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AGENCIES FOR THE IMPROVEMENT OF TEACHERS IN SERVICE

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, June 28, 1911.

SIR: Agencies for the improvement of teachers in service are needed primarily for three reasons: (1) Because many teachers enter the profession relatively untrained and therefore need to be trained in service, if at all; (2) because complete training is impossible before active service begins, for the reason that the necessary basis for it in experience is not at hand; and (3) because teaching is a progressive calling, in which one who does not continually make efforts to go forward will soon lag behind and become relatively inefficient.

The public is deeply interested in such provisions as will keep the teaching force of the public schools keyed up to its highest efficiency.

With these considerations in view, I have the honor to present herewith a monograph by Prof. Ruediger on *Agencies for the improvement of teachers in service* and to recommend that it be published as one of the numbers for the current year of the bulletin of the Bureau of Education.

Very respectfully, ELMER ELLSWORTH BROWN,
Commissioner.

The SECRETARY OF THE INTERIOR.

AGENCIES FOR THE IMPROVEMENT OF TEACHERS IN SERVICE.

[Abbreviations used in the text: A. R. = Annual Report. S. L. = School Laws. S. R. = State Superintendent's Report. N. E. A. = Proceedings, National Education Association.]

OFFICIAL TEACHERS' GATHERINGS.

In discussing agencies for the improvement of teachers in service, one's mind naturally turns first to those periodical meetings of teachers, such as institutes, that are established by law. The data pertaining to meetings of this nature that have been collected are summarized in Table I. These were gathered primarily from State and Territorial school laws, but this source was liberally supplemented by State educational reports, by institute and summer-school bulletins, and by correspondence with State school officers.

This monograph is intended to present what is actually being done, and not merely to give an outline of the legal provisions.

The word "institute" has not a very definite meaning in educational literature. It is a blanket word that is applied indiscriminately to any officially established gathering of teachers. Because of this fact, these gatherings have been divided, so far as possible, into classes according to their nature, regardless of the names used in the laws to designate them. On this basis three classes have been made, as follows: (1) Teachers' institutes; (2) summer normal or summer training schools; and (3) teachers' meetings.

Perhaps a fourth class—teachers' associations—should have been added, but the legally established gathering in only one State—Maine—approaches the nature of the customary teachers' association. The word "association" is used also in the laws of Kentucky and Missouri, but the meetings to which it is applied are classified more logically under one of the other heads.

The criteria that distinguish institutes, summer normal schools, teachers' meetings, and teachers' associations will be brought out more and more as this discussion proceeds. But for the present it may be said that one essential characteristic of a teachers' association is that it is voluntary and that the other three classes of gatherings may usually be distinguished by the functions they are trying to perform.

The essential function of the summer normal school is the training, or the further training, both academic and professional, of teachers; the three essential functions of the teachers' meeting are (1) to coordinate the educational forces in any given administrative or supervisory unit; (2) to assist the teachers in their work and to improve their teaching at specific points; and (3) to keep the teachers abreast in educational thought and practice; while the old time institute may be described as a meeting that tries to discharge the conglomerate functions of all the other meetings, including even the association.

The time element might be used to distinguish teachers' meetings, institutes, and summer normal schools, but this is a secondary characteristic. A teachers' meeting usually continues in session 1 day, or perhaps 2; an institute from 3 to 10 days; and a summer normal from 3 to 8 weeks.

As might have been expected, a number of these gatherings scheduled in Table I are not readily classified according to the criteria here presented. Whenever a gathering might have been classified in more than one way, a question mark has been placed after the word indicating the nature of the gathering in the third column of the table. Twelve of these question marks appear. Most of them will be explained in their proper connections later, but those pertaining to the short institutes in Connecticut, Massachusetts, New Hampshire, Rhode Island, and Vermont may be briefly considered at this point.

CONNECTICUT.

The Connecticut law provides merely that the State board of education shall hold--

> at convenient places in the State, meetings of teachers and school officers, for the purpose of instructing in the best modes of administering, governing, and teaching public schools, and by such other means as they shall deem appropriate; but the expenses incurred in such meetings shall not exceed the sum of $3,000 in any one year. (S. L., 1910, p. 7.)

Under this law 94 meetings were held in 1905–6, 131 in 1906–7, and 113 in 1907–8. Only 7 of these meetings continued in session two days, the sessions of all the others being one day. (S. R., 1909, p. 189.)

MASSACHUSETTS.

