters for the training school.

*Outagamie County.*—A building was remodeled and furnished free for the training school by the city of Kaukauna. In 1916 the county board voted to erect a new building. This will be ready for occupancy by January, 1917.

*Polk County.*—A building was erected by the county at a cost of \$7,000.

*Price County.*—Rooms, heat, and light are furnished free by the city of Phillips in one of the public school buildings.

*Richland County.*—A new building has been erected by the county at a cost of \$32,000.

*Rock County.*—Janesville furnishes rooms free in one of the ward buildings. A sum of \$650 is paid for heat, light, and janitor service.

*Rusk County.*—A new building was erected by the county in 1910-11, at a cost of \$15,000.

*Sauk County.*—A new building was erected by the county in 1910, at a cost of \$25,000.

*Taylor County.*—The city of Medford fixed up rooms for the training school in one of the ward buildings and gives the use of these rooms free, including heat.

*Vernon County.*—Rooms are rented in the high school building. The rental paid is \$300 per year.

*Waupaca County.*—Free quarters are furnished by the city of New London in one of the ward buildings.

*Waushara County.*—A rental of \$150 per year is paid for rooms owned by a private individual. The rooms were remodeled at a cost of \$100.

*Wood County.*—A building was erected in 1907 at a cost of \$20,000. It is used jointly by the county training school and the county agricultural school.

### THE TEACHERS IN THE TRAINING SCHOOLS.

#### THE PRINCIPALS.

The 27 principals are classified according to qualifications as follows:

Graduates from normal schools and also from some college or university.....	5
College graduates.....	6
Normal-school graduates who have done some college work.....	4
Normal-school graduates.....	6
Holders of State certificates received through examination.....	6

The experience that the principals had in teaching when they entered upon their work in the county training schools varies from 5 years to 25 years, the average length of service being 17 years. Practically all of them have at some time taught in rural schools, the length of such teaching varying from 1 to 7 years. Nearly all of them have also had experience in State graded schools or in city grades. With two or three exceptions they have spent several years as teachers in high schools, and 19 have been principals of high schools and supervising principals of the grades. Three have had experience as city superintendents, and 11 as county superintendents. Five have held positions on the faculties of normal schools.

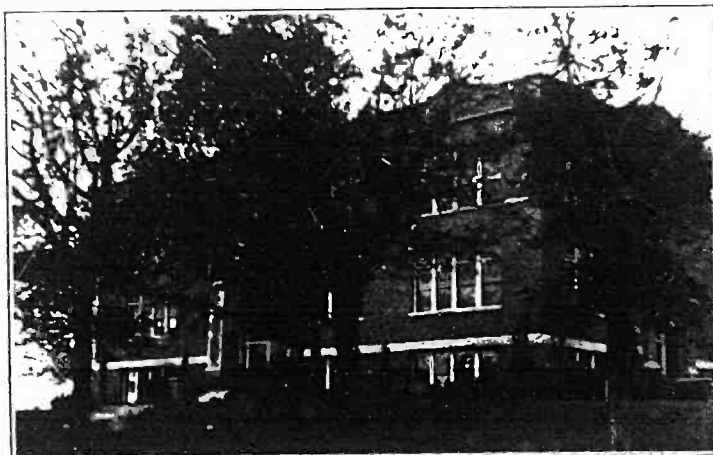
Practically all of the principals have been born and brought up in the country and have a direct knowledge of country conditions. They have been pupils in the country school, and this experience, together with their work as teachers in these schools, gives them a knowledge of actual conditions.

The salaries of the principals average \$1,874 a year.

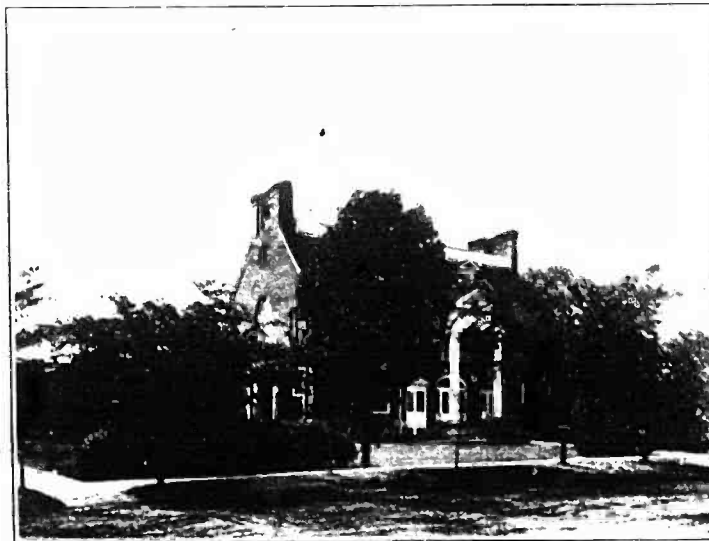
#### THE ASSISTANTS.

During the present year (1913-14) there are 50 assistants employed. These include the teachers who have charge of the model schools. In Richland County there are 4 assistants, in Columbia,





COUNTY TRAINING SCHOOL BUILDING, COLUMBUS, COLUMBIA COUNTY, WIS.



CITY LIBRARY BUILDING, ANTIGO, WIS.

The Langlade County Training School is conducted on the second floor.

Dunn, and Sauk Counties there are 3 assistants in each school. In 14 schools 2 assistants are employed, and in 9 schools the principal has 1 assistant.

The average salary paid first assistants is \$1,200 per year, and second assistants \$922.

According to qualifications the assistants are grouped as follows:

Graduates from normal schools and also from college.....	7
College graduates.....	4
Normal school graduates who have had some college work.....	10
Normal school graduates.....	24
Holders of State certificates received through examination.....	3

The first assistants average 11 years of teaching experience when entering upon their work in the county training schools and all the other assistants average 9 years. About half of the number have been brought up in the country, and at least two-thirds have taught in the country schools. Practically all have had experience in elementary-school work. Over one-third of the assistants have taught in high schools. Five have taught in normal schools and one has been a county superintendent.

Special effort has always been made to fill the positions of principals and assistants in the county training schools with persons of adequate education and training who have a sympathetic knowledge of country conditions. A college graduate is not necessarily qualified to take a position as teacher in one of these schools. To be able to do the work properly a person must have a knowledge of country life and must keep in touch with the movements that make for better country conditions. The training school must be able to take the conditions as they are and with the county superintendent plan a campaign that will build up the common schools of the county.

#### THE COURSES OF STUDY.

The county training schools of Wisconsin do not follow a uniform course of study. A course is proposed by the local authorities and submitted to the State superintendent, by whom it is approved.

There are in general two courses. Those who are graduates of high schools or who have had sufficient preparation are usually able to complete the work in one year, and take what is known as the one-year course. Others who have not had sufficient preparation spend two years at the school. In some instances the students are unable to finish the work in two years. In some of the counties practically all of the students finish the courses in the time assigned, while in other counties where the preparation has been poorer more students fail to finish within the usual time.

The courses used in two of the schools are reproduced here to show the general arrangement of the subjects taken up.

BARRON COUNTY.

TWO-YEAR COURSE.

FIRST YEAR.

<i>First quarter</i>	<i>Second quarter</i>	<i>Third quarter</i>	<i>Fourth quarter</i>
English	English	English	English
Library training	Geography	Geography	Geography
Physiology	Drawing	Agriculture	Agriculture
Elementary science	Physical geography	Physical geography	Reading methods

SECOND YEAR.

English	English	English literature	American literature
History of Wisconsin and of United States	History of United States	History of United States	Civics
Methods	Arithmetic	Management and psychology	Country life
Agriculture	Practice	Arithmetic	Arithmetic
Practice		Practice	Practice

ONE-YEAR COURSE.