The Massachusetts law provides that "if twenty-five teachers of public schools in at least three contiguous towns desire to form a teachers' institute, the board of education shall * * * appoint a time and place for such meeting and make suitable arrangements therefor." (S. L., 1909, p. 11.)

Under this law one 2-day meeting and fifteen 1-day meetings were held in 1909 at a total cost to the State of $1,658.14. From 3 to 150 towns were represented at each meeting and the total attendance was 2,507. (S. R., 1908–9, p. 96.)

NEW HAMPSHIRE.

The New Hampshire law provides that the superintendent of public instruction "shall organize, superintend, and hold at least one teachers' institute each year in each county of the State, and appoint the time and place, and make suitable arrangements therefor." (S. L., 1909, p. 49.)

In administering this law the superintendent is allowed much freedom. In the year 1907–8 he expended the institute fund for five different purposes, and held in all 40 meetings. He (1) held twenty-five 1-day institutes for common schools; (2) paid the expenses of 1 sectional teachers' association held in connection with an institute; (3) donated the money formerly used for a two weeks' summer institute to the summer session at the State normal school, and held a supervisors' meeting at that school; (4) held 2 county superintendents' institutes, at which he paid the expenses of attending superintendents; and (5) held 13 school-board meetings or institutes. To this list he has now added institutes for high-school teachers. The total cost to the State of these meetings held in 1907–8 was $2,304.15.

RHODE ISLAND.

Rhode Island annually places at the disposal of the State commissioner of public schools an appropriation of $500 to be expended for teachers' institutes. This money is given in part to the meetings of the State teachers' association, known as the "Rhode Island Institute of Instruction," which are held for three days, usually in the latter part of October, and in part to institutes and meetings held in the different towns by the State commissioner or by the town authorities. The holding of these meetings is not compulsory, and the town authorities and the State commissioner generally cooperate in conducting them. In 1909–10 three institutes and six teachers' meetings ranging in length from one to three days were held.

VERMONT.

The Vermont law provides that the superintendent of education—

> shall hold at least one and not more than two teachers' institutes in each county during each biennial term. In an institute special attention shall be given to the training of teachers in the methods of instruction. * * * An institute shall not continue more than four days. (S. L., 1907, sec. 915.)

Under this law—

> in addition to regular evening sessions, meetings of teachers have been held during the day in which matters pertaining to school methods and discipline have been discussed. Various other meetings have been held either during the day or evening, and the nature of such has usually depended upon the immediate need of the locality. (S. R., 1908, p. 48.)

TEACHERS' INSTITUTES.

THEIR BEGINNING.

The history of teachers' institutes very nearly parallels that of normal schools. Both took their rise in the United States near the beginning of the forties of the nineteenth century.

The first institute held on American—and probably any other—soil is credited to the initiative of Henry Barnard. In October, 1839, Mr. Barnard, then secretary of the State board of education in Connecticut, assembled at Hartford 26 young men and formed them into a class. "They were taught for six weeks by able lecturers and teachers and had the advantage of observation in the public schools of Hartford. In the spring of 1840 a similar arrangement was made for women teachers; but for a number of years there were no further meetings of this kind" in Connecticut.

"In 1845 a convention of teachers was held at which more than 250 assembled. The exercises consisted of instruction and discussions and continued through five days.

"In 1847 16 meetings were held in different parts of the State, and more than 1,200 teachers were gathered and instructed in the best methods of governing and organizing schools."[1]

In 1848 Supt. Seth P. Beers, in his report to the assembly, estimated that three-fourths of the teachers in Connecticut were reached by these meetings, usually continuing for five days, which were to all intents and purposes teachers' institutes.

But the name "institute" was not applied to these teachers' or normal classes initiated by Henry Barnard. This name was apparently first used in 1843 by J. S. Denman, superintendent of schools of Tompkins County, N. Y. Supt. Denman in that year conducted a two-weeks institute for the teachers of his county.

After the year 1843 the practice of holding teachers' institutes began to spread rapidly throughout the northern States. For this statement we have the authority of Horace Mann, who, in his annual report for 1844–45, pages 43–44, says: "They originated in the State of New York in 1843, and they have so commended themselves to the friends of education that they have been held during the current season in more than half of the counties of the State of New York, and in the States of Ohio, Pennsylvania, New Hampshire, Rhode Island, and Massachusetts." The class organized by Henry Barnard, to which he refers in a footnote, Horace Mann evidently did not regard as the beginning of teachers' institutes, preferring to take as the starting point the time when the name was actually used.

The rise and success of teachers' institutes in Massachusetts, which typifies their rise in many other States, is clearly indicated by Horace

[1] Smart: Teachers' Institutes (Circular of information of the Bureau of Education, No. 2, 1885).

Mann in his reports for the years 1843–44, 1844–45, and thereafter. In the report for 1843–44, pages 69–74, he pleads eloquently for the adoption by Massachusetts of the New York system of institutes, and in his next report he gives a lengthy account of the first institutes held in Massachusetts. Money for the purpose was obtained from the Hon. Edmund Dwight, who placed $1,000 at Mann's disposal. Four institutes, each of two weeks' duration, were held in different parts of the State. Able and noted educators donated their services and the money was used for incidental expenses and for compensating the teachers for attending. The attendance at each institute was restricted to 100 teachers, 50 male and 50 female, and each was paid $2 for attending the full two weeks, a shrewd way of starting in with a well attended institute, an element so essential to its success.

The success of these institutes induced the legislature to make provision for them for succeeding years. It was provided that six institutes should be held annually where they were most demanded by the teachers, and the expenses of each were limited to $200. This, Horace Mann says, was not always sufficient, and adds, "although I always gave my services gratuitously, I paid the balance out of my own pocket." The practice of paying the teachers for attending was discontinued and the instructors were paid a salary.

This, in outline, is the history of the beginning of teachers' institutes. For an interesting account of their development in other States the reader is referred to Smart, *opere citato*, pages 34–59.

PRESENT STATUS.

It is evident from Table I that the typical teachers' institute occurs once a year, is bounded by county lines, and continues in session five days.

Omitting from the present discussion the short institute meetings that have been discussed above, the rule of holding one county institute a year finds exception only in North Carolina, where institutes are held biennially. In Nevada, which is divided into five institute districts, institutes are held in each district only in odd years, but a State institute is held in even years, thus giving the State at least one institute a year. But exceptions to the once-a-year rule may legally occur also in North Dakota, South Dakota, West Virginia, and Wisconsin. It is seldom, however, that the privilege of holding more than one a year is exercised.

It should be said in passing that the institutes noted in the table refer only to white teachers. All through the South the laws provide that separate institutes must be held for white and for colored teachers, and this nearly duplicates their number in that part of the country. In Delaware the law provides for an annual institute for colored teachers in Kent County. In Missouri the State board of educa-

tion is authorized to organize ten or more institutes for negroes; these institutes continue in session two weeks and the grades made in them are to be accepted by the county superintendent in lieu of examinations for certificates in the subjects covered; a tuition fee of $2 is charged, which is all the support the institute receives.

The county is the territorial unit for institutes in all the States where they are held except Colorado, Nevada, and New York.

In New York they are held in the school commissioners' districts, which are nearly coextensive with the counties. Colorado and Nevada are each divided into 5 institute districts.

The Nevada law provides that one institute shall be held in each district in odd years, but according to the State superintendent's report for 1909 this number is for various reasons not always realized. In this State county institutes are also held occasionally.

In about one-half the States the laws provide that counties may join in holding institutes. Apparently this is not often done, but it is not unknown and is common in a few of the western States. In Idaho, for example, a large joint institute of the southern counties is held annually at Lewiston.

State institutes have long been held in Michigan and Nevada, and another one of this type was inaugurated in the spring of 1910 in Nebraska. It may be questioned, however, whether "institute" is the proper term to apply to these meetings. "Educational conference" would perhaps be more appropriate. This is certainly true of the meeting that was held in the spring of 1910 at Lincoln, Nebr. This meeting consisted primarily of a series of sectional conferences for county superintendents, for junior normal instructors, for normal-school teachers, for institute instructors, for college and university teachers, for school officers, for teachers of agriculture, for officers of the State and district teachers' associations, etc. There was also an interstate conference for State superintendents on certification. The problems confronting the rank and file of the teachers received but scant attention.

The State superintendent of Michigan usually announces a teachers' institute for the State of Michigan for the times and places at which the State or sectional teachers' associations meet. As these associations usually meet for three days, the institutes also continue in session that long. One would think that during an association meeting the time of teachers would be sufficiently occupied without an institute, but the primary purpose of announcing an institute appears to be to secure a larger attendance, for during institutes the school boards are authorized by law to close their schools, and the teachers are entitled to their time and compensation if they attend. The general programs and sectional meetings usually found at association meetings are carried out.