<i>First quarter</i>	<i>Second quarter</i>	<i>Third quarter</i>	<i>Fourth quarter</i>
English	English	English literature	American literature
Library training	Geography	Geography	Geography
Agriculture	Arithmetic	Arithmetic	Arithmetic
Physiology	Drawing	Physical geography	Country life
Methods	Methods	Psychology	Management
Practice	Practice	Practice	Practice

Twenty weeks of successful practice teaching are required of each student before graduation.

The two years' course in English includes grammar, composition, orthoëpy, simple word analysis, the reading of English classics, and American literature.

SAUK COUNTY.

TWO-YEAR COURSE.

FIRST YEAR.

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

## SECOND YEAR.

Professional language	Theory	U. S. history	Sewing
Professional reading and orthoëpy	Reading	American literature	U. S. history
Arithmetic	Professional arithmetic	Grammar	Civics
Cataloguing	Management and law	Observation and practice	Rural economics
Observation and practice	Observation and practice	Practice teachers' conference	Observation and practice
	Practice teachers' conference		Practice teachers' conference

## ONE-YEAR COURSE.

FOR HIGH-SCHOOL GRADUATES AND THOSE HAVING FINISHED THE TENTH GRADE.

<i>First quarter</i>	<i>Second quarter</i>	<i>Third quarter</i>	<i>Fourth quarter</i>
Spelling	Reading	Physiology (3)	Civics
Professional language	Theory	Construction (7)	Rural economics
Professional reading and orthoëpy	Professional arithmetic	Grammar	Agriculture
Agriculture	Management and law	Geography	Library reading
Arithmetic	Writing	U. S. history	U. S. history
Cataloguing	Observation and practice	American literature	Drawing (7)
Plays and games (7)		Observation and practice	Plays and games (3)
Drawing (3)		Practice teachers' conference	Observation and practice
			Practice teachers' conference

Courses may have to be changed slightly to meet needs of model department. Library reading, music, rhetorical, and physical exercises throughout the year.

Cooking one day each week during the second year.

It will be seen from these courses that most of the time is given to the study of the subjects taught in the common schools. These subjects are studied both from the academic and the professional standpoints. Country school conditions are kept constantly in mind. The State common-school manual is used in connection with the study of most of the common-school subjects.

A brief study of the basic principles of education is made, constant attention being given to the application of these principles in the teaching work of the schoolroom. School management, school law, and the management and use of the school library are studied in all the schools; and here again country conditions are always kept in mind, especially the conditions in the county in which the school is located.

Every school gives at least 20 weeks to the study of agriculture and some give as much as a year. Nature study is emphasized throughout the course.

Observation and practice teaching are carried on under close supervision. Daily lesson plans are made by the students during their

practice work, and daily conferences are held in which criticisms and suggestions are made. All the students have practice in the teaching of primary reading, and as a result great progress has been made in the teaching of this subject. As much additional practice as possible is given in the teaching of other subjects. Seven of the training schools have actual practice departments in connection with their institutions, while the remainder secure practice work in the public schools of the city or village in which they are located. Some observation work is also done in the rural schools.

Many of the schools give domestic science and manual training. The chief purpose of this work is to show how some of the simple things may be introduced into the country schools to make the instruction more interesting and profitable. This type of training also has a tendency to develop in the students a proper attitude toward manual labor.

Algebra has been dropped from the courses in most of the schools and more time is given to the study of subjects which the students will have to teach.

Practically all the schools have now introduced in some form the study of rural sociology and rural economics. Special effort is made to make the work as concrete as possible.

The Door-Kewaunee training school has added a one-year preparatory course which students coming directly from the elementary school take before entering upon the regular two-year course. The work of this preparatory year is similar to that of the first year of a high school, so that, if the student concludes not to take up teaching, he may continue his school work in a regular high school. The work done in the preparatory year, however, is taken up with the professional-idea in mind.

In all the schools the students maintain literary societies with the special purpose of securing training in parliamentary practice and management of public meetings.

#### THE STUDENTS.

In December, 1913, there were 1,227 students enrolled in the training schools of the State. The ages of these students are given in the tabulation on page 23.

On page 22 the academic preparation of the students is given in tabulated form. Of the total number attending, 11 per cent were high-school graduates when they entered. The preparation of the others was as follows:

	Per cent.
Having had three years beyond the elementary school.....	24
Having had two years beyond the elementary school.....	10
Having had one year beyond the elementary school.....	144
Eighth-grade graduates.....	02

Of those who had only an elementary education, 42½ per cent were from a one-room country school; 12½ per cent from a State graded school, and 7 per cent graduates of the eighth grade in cities.

On page 22 an attempt is made to show the life experience of the training-school students. It is seen from the summary that, of all the students enrolled in December, about 77 per cent were country bred and 23 per cent were from the city. In many instances, of course, the cities represented are small. Data received from the training schools show that practically all the students, both country bred and city bred, are accustomed to work in their homes and to assume responsibilities.

In considering students desirable for teachers' training schools of any kind, it should be kept constantly in mind that the ability to do academic work is but a part of the necessary preparation. It is felt that a person who has had considerable academic preparation, but who has never been accustomed to assume responsibilities in life, is not likely to become a strong leader in any community, and it is, therefore, considered that practically all the students who are enrolled in the county-training schools are young men and women who are accustomed to work and who have often had to shoulder responsibilities in their homes.

The following summary of the students in the Waupaca County training school was made by Principal C. B. Stanley:

#### SOME COUNTY NORMAL STATISTICS.

The following are some interesting facts concerning the home life and the preliminary preparation of the students of the County Normal which may prove as interesting to others as they have to the compiler:

Number of students reporting, 41.	Have made clothing, 34; dresses, 17.
Number of families represented, 40.	Milked cows, 31; one girl for 9 years;
Average age of students, 17 years.	one milked from 4 to 10 cows for
Lived on farm, all life, 28; most of	5 years.
life, 7; not at all, 5.	Care of dairy utensils, 29.
Parents dead, mother, 5; father, 5.	Out-door farm work, 35.
Average number of children in fami-	Repairing, 24; 14 put in windowpanes.
lies, 5½.	Responsible for family darning, 11;
Oldest in family, 9; next to oldest,	for family mending, 12.
12; youngest, 8.	Care of garden, 36.
Having had responsibility for younger	Raising garden flowers, 31; house
children, 23; none, 18.	plants, 31.
Kept house more than one day, 31.	Care of flock of poultry, 24.
Made bread, 30.	Fried out lard, 17; made head cheese,
Experience in cooking, general, 26;	5; made soft soap, 3.
some, 15.	Can spin, 4; knit, 14; crochet, 15.
Charge of grocery marketing, 24.	Had experience in nursing, 17.
Experience in purchasing clothing, 38.	Had charge in case of accident, 8.

- Have met dangerous situations, 13.
- Taught Sunday-school class, 15.
- Conducted sociables, 25.
- Have taken special lessons, 19.
- Taught Sunday-school class, 15.
- Deposited money in bank, 13.
- Worked away from home for money, 24.
- Marketed farm produce, 14.
- Had charge of housecleaning, 16.
- Done family washing, 32; family ironing, 38.
- Can harness and hitch a single horse, 31.

WATPACA COUNTY NORMAL.

Attention may be called to the fact that the experience of most of the students with reference to travel is rather limited. Some, it is true, have had the opportunity of seeing various localities and conditions, but most of them have been restricted to their home localities. Many of the training schools have had their classes visit mills of various kinds, machine shops, quarries, and the like. In this way the student's horizon is extended, and he gets a broader view of life.

Academic preparation and life experience of students who entered the training schools in 1913.

County training schools.	Academic preparation.										Life experience.					
	Enrollment, December, 1913.	Number who were high-school graduates.	Had 3 years of advanced work.	Had 2 years of advanced work.	Had 1 year of advanced work.	Eighth-grade graduate only.	From 1-room country school.	From State graded school.	From eighth grade in city.	Country bred.	Having had responsibilities.	Having had no responsibilities.	City bred.	Having had responsibilities.	Having had no responsibilities.	Average number of children in the family.
Barron.....	62	4	5	10	10	35	20	8	7	60	56	4	2	0	6	38
Buffalo.....	46	5	0	2	3	36	26	7	3	40	35	5	6	2	1	11
Columbia.....	49	2	5	9	24	17	5	2	2	40	46	4	9	0	5	16
Crawford.....	33	0	2	1	24	10	5	0	0	33	33	0	0	0	5	6
Door-Kewaunee.....	42	2	0	1	14	10	11	5	3	25	25	0	0	0	5	3
Dunn.....	71	1	0	0	13	57	42	12	3	66	64	2	14	9	4	6
Eau Claire.....	62	6	0	4	12	35	29	5	1	46	46	0	16	16	0	39
Green.....	40	6	0	4	0	30	4	21	5	26	26	0	14	6	5	33
Green Lake.....	52	5	0	2	7	37	24	3	10	32	25	7	20	12	6	8
Langlade.....	38	2	0	0	5	25	13	4	4	16	14	2	22	20	2	14
Lincoln.....	23	15	1	0	1	6	6	0	0	10	10	0	13	11	7	11
Manitowoc.....	40	2	3	4	4	27	16	10	1	36	32	4	4	0	5	0
Marathon.....	82	5	2	5	16	54	32	16	6	6	6	0	0	0	6	10
Marquette.....	51	16	0	6	9	20	15	5	0	30	30	0	21	21	0	3
Oneida.....	31	5	0	5	2	19	11	5	3	26	18	8	5	2	8	10
Outagamie.....	39	5	2	6	5	21	10	4	7	20	19	1	9	5	4	10
Polk.....	35	1	0	4	6	24	14	10	0	32	30	2	3	2	1	13
Price.....	60	14	2	8	6	34	28	2	4	48	48	0	18	18	0	4
Richland.....	27	3	1	2	3	18	11	3	4	20	16	4	7	5	2	5
Rock.....	49	2	3	8	11	21	15	9	4	34	30	4	9	7	2	6
Rusk.....	43	4	2	4	10	23	17	1	1	28	20	8	15	11	4	30
Sauk.....	38	2	1	8	4	23	17	3	2	25	25	0	13	8	6	8
Taylor.....	53	2	0	11	7	38	29	2	2	51	43	8	2	2	0	20
Vernon.....	41	4	1	0	6	24	21	3	0	36	36	0	0	0	0	16
Waupaca.....	36	1	0	0	35	25	25	3	3	36	36	0	0	0	0	6
Waushara.....	84	2	4	8	16	54	54	0	0	70	65	5	14	14	0	48
Wood.....	84	2	4	8	16	54	54	0	0	70	65	5	14	14	0	48
Total.....	1,227	134	30	123	182	756	519	155	85	869	784	99	256	201	50	376

<sup>1</sup> No information.

THE STUDENTS.

Ages of students enrolled December, 1913.

County training schools.	Enrollment.					Juniors—First year.					Seniors—Second year.								
	Total.	Juniors.		Seniors.		Under 16 years.	10 years.	17 years.	18 years.	19 years.	20 years.	21 years or over.	Under 16 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years or over.
		Male.	Female.	Male.	Female.														
Barron.....	62	1	28	2	31	3	15	4											
Buffalo.....	48	4	19	3	29	0	13	8											
Columbia.....	49	0	11	0	38	2	5	0											
Crawford.....	33	1	17	2	13	11	4												
Door-Kewaunee.....	42	11	12	6	13	3	8	2											
Dunn.....	71	2	35	1	33	15	12												
Eau Claire.....	62	2	27	1	32	0	13	0											
Green.....	40	0	22	0	18	3	3												
Green Lake.....	52	0	22	2	22	4	13	9											
Langlade.....	33	0	10	0	0	0	7	7											
Lincoln.....	40	0	0	0	23	0	0	0											
Manitowoc.....	65	0	37	2	13	0	14												
Marathon.....	51	2	17	5	35	11	20												
Marinette.....	51	0	17	2	30	0	11												
Oneida.....	31	0	10	1	20	3	5												
Outagamie.....	39	3	13	2	21	8	4												
Polk.....	35	4	14	0	17	5	11	2											
Richland.....	66	7	23	7	29	4	12	10											
Rock.....	27	0	12	0	15	3	0												
Rusk.....	43	0	11	2	23	0	0												
Sauk.....	43	1	22	1	19	6	7	2											
Taylor.....	38	0	12	1	25	7	3	2											
Vernon.....	53	2	29	4	18	6	9	10											
Waupaca.....	41	1	20	1	19	3	6	9											
Waushara.....	36	0	21	1	14	10	9	1											
Wood.....	84	8	41	2	35	8	11	16											
Total.....	1,227	73	502	48	604	119	215	149	58	24	3	7	14	81	198	180	102	55	44

No information.

County training-school graduates.

County training schools.	Total number.	Men.	Women.	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914
Barron.....	147	1	146															30
Buffalo.....	250	46	204					23	34	20	26	12	17	9	21	20	18	30
Columbia.....	119	8	111											4	22	21	18	26
Crawford.....	81	6	75											10	19	9	7	23
Door-Kewaunee.....	119	26	93											16	25	21	23	15
Dunn.....	467	63	414	18	26	33	34	37	24	47	33	33	30	32	31	35	36	33
Eau Claire.....	207	9	198							12	28	22	28	30	23	16	32	26
Green.....	124	2	122										16	64	23	33	33	19
Green Lake.....	95	11	84											12	22	21	21	19
Langlade.....	127	0	127								11	15	14	18	17	19	15	18
Lincoln.....	93	0	93										2	10	8	15	29	21
Manitowoc.....	302	92	210			32	25	21	21	23	20	23	24	19	27	28	29	15
Marathon.....	421	39	382	23	16	27	32	26	25	26	30	21	32	29	30	34	37	43
Marinette.....	217	18	199								11	36	24	24	25	23	17	36
Oneida.....	42	0	42												6	12	13	11
Outagamie.....	28	1	25															8
Polk.....	144	9	135							6	11	12	26	27	18	17	14	18
Richland.....	80	0	80											5	11	10	10	14
Richland.....	237	40	197				19	37	23	31	25	24	31	23	39	35	19	21
Rock.....	44	0	44															17
Rusk.....	131	8	123								16	19	18	18	15	26	15	26
Sauk.....	125	2	123								21	10	12	18	18	13	17	19
Taylor.....	22	1	21															20
Vernon.....	171	15	156								17	26	20	28	22	33	35	25
Waupaca.....	251	18	233			6	26	23	24	19	17	23	23	26	27	28	15	15
Waushara.....	88	2	86											19	11	20	33	15
Wood.....	306	18	288					32	25	25	18	25	29	31	37	37	38	29
Total.....	4,506	434	4,072	41	43	92	120	302	181	331	264	298	306	467	421	430	560	532

In 1915 there were 638 graduates, making the total number 5,144.



## THE GRADUATES.

The graduates of the county training schools are listed in the table given on page 23.