The length of institutes is not always definitely prescribed by law, and in more than half the States some leeway is given to the authorities. In approximately one-fourth of the States the maximum and minimum lengths are set, in another fourth only the maximum length is set, in another fourth one definite length is set, and in the remaining fourth the whole matter of length is left with the authorities.

The time when institutes are held is usually left to the discretion of the State or local authorities. It is approximately indicated only in the States of Alabama, Arkansas, Georgia, Nebraska, Kentucky, South Dakota, West Virginia, and Texas. Institutes appear to be held in all months of the year, although most of them are held during the summer and fall months. For details, see column 7 of Table I.

Attendance upon teachers' institutes is compulsory in 28 States. In the others it is optional, but inducements are frequently offered by the payment of the regular salary, by per diem compensation, or by adding a certain percentage to the average standing made in the examination for certificates. In Indiana, where 2 per cent is added, this addition to the standing amounts indirectly to money compensation, for the teacher's salary depends in part on the standings made in the examination.

The regular salary of the teacher is, or may be, allowed during institute attendance in term time in 29 States, in 8 of which attendance is not compulsory. In a number of States other inducements are added to the regular salary. Arizona gives a mileage allowance of 10 cents, while Arkansas, Oklahoma, and Texas renew or extend the license. Two States, Iowa and Mississippi, apparently give no direct form of compensation whatever, while New Mexico pays only those teachers that hold third-grade certificates. These receive $15 for four weeks of attendance.

Seven or eight States have legal provisions for paying their teachers for institute attendance during other than term time. South Dakota, which allows the regular salary for attendance upon the county institute in term time, provides for a $2 per diem compensation and 5 cents mileage within the district for attendance upon the district teachers' meetings which are held on Saturday. The 2 per cent added to the average standing by Indiana, and the 5 per cent added by Colorado, operate, of course, for attendance at all times of the year, and the same may be said of the $1.50 per diem allowed by West Virginia. Ohio allows the regular salary during term time and $2 a day for an attendance of not less than four nor more than six days in vacation if the teacher begins teaching within three months after attending. The burden of payment falls on the district in which the teacher will teach. Pennsylvania pays the teachers $3 a day, but not the regular teaching salary. In New York the regular salary may be allowed in vacation if it is so specified in the

contract, while in Washington, where the aim is to hold the institutes just before the schools open, the regular salary is always allowed. In Texas "a teacher who, prior to the date of the institute, has been employed to teach in the county is entitled to pay for attending the institute, whether the school has begun or not." (S. L., p. 20, note.) The Minnesota law provides that the teacher be allowed to make up the time lost from school because of institute attendance.

But additions to the average examination grades, extension of license, and salary, per diem, and mileage allowances are not the only means used in getting teachers to attend institutes. In 20 States compulsory attendance is reenforced by a penalty of some sort. In 16 States the penalty consists of debarring the nonattendant from teaching, usually until another institute has been attended, unless an acceptable excuse is forthcoming; in 3 States, Louisiana, New Jersey, and South Dakota, salary varying from two days to a month is forfeited, and in Pennsylvania the amount that would have been received for attending the institute is deducted from the regular salary, making a loss of $6 a day for nonattendance. In Georgia, a reasonable fine, the amount of which is not specified in the law, may be imposed. In Oregon, besides the revocation of the license, the grade of the certificate held by the teacher may be reduced, while in Washington the salary may apparently be forfeited even if school is kept during the institute session. In 6 States, Arizona, California, Delaware, Maryland, Missouri, and Wyoming, the law states that the teachers shall, must, or are required to attend institutes, but no penalty is specified for nonattendance. These States are, however, among the number in which the regular salary is allowed for attendance in term time.

The means for the support of teachers' institutes are derived from three sources, from the State, from the county, and from the teachers in the form of examination, license, and registration fees. In 8 States institutes are supported entirely by the State, in 5 entirely by the counties, and in 7 or 8 entirely by fees. This comprises approximately one-half the States scheduled in the table. In the other half some combination of these three methods of support is used. The teachers themselves support institutes either in whole or in part in 28 States, but in 3 or 4 of these States this support is voluntary.

The justice of requiring fees from teachers for the support of institutes depends upon the function that one assumes the institute to possess. If it is a teachers' training school—a temporary normal school, as it is designated in the Maryland law—then fees are as legitimate as in any other teachers' training school. Again, if the institute partakes of the nature, in part at least, of a voluntary county teachers' association in which the teachers themselves take all or part of the

initiative, then also some fees, at least, are in place. But if the institute is essentially a county teachers' meeting, held by the officials for the immediate benefit of the schools, then the teachers should no more be asked to support it than to support the schools. As, however, institutes are aiming to discharge all three of these functions, we may expect variety in the means of support.