The table on page 26 gives the number of the graduates who were in the teaching work during the year 1913-14. These teachers are further classified in the same table so as to show the number who are teaching in the rural schools and graded positions of their own counties, those who are teaching in rural schools and graded positions in other portions of the State, and, finally, those who are teaching in other States. Of the total number that were graduated previous to 1913-14 (3,924), there were 2,013, or about 51 per cent, teaching in 1913-14.

Questionnaires were sent to the county superintendents in whose counties the training schools are located, asking them to give their estimate concerning the work done by the graduates. Four groups were suggested, namely: Excellent, good, fair, and poor. The grading done by the county superintendents is also given on page 26. It will be seen that of the total number teaching in these counties the groups are as follows:

Of the total number whose work was reported upon (1,440) —

312, or 21½ per cent, are rated as excellent;

642, or 45 per cent, are rated as good;

311, or 21½ per cent, are rated as fair;

111, or 7½ per cent, are rated as poor; and

64, or 4½ per cent, are unclassified.

It should be understood that the rating will naturally vary in different counties. In some of the counties the great majority of the teachers had no special training for their work before the establishment of the training school. The work done by the training-school graduates in such counties was so far superior to that done by the ordinary beginner that in most cases it would be rated as excellent. In other counties, where the schools have been established for some time, and where a large number of the teachers have had special training, the county superintendent naturally applies a higher standard, and a smaller per cent would be rated as excellent. In some instances, where the rating was especially high, letters were written to the county superintendents calling their attention to the matter, but in all cases answers came back stating that the work done by the training-school graduates is far superior to the work to which they have been accustomed.

The county superintendents were asked to specify wherein lies the strength of the training-school graduates and also to set forth their weaknesses. Almost universally the reply has been that the training-school graduates "know what to do." Their preparation

has led them to consider the conditions under which work in the country school must be done, and their planning in the training school has had continually in mind the country-school conditions. Consequently, when they enter the school they have definite ideas in regard to procedure. They know what is to be taught, the classes that are to be organized, the equipment with which they have to work, etc. They "get down to business" at once, whereas the teacher who has had no special training often wastes a great deal of time in getting ready.

Many of the county superintendents also mentioned the enthusiasm with which the training-school graduates take up their work. They have been looking forward to the schoolroom work during their training-school career and many of them have developed unusual interest. Frequent references are made to the loyalty of the training-school graduates to the profession. As a rule they are in regular attendance at teachers' meetings and institutes, and take part in discussions to a much greater extent than the ordinary beginner does. It should be understood, of course, that the enthusiasm with which the graduates take up the work depends greatly upon the training school faculty and the county superintendent.

In this connection mention should be made of some of the weaknesses which have been found in training-school graduates. The one most commonly complained of is lack of sufficient scholarship. This is not surprising when it is remembered that many who have entered the training schools have been poorly prepared in fundamentals. It should be noticed also that this poor preparation is found not only in pupils who enter directly from the country schools, but also in those who have had more advanced work. There are even some high-school graduates who, though they have spent four years in work beyond the elementary school, have done very little of the work that is required to be taught in the elementary school. In many cases they have had very little of the common branches and much of what they have had in the other branches has been "above their heads."

The result is that frequently these students come into the training school very poorly prepared to enter with zeal upon the professional work. Often it is found necessary to give them much work in the common branches. Of late, however, there has been a tendency to emphasize the common branches more in the regular high-school course, and the result is that high-school graduates are becoming better prepared in the fundamental branches. Instead of spending a few weeks in so-called "reviews," the high schools are now beginning to give half years, and years, to such subjects as arithmetic, geography, grammar, civil government, and hygiene.

In a few instances the county superintendents mentioned that the training-school graduates do not enter the work in the proper spirit. It is true of all institutions preparing teachers that some of the graduates are bound to go out with the feeling that "they know it all," and undoubtedly some graduates of the training schools are numbered among these unfortunates.

One criticism that is occasionally made is that the graduates do not adapt themselves to the communities in which they teach. This is true of a comparatively small number. It has been pointed out previously that most of these students are country bred and are therefore accustomed to country life. Occasionally, however, a student develops a snobbish attitude when he gets away from home surroundings and continues it when he gets back. As a rule the atmosphere of the training school has a tendency to correct such notions.

The graduates who were teaching in 1913-14.

County training schools.	Total number of graduates previous to year 1913-14.	Number of these teaching during year 1913-14.						Number whose work was reported on.	Number whose work according to county superintendent is—				Number of graduates from other county training schools.	Number of rural schools in county.	
		Rural schools in home county.	Graded positions in home county.	Rural schools in other counties.	Graded positions in other counties.	Other States.	Number whose work was reported on.		Excellent.	Good.	Fair.	Poor.			
Barron.....	117	102	65	9	20	8	65	12	44	7	2	0	130		
Buffalo.....	231	114	55	18	10	11	20	75	8	40	23	5	2	81	
Columbia.....	91	70	47	10	9	2	2	60	25	29	4	2	0	130	
Crawford.....	67	39	24	3	6	1	2	24	0	17	6	1	1	93	
Door-Kewaunee.....	100	71	40	15	5	3	8	55	11	23	13	2	1	7	106
Dunn.....	439	141	87	10	19	5	30	100	22	47	22	9	5	123	
EAU CLARE.....	181	111	71	37	14	36	19	5	44	22	16	4	2	1	77
Green.....	105	71	40	6	18	0	1	46	3	15	5	1	46	120	
Green Lake.....	78	50	29	3	13	7	7	24	8	32	25	2	1	65	
Langlade.....	109	79	54	12	5	3	5	67	3	2	2	0	1	73	
Lincoln.....	72	60	42	5	2	8	3	42	22	8	13	0	1	69	
Manitowoc.....	287	115	81	18	2	7	7	99	21	46	27	5	1	96	
Marathon.....	378	139	102	16	10	6	5	137	20	30	52	22	1	186	
Marinette.....	186	103	45	27	8	14	9	57	19	29	18	1	0	82	
Oneida.....	31	26	18	1	3	0	4	18	1	1	1	18	0	51	
Outagamie.....	8	8	0	0	0	1	1	26	12	10	2	2	20	117	
Polk.....	128	69	56	13	(1)	(1)	(1)	69	13	34	18	4	1	100	
Price.....	36	28	23	8	1	1	0	27	11	9	2	5	4	78	
Richland.....	306	77	67	10	(1)	(1)	(1)	67	15	42	7	3	5	116	
Rock.....	31	27	25	1	1	0	0	33	0	27	6	0	7	158	
Rusk.....	107	45	42	3	(1)	(1)	(1)	39	12	13	10	4	2	69	
Sauk.....	106	62	41	6	10	2	3	44	9	21	10	4	3	147	
Taylor.....	2	2	1	1	0	0	0	9	2	3	4	0	7	78	
Vernon.....	146	76	35	9	2	1	29	44	8	10	10	16	2	141	
Waupaca.....	236	132	46	11	41	18	16	46	8	16	13	9	1	122	
Waushara.....	73	67	40	9	6	0	2	51	19	18	8	6	2	96	
Wood.....	277	142	68	8	32	5	29	68	10	51	3	4	0	96	
Total.....	3,924	2,013	1,207	241	239	120	188	1,440	312	642	311	111	64	762	797

(1) Exact number not known.

In the following table are given the number of training-school graduates who have attended higher institutions since completing the training-school course. In studying this table a person should

keep in mind that some of the training schools are comparatively new, and for that reason the number of graduates who have attended higher institutions is small.

Number of training-school graduates who attended higher institutions—Number who finished such institutions.

Training schools.	Attended higher institutions.	Finished higher institutions.	Training schools.	Attended higher institutions.	Finished higher institutions.
Barron.....	(1)	(1)	Outagamie.....	0	0
Buffalo.....	45	30	Polk.....	(1)	(1)
Columbia.....	7	0	Price.....	0	0
Crawford.....	10	0	Richland.....	100	92
Door-Kewaunee.....	4	2	Rock.....	0	0
Finn.....	30+	25+	Rusk.....	21	0
Eau Claire.....	23	8	Sauk.....	1	1
Green.....	6	2	Taylor.....	0	0
Green Lake.....	11	4	Vernon.....	5	1
Langlade.....	(1)	(1)	Waushara.....	33	9
Lincoln.....	6	6	Waupaca.....	2	0
Manitowoc.....	71	40	Wood.....	78	7
Marathon.....	49	19			
Marquette.....	21	10	Total.....	526	256
Oneida.....	3	0			

(1) Data not available.

COMMENTS ON THE WORK OF THE TRAINING SCHOOL GRADUATES BY THE COUNTY SUPERINTENDENTS.

The county superintendents of the counties in which the county training schools are located were asked to state the strength and the weaknesses of the training-school graduates as they observed them in their regular school work. The following responses were received:

1. As a rule training-school graduates are strong in initiative, resourcefulness, methods, orderliness, and neatness of school rooms. \* \* \* Some of them are weak academically in upper form work and also in methods.
2. The greatest strength of the training-school graduates is in their preparation for their work in the graded and rural schools, their understanding of school problems and professional spirit. They know what to do and how to do it. \* \* \* Some lack maturity.
3. The greatest strength of the training-school graduate is the acquired enthusiasm for the work and the knowledge of means and of ends regarding country school work. Most of them look forward to the beginning of school with pleasant anticipations. \* \* \* One of the weaknesses is to underestimate the importance of thoroughness in upper form work.
4. They understand rural life better than others foreign to the country and are better liked in their communities as a result. This, of course, leads to many advantages. \* \* \* Beginners show uncertainty; sometimes act as if imitating. There is a lack of or insufficient academic training.
5. They do better work in reading and make better assignments.
6. Strong in resourcefulness and the ability to meet the unexpected. \* \* \* Some neglect to live up to their training.
7. They are strong in organization, in planning their work for each day, in presentation, and in primary reading. \* \* \* Some of them are weak in knowledge of subject matter.
8. They appreciate the responsibility resting on them and make daily preparation for their work. \* \* \* Some show weakness in government. Some of them are of immature judgment.

9. They are workers. They have ability to organize and lead. They show professional spirit. They get away from the mere book teaching and present practical needs. \* \* \* In some cases knowledge of subject matter is limited.
10. They take great interest in school and community. More power in drill work. Strong in reading and primary work. \* \* \* Some lack maturity. Some, possibly, have too much confidence in themselves.
11. They know what to do and how things should be done. In general they are more professional in their duty toward the work of teaching. In attending teachers' meetings the training-school graduate is far ahead of the old-type teacher.
12. They are strong in methods and especially in primary and middle-form work. They have good ideas regarding special programs, etc. They cooperate with the county superintendent and training school. \* \* \* Some show a weakness in discipline and also in their ability to mingle properly in the social life in the community.
13. They know how to go about work, plan programs, prepare lessons, and make assignments, and hence do not waste time. \* \* \* There is a lack of scholarship on the part of those who are not high-school graduates.
14. They are strong in subject matter, habits of application, and general good teaching. They know how to plan their work and organize the school. They have a foundation so that they are able to receive constructive criticism from the superintendent.
15. They are strong in methods of presenting work when compared with untrained teachers. They are strong also in "mixing" with community. \* \* \* Weakness in teaching upper grades. Graduates not mature. The weaknesses are lack of maturity, confidence, and in many cases academic qualifications.
16. They are strong in methods of handling class work and also in making assignments. \* \* \* Some of them get the notion that their preparation is complete. They do not know well enough the subject to teach. They are in many cases too immature.
17. They are strong in preparing work, assigning lessons, and in methods of instruction. \* \* \* Many are too young and some deficient in knowledge. They find the work more difficult than they anticipate.
18. Most of them have interest in country life. Their work is better organized. They are better prepared for busy work and do more social center work. \* \* \* Many lack in experience, education, and training previous to time they start training schools.
19. Majority anxious to make success. Many take active interest in civic society matters. \* \* \* Many immature girls, weak in scholarship and lack of sense of responsibility.
20. They organize the school with less delay. They have a supply of seat work and are prepared with drills and devices that have been provided at the training school. They have a better attitude toward the country, its social and economic problems. There is a disposition to find out, write letters, ask questions, and use references. \* \* \* Some are weak in discipline and in the teaching of arithmetic and spelling.
21. They are strong in teaching language.
22. They give the impression that they have something definite planned. \* \* \* They have a tendency to overdo the busy work.
23. They are strong in discipline, cooperation, and desire to do their very best; also in instruction and assignments. \* \* \* There is a lack of academic preparation before entering training schools.

#### WORK DONE BY SOME OF THE GRADUATES OF TRAINING SCHOOLS.

Many instances could be given where graduates of training schools have brought new life into the work of the country schools and also

new life into country communities. The following accounts are given not merely to tell what some of the graduates have done, but as suggestive of what may be done by all teachers who are going into country school work. Institutions that train young people for work in country communities would do well to give them information regarding what has really been accomplished in districts of the home county.

Miss P. taught at ——. She was imbued with the spirit of community service. She called in the physician from the neighboring village and asked him to come and speak to her people on "Tuberculosis." He had been principal of one of the high schools of the State and readily responded. The interest which his address aroused led the people to desire regular gatherings of that kind. The teacher secured the organization of a society which has maintained monthly meetings for the past three years. Miss P. left the district, but her influence is still felt.

Miss W. was the teacher in the ——— school. She had had trouble with Ed, and he left school on Friday evening vowing never to return. Miss W. went to her home for the week end and was haunted by a sense of failure. She determined that she would not allow Ed to leave school. On her return to her district on Sunday she went immediately to Ed's home, thrashed out the entire trouble with him, got his promise to return to school, and went happily to her repose. On Monday Ed came back to school and finished the common-school course that spring, went on to high school, and finished the course there with credit to himself and his teachers. He is now one of the most progressive young farmers in ——— County.

Miss B. taught at ——— three years. She was no common teacher, but was a real spirit of progress in the community. She went after the board, after the boys, after their parents until she secured for her school ground the best equipment of play apparatus in the county. She organized a Sunday school there and taught in it herself. She really revolutionized the attitude of the people in that district.

Miss H. finished the County Normal in 1910. She secured a school in the town of ———. Here, somewhat in the backwoods, she went to work. She organized the women and girls into a sewing circle. She secured a Babcock milk tester and got all her pupils and many of the farmers interested in the testing of milk. She interested the farmers in tested seed corn, so that every farmer in her district planted tested seeds. She secured through her sewing circle the most complete equipment of almost any school in the county. She is still there (1914). They are paying her more than \$100 a year better salary than when she began work and will not let her go.

One of the training school principals writes the following in reply to the question regarding the work done by the graduates of his school:

As to the instances where communities have been aroused or benefited because of the work done by our graduates, I can not think of anything very startling or vivid under that head. On the other hand, we receive three or four letters every week from our graduates in which they tell of things that they are doing, and they are usually things that are worth while. The spirit of our graduates, as exemplified in their work, seems to be to do something

more than merely keep school in the community. For instance, one girl from whom I received a letter this week has just had a sociable at which she made \$26. With this she will buy single seats for the school. A good many of our graduates have raised money and purchased articles for the schools in which they teach. Several have purchased organs.

Last year 14 agricultural meetings were held in different parts of the county through the instrumentality of pupils who have graduated from this school, cooperating with the county agriculturist. He reports them generally active in promoting rural welfare and advancement.

I can think of another instance where one of our graduates persuaded a young man who had left school to go back and finish the common-school course, and encouraged the boy to enter high school. He is now a junior in the high school. Another case I can think of is where a graduate persuaded a young woman to go back to school and finish the common-school course with the same result.

One of our graduates said that the mail carrier on her route told her that the people were taking more newspapers this year than last, and this is the result of the interest she has aroused in current events in her school. Three of our graduates have already been asked to come back next year, which seems to me a splendid proof of the work that they are doing. One of our young men graduates was given a raise of \$7.50 per month at the end of the first term and at the same time asked to come back next year. He has 50 pupils.

The following account was received in response to a request regarding the work done by graduates of training schools in one of the counties:

In a certain district in this county there was a very poor school building, and a very poor school because of poorly paid, untrained teachers.

A prosperous farmer there whose large family had grown up and settled around him soon comprised the majority of the residents of the district. A daughter of one of the older children of this prosperous farmer attended a training school and became a well-trained and legally qualified teacher. When it dawned upon this settlement of relatives that they had such a teacher in the family, they questioned among themselves why they should continue to hire untrained teachers and suffer from a poor school while other schools profited by the services of this worthy daughter.

At a school meeting they decided to employ this young lady for that year. She was so successful in her work with the pupils that soon the parents became interested in the school. The programs given and the social events she inaugurated brought the parents to the schoolhouse. They then began to realize what a poor place they had for a school. They became interested in the welfare of their children, and proud of the live little school they had. At the next annual meeting they decided to build a new modern schoolhouse. This they did, sparing no pains in making it sanitary and convenient. They installed a furnace. They made a good well for drinking water, and made a cistern for soft water, plumbing a lavatory where the pupils could enjoy being cleanly. They built nice wardrobes, and a nice little library room separated from the main room by folding doors.

They then hired for another year the same young lady who had given such satisfaction.

She had a school and community program, a Harvest Sociable at her school this fall. It was a unique affair. The schoolhouse was decorated with shocks of corn and strings of seed corn. A motto: "Corn is King," occupied a prominent place on the front blackboard.

After a social hour a program was given. The first part of the program was a review of the work the school had done in the fall study of corn, preparing the soil, cultivating, selecting good seed, harvesting corn, curing the seed, preparing seed for planting, and judging of corn. The school had worked out a fine set of products, excelling the one gotten out by the Corn Products Co., and these were used in the different talks on the uses of corn. Maps showed the corn-growing region, and Wisconsin with its silos was not forgotten. Autumn songs livened the program.

Then came the farmers' side of the program, and three or four farmers talked on topics concerning the farm, each speaking on a subject in which his farm showed he was an expert. The teacher had shown great wisdom in asking men worthy to be heard upon subjects which supplemented her own instruction.

The children wanted me to see their basement; so the teacher took me down to see it. The furnace sat in the middle, dividing the one large room. In each corner was a playhouse, and one or two others edged in between. Each playhouse contained the rustic furniture made by the children and was supplied with rugs of their own making, pictures of their own framing, tables furnished with dishes and linen; and all was complete. The ingenuity of each family or set of children was plainly shown, and there were visible signs of a little suggestion by the teacher.

I was told that the children ate their dinners in their play dining rooms and that they often visited each other and ate dinner with each other, observing the best etiquette of the neighborhood. They were happy and proud of their lovely basement.

From another county the following report was received:

Many of the graduates of the training school have been instrumental in awakening the people of the districts in which they have taught.

The following will serve as a concrete example: Jt. Dist. 10, ———, is divided by the fact that the families live on two main roads each leading to the city of ———. In the fall of 1911 they hired a training-school graduate who thought that something ought to be done to bring the community together in a social way.

A literary program was given, after which a basket supper was held, the baskets being sold to the highest bidder. The people enjoyed the meeting so well that they voted to organize the Narrows Prairie Country Club, of which the teacher was made secretary.

With the money raised at the sale of the baskets and a small additional amount donated by the club an organ, bookcase, Babcock tester, and a lighting system were secured for the school.

The club is still in a thriving condition and has brought, besides many local people, several professors from the university to speak at the meetings.

The people of the district take part in the program by giving plays, talks, and debates. Some of the topics which have been considered are: Alfalfa growing, testing and curing seed corn, testing the dairy herd, cooperation among farmers, poultry raising, and woman suffrage.

The teacher taught the pupils how to use the Babcock tester and then allowed them to take it to their homes, keeping it about two weeks on each farm and testing the home herd. In another country district taught by a training-school graduate the classwork is so strong that the county superintendent has had the teacher put on class exercises before the teachers of the State graded schools and the school-board convention.



The work put on before the school-board convention was on the growing of alfalfa. Several of the members present questioned the class and found them able to answer their questions as intelligently as they had the teacher's.

The commission sent to the United States from Uruguay, South America, to study the educational methods of this country spent one day in \_\_\_\_\_ County. The forenoon was spent in the training school and the afternoon in the school taught by the teacher mentioned above. They were very much pleased and interested in the work they saw.

In a certain school district the people were mostly Finlanders. Some of the children could not speak a word of English. One of the farmers had a cream separator which did not work. He went to the clerk of the school board for help and was referred to the teacher. She took the machine apart, found the trouble, and fixed it. The result was that the opposition to the teaching of agriculture vanished, and money was provided for the purchase of a Babcock tester.

In a certain school request had been made for two or three years for a sweeping compound, more frequent scrubbing, and for some supplementary reading books. The requests had been continually refused. A graduate of the training school held "potato" meetings and took occasion to emphasize these requests. The result was that she got all she wanted and more than previous teachers had asked for.

As the direct result of the teaching of agriculture in one of the training schools, more than a dozen Babcock testers have been installed in the schools of the county. Corn testing has been introduced in at least 20 schools where no such work was done in previous years. Potato judging is now going on in 15 schools.

From another county the following report has been received:

At the present writing there are teaching in this county 58 graduates of the training school. Besides this number of graduates, there are at least 30 others teaching who have done some work at the training school. There are 11 of its graduates teaching in other counties of this State and two in other States. Eight of the young women have undertaken schools of one. In no case need the county or State think that the time spent by the young women in fitting themselves for the teaching profession is wasted. They will be able to help the boys and girls of to-morrow all the more because of the training they received. Six graduates are continuing their preparation for teaching at higher institutions of learning. From the reports received, they are successfully doing the work required of them at their institutions. The remainder of the graduates are either at home or pursuing other lines of work.

Each year the school has had a greater number of calls for its graduates than it has been able to fill. \* \* \* Most of the graduates have proven successful in their work. As is to be expected in any line of work, failures have occurred. In general, failures have been due to a lack of personality rather than to the things which the school can give its students in so short a time. It is impossible to transform a person in one or two years. Sometimes a lifetime can not accomplish the transformation. No school can expect to turn out as a successful teacher everyone whom it graduates, let alone all who enter it. The best recommendation I know of for the school's graduates is the long



CLASS IN SEWING, EAU CLAIRE COUNTY TRAINING SCHOOL.



TESTING CORN, EAU CLAIRE COUNTY TRAINING SCHOOL.



CLASS TESTING MILK, EAU CLAIRE COUNTY TRAINING SCHOOL.



CLASS IN GEOGRAPHY METHODS STUDYING JAPAN, EAU CLAIRE COUNTY.

tenure many of them are serving in the same school. Several have taught for three years in the same district and many for two years. Others have returned to the first district where they taught after teaching elsewhere.

The salaries of the graduates before the minimum-wage law had been passed were good, varying from \$37.50 to \$65 per month. There is a call in graded school positions for our graduates, especially young men who are also graduates of high schools. Two of our young men are filling such positions at \$65 per month. The school could not fill two similar positions this fall because we had no graduates for the places.

The school has stood for more than the instruction of pupils within the four walls of its building. It has followed its graduates in the field and has attempted to help them over difficult places. Not alone to the graduates of the school has the spirit of helpfulness gone. It has attempted to be of service to every teacher of the county. It has been the only school of its kind in the State which has given the entire teaching force of a county an opportunity for consultation every Saturday by holding school on that day. The faculty have given their time on Mondays to the visitation of schools. During its six years' existence there are but eight schools in the entire county that have not been visited. Some of the schools have had as many as six visits.

From time to time the school has sent out printed material to all schools of the county. With the help of the county superintendent it has published the quarterly, ———, which has been sent free to all teachers and school board members of the county. Other publications in which the county superintendent and training school faculty have cooperated are "Farm Accounts" and "Essentials In Education."

The ideal of the school is one of service and helpfulness to all of the teachers of the entire county all of the time.

The following is one of the replies received:

Our graduates have awakened much interest in agricultural and other industrial work. They have arranged for agricultural meetings to which outside speakers have been invited. They have organized literary societies and sewing circles and held contests of various kinds. In the corn contest (1913) 554 pupils of the county took part. Although there has been nothing startling in any one community, there has been a general awakening of interest in all phases of educational work.

#### THE WORK OF THE COUNTY TRAINING SCHOOLS OUTSIDE OF THE TRAINING OF TEACHERS.

The most important work of the county training school is to prepare teachers for country school work. This was the purpose the people had in mind when the law was first enacted. The schools have, however, many other functions which are worthy of mention:

1. The teachers in the training school aid the county superintendent in holding teachers' meetings during the year. Since these teachers are thoroughly familiar with local conditions and needs, they are able to give to the country school-teachers help and suggestions of the most practical kind.

2. The members of the training school faculty visit country schools. They do this first of all to keep in touch with the schools of the county in order that they may know the needs of these schools. The visitation is carried on also for the purpose of knowing the work that the graduates of the institution are doing. In this way they learn by observation the strength and weakness of the graduates.

This school visitation is of considerable help to the county superintendents of the counties in which the schools are located. Most of the schools have made definite provision for this visitation work.

3. The members of the training school faculty assist the superintendents in the social center work of the county. They do this in training the students to lead in this work when they get into the schools of the county, and they also help by going into the county to speak at educational gatherings of various kinds.

4. The members of the training-school faculty are students of rural problems. In order to prepare teachers for country schools they must necessarily understand country needs and country conditions.

In order that this study may be of mutual benefit to the various counties maintaining training schools, the principals have organized themselves into an association.

5. Many of the training schools assist the county superintendents in their work by preparing circulars and publications of various kinds, giving suggestions to the teachers who are working in the schools.

6. Besides visiting the country schools, the members of the faculty help the teachers of the county through correspondence. The teachers in the training schools are at the service of the country teachers at all times, and the graduates especially come to the members of the faculty with their questions.

7. Some of the training schools have undertaken to furnish educational material for country teachers. In some instances the schools loan professional books.

8. Some of the training schools are maintaining educational columns in the local newspapers. The material published in these columns is of value not only to teachers, but to the general reader.

9. Some of the training schools assist the county superintendent in conducting contests. In some instances the schools have provided for farmers' short courses. This work does much to foster educational sentiment in the different communities.

10. In a general way it may be said that a training school unifies and systematizes the school work in the county. The teachers naturally become united into a body that has a common aim and, to some extent, uniform methods. The county superintendent can, by

keeping in close touch with the work done in the training school, greatly influence the school work from year to year.

In addition to the above benefits derived from a county training school, the following have been set forth by some people:

(a) By the establishment of the county training school, more young people get additional schooling. It has been pointed out that most of the students in the training school are from the country communities. In a number of instances these students did not have convenient access to other schools.

(b) A training school has often been the means of interesting parents in the cause of education. Many of the people whose children have attended a training school have been impressed with the importance of the teachers' work and the necessity for careful preparation.

(c) The training school is an institution that especially brings the young people of the country into educational work. If the country communities are to develop educationally, they must largely do so under the leadership of their own people. There is a decided advantage in having country-bred people teaching in the country schools.

#### ADVANTAGES OF THE TRAINING SCHOOL AS AN INSTITUTION FOR TRAINING COUNTRY TEACHERS.

1. The members of the faculty are persons of maturity and are well prepared for the work, both in scholarship and experience. They are men and women who understand country life, and they are interested in its development.

2. Most of the students who attend training schools are from the country. The experiences that they have had are of great value to them when they become teachers.

3. The institution has a single purpose—the preparation of teachers for country-school work and the enrichment of country life in general. The school is vocational in nature and has, therefore, a definiteness often absent in other institutions.

4. The training schools, being local institutions, can better adapt their work to the needs of the localities they serve than can institutions that are more general in their work. The condition and needs of the people in the immediate vicinity are kept in mind in all the school work.

5. The institution is of great help to the county superintendent in all his work and enables that official to bring about educational improvements.

6. Because of its peculiar function in the educational work, the training school is hampered but little by the domination of higher institutions. It has been left free to arrange its work so that the best possible training may be given the young people for their particular work.

#### SUGGESTIONS FOR IMPROVING THE WORK OF THE COUNTY TRAINING SCHOOLS.

During the time that the county training schools have been in existence the teachers in these schools and the county superintendents have had a good opportunity to study the best ways of improving the country schools through the training of teachers. Every year some improvements have been made, either in the courses of study, in the selection of the material taught in the various branches, or in the method of teaching the subject matter. The following are some of the suggestions for improvement that have been made:

1. The standard of admission to the regular work of the training school should be raised whenever the conditions make it possible. One of the weaknesses of the training-school work is the immaturity of the students. Some of the schools have done a great deal toward urging immature and poorly prepared students to take further preparatory work in some other school.

2. The consensus of opinion seems to be that the training-school course is not comprehensive enough. The lengthening of the course seems to be generally desirable. The course was increased from one year to two years soon after the schools were established, and many are now considering the feasibility of making the course three years or of requiring an entrance preparation equivalent to two years beyond the elementary school.

The fact should be kept constantly in mind, however, that the material given in the training school should be of such a nature that it will make the teachers strong in their teaching rather than supply what is merely professional or cultural.

3. In the introduction of industrial work, care should be taken to secure instructors who have had successful experience in adapting the work of the schoolroom to the needs of home life. It is possible to make these so-called practical subjects impracticable and thus occasion much waste of time, both in the training school and in the country school.

4. The training school should do all that it possibly can to broaden the interests of the students. Few of them have had the opportunity to see much of life outside of their immediate environment. Whenever possible, students should be taken to institutions of various kinds in order that they may see how things are done. Visits to

manufacturing establishments, printing houses, Government offices, etc., are exceedingly valuable.

5. The observation and the practice work should be strengthened. As far as possible the students should observe good teaching. If the students see the work of teachers who are doing only mediocre work, the chances are that their standards will be low. In this observation and practice work country conditions should be kept in mind. Where the students do their observation work in city grades, care should be taken to select for observation teachers that know how to make the best use of the time.

6. The training schools should give some time to preparing students for leadership in country communities. It is not to be expected that these young people will be able to take charge of community organizations on an extensive scale, but much can be done to instruct them in ways of getting the people of the community interested in the school. A bulletin entitled "Social and Civic Center Work in Country Communities" has been used by the training schools and forms a basis for further instruction. The training school should not be satisfied merely to graduate young people who are able to teach the academic subjects fairly well, but they should have some definite knowledge as to what may be done to get the community to realize the true value of the school.

7. Institutions that train teachers for school work should aim to give their students knowledge regarding school buildings, school equipment, sanitation, and the like. Too often the teacher can give no satisfactory information concerning school furniture, blackboards, etc. The training schools should give their students this information.

#### OTHER INSTITUTIONS IN WISCONSIN PREPARING TEACHERS FOR COUNTRY SCHOOL WORK.

1. *Normal schools.*—There are at present in Wisconsin six State normal schools giving courses for the training of teachers for country schools. Data regarding these courses are given in the tabulation on page 38.

At Whitewater and Stevens Point the students taking the training course for rural teachers have a separate assembly room under the immediate charge of the director of the course. At the Whitewater school the director has an assistant, and the two teachers do most of the work in this department, the students going to the other teachers of the faculty for music, domestic science, manual training, drawing, and agriculture.

At Stevens Point the students take part of the other branches under the members of the regular normal school faculty, but the professional work is done by the director of the course.



In the other schools the students are seated in the same room with the rest of the students of the normal school. The professional work is done by the director of the course, but the academic work is taken with the regular teachers of the normal school faculty.

The courses of study in these departments are similar to the courses of study offered in the county training schools. Students with sufficient preparation may finish the work in a year, while others are required to take two years.

The directors of the rural school courses, like the principals of the county trading schools, work with the county superintendents of the counties in which the schools are located (and also neighboring counties) in trying to advance the interests of the county schools. The diplomas received upon the completion of these courses of study are equivalent to the diplomas received upon the completion of a county training school, but are limited to the county in which the normal school is located. The standings received at the school may be accepted by county superintendents anywhere in the State in granting certificates.

The rural school course at Oshkosh was discontinued in 1915.

State normal schools of Wisconsin having special courses for the training of rural teachers.

State normal schools.	Director of course.	Year established.	Enrollment, 1913-14.	Number of graduates.						Graduates teaching in 1913-14.
				In 1910.	In 1911.	In 1912.	In 1913.	In 1914.	Total.	
Whitewater...	G. A. Schmidt.....	1909	42	2	3	16	17	23	61	38
La Crosse....	J. R. Moore.....	1909	51		15	15	21	23	74	34
River Falls...	Jas. I. Malott.....	1910	103			8	23	38	69	122
Oshkosh.....	E. E. Robey.....	1910	44		11	14	21	15	61	114
Stevens Point	O. W. Neek.....	1912	71				11	33	44	11
Platteville...	J. C. Brockert.....	1914								
Total <sup>1</sup> .....			311	2	29	53	93	132	309	11

<sup>1</sup> Complete data not available.

<sup>2</sup> The total number of graduates in 1915 was 149.

2. *High schools.*—In 1913 the legislature enacted a law providing that after July 1, 1915, all persons entering upon the work of teaching must have had at least two years' schooling beyond the elementary course and that one of these years must be professional training. In order to provide a sufficient supply of teachers for the schools of the State when this law should go into effect, another measure was enacted providing for the establishment of teachers' training courses in certain high schools of the State. The following summary gives the principal features of this law:

1. Any free high school or high school having a course of study equivalent to a free high school and having four or more teachers, may establish a teachers' training course, except that—

2. Such schools *can not* be established in counties already having county training schools for teachers.

3. The courses of study and the qualifications of teachers must be approved by the State superintendent.

4. These courses must be administered for a period of not less than nine months during the school year ending June 30.

5. Any teacher employed to give instruction in the professional work and practice teaching shall be a graduate of the advanced course of a Wisconsin State normal school, or a school offering a course of study equivalent to the course of study offered in the Wisconsin State normal schools, and shall, in addition, present evidence of at least two years of successful experience.

6. Such teacher must devote full time to the work of the training course.

7. At least 10 persons must elect to take such course during the current year.

8. The work shall meet the approval of the State superintendent and reports must be made to him.

9. The certificate of graduation qualifies the holder to teach and shall, upon evidence of successful teaching for at least seven school months, when countersigned by the county superintendent of the county in which the training school is located, legally qualify the holder to teach in that county for a period of five years from the date when such certificate was granted, and shall also be a legal qualification to teach in any department of any State graded school in that county, the principalship of a State graded school of the first class excepted. Standings on certificates of graduation from an approved training course may be accepted by any county or city superintendent in place of actual examination under certain conditions.

10. If the administration of such training course meets the approval of the State superintendent, the State will aid to an amount equal to the sum expended for the salary of the duly qualified and approved teacher employed in this department. This special aid is apportioned as is other special State aid; that is, the teachers are paid by the district as other teachers are paid. The amount as above will be refunded at the time of the apportionment of special State aid.

Under this act 27 high schools of the State introduced teachers' training courses in the fall of 1913. The following table shows the enrollment in these courses during the year 1913-14 and the number of graduates in June, 1914. Since this is the first year the courses were established, the number of graduates is small. Only those students who had finished or almost finished the high-school course previous to 1913 could complete the work in one school year. A few of the high schools had introduced a teachers' training course before the law was enacted, and for this reason had a considerable number of students who were ready to complete the work the first year.

The annual appropriation by the State for these courses in the high schools is \$25,000.

40 WISCONSIN TRAINING SCHOOLS FOR RURAL TEACHERS

Wisconsin high schools in which teachers' training courses have been established.

Location of schools.	Counties.	Enrollment, 1913-14.			Graduates, 1914.		
		Male.	Female.	Total.	Male.	Female.	Total.
Black River Falls.	Jackson.....	0	26	26	0	1	1
Chilton.....	Calumet.....	3	13	16	0	0	0
Chippewa Falls.	Chippewa.....	0	41	41	0	15	15
Crandon.....	Forest.....	8	11	19	0	0	0
Darlington.....	Lafayette.....	0	22	22	0	0	0
Dodgeville.....	Iowa.....	0	26	26	0	3	3
Ellsworth.....	Pierce.....	0	24	24	0	2	2
Pennimore.....	Grant.....	0	13	13	0	1	1
Florence.....	Florence.....	1	15	16	0	0	0
Oalesville.....	Trempealeau.....	3	36	39	0	5	5
Grantsburg.....	Burnett.....	2	13	15	0	1	1
Green Bay.....	Brown.....	0	21	21	0	0	0
Hayward.....	Sawyer.....	2	11	13	0	0	0
Jefferson.....	Jefferson.....	1	30	31	1	3	4
Mayville.....	Dodge.....	1	19	20	0	8	8
Nellisville.....	Clark.....	2	16	18	0	1	1
New Richmond.....	St. Croix.....	0	34	34	0	8	8
Omro.....	Winnebago.....	0	25	25	0	66	66
Plymouth.....	Sheboygan.....	6	30	36	2	17	19
Ripon.....	Fond du Lac.....	2	27	29	0	0	0
Shawano.....	Shawano.....	1	10	11	1	2	3
Spooner.....	Washburn.....	1	14	15	0	2	2
Stoughton.....	Dane.....	1	23	24	0	5	5
Tomah.....	Monroe.....	0	30	30	0	4	4
Washburn.....	Bayfield.....	0	27	27	0	7	7
Waukesha.....	Waukesha.....	3	9	12	0	1	1
Westfield.....	Marquette.....	2	21	23	0	0	0
Total.....		34	588	620	4	93	97

<sup>1</sup> The total enrollment for the year 1914-15 was 758. Of these, 59 were men and 699 women. There were 265 graduated—19 men and 246 women.