Of the 47 meetings that are labeled "institute" in the table, approximately one-half are organized by the local authorities, usually the county superintendent; one-fourth by the State authorities, usually the State superintendent or corresponding officer; and one-fourth by the concurrent action of the local and State authorities. When more authorities than one participate in the organization, the one mentioned first in the table takes the leading part. This observation applies also to columns 13 and 14.

In Maine, Massachusetts, and Ohio, the initiative in holding institutes or associations rests with the teachers themselves and the institutes are organized by committees selected by the teachers. The Ohio law provides further that, if the teachers fail to hold an institute for two years in succession, the State commissioner of common schools may hold one.

A glance at the column in the table under the head "Work assigned by—" indicates that the work followed at teachers' institutes is assigned by the State and by the local authorities with nearly equal frequency. Out of 47 institutes, the work of 16 is assigned by the local authorities, that of 22 by the State authorities, and that of 9 by the local and State authorities combined.

The methods of securing instruction for teachers' institutes again indicate that in approximately one half the States the institutes are State-controlled and that in the other half they are locally controlled. The table gives the data for 46 institutes held in 42 different States. In 16 of these institutes the instructors are appointed by local authorities, in 16 by State authorities, and in 14 by State and local authorities combined.

When the State takes the leading part in securing instruction for institutes, it either appoints the instructors outright or limits the selections by the local authorities to a list prepared by the State or to persons licensed by it. In South Dakota the State superintendent prepares a list from which the county superintendents must choose, while in Colorado, Kansas, New Mexico, Oklahoma, and Wisconsin, the instructors must have a special license granted by State authority.

In Kentucky and North Carolina annual conferences of State institute conductors are held by the State superintendents. At the North Carolina conference, which lasts four days, an institute program is prepared that is progressive through a number of years. Attendance at the conference is required of institute conductors.

In Michigan and Nebraska the State institutes operate in part as conductors' conferences, and in Mississippi the reading circle exists primarily for the preparation of institute conductors.

Instruction at institutes is secured from many sources. State and county superintendents have the closest official connection with institutes and one or both of these officials is practically always present to give instruction. Specially appointed conductors and instructors are probably more frequently secured from the faculties of normal schools than from any other one class of teachers. One member of the faculty in each normal school in Wisconsin is designated "Institute conductor," and it is his duty to conduct institutes without extra salary whenever called upon. Other members of the faculty are, however, also expected to render institute service. The Maryland law provides that each institute must be attended "by one or more instructors of the State normal school or normal department faculty, to be selected by the State superintendent and the principal of the school." (S. L., 1910, p. 39.) In New Hampshire "the principal and teachers of the State normal school shall assist and give instruction at teachers' institutes". (S. L., 1909, p. 51.) The laws of several other States, among them Utah, suggest that the normal schools be called upon to furnish instructors for institutes. But college and university teachers, city superintendents, principals, high-school teachers, and others are also continually called upon to render service at institutes.

A departure from the usual lines in managing institutes is found in Louisiana and North Carolina. In each of these States teachers' institutes are in general charge of one person especially appointed for that purpose. The Louisiana law provides that the State board of institute managers "in their discretion shall select an experienced institute conductor who shall have general charge of the summer normal work." (S. L., 1908, p. 61.) This position was created in 1888 and is now filled by Mr. L. J. Alleman. Mr. Alleman, however, does not conduct many institutes himself. He was present in this capacity at only one institute between September, 1907, and February, 1908. (S. R., 1906–7, pp. 24–25.)

The duties of the officer are briefly described by Mr. Alleman as follows:

1. To prepare programs and courses for all teachers' institutes and summer schools of the State.
2. To have general supervisory control of summer schools and institutes.
3. To make reports to the State superintendent on the progress of the institute work in the State.
4. To visit, for the purpose of inspection, institutes and summer schools.
5. At all times when not engaged in institute work, to assist the State superintendent.

North Carolina has a supervisor of teacher training. This position was created in 1909, and its duties are outlined as follows by Mr. J. A. Bivins, the first and present incumbent of the position:

1. To outline and systematize the work of the county institutes. To meet with institute workers in a four days' conference each year before the institutes open, for the purpose of discussing every phase of the work.

2. To have in charge the teachers' reading circle and all that pertains to it.

3. To supervise the county teachers' associations, planning programs for the same, keeping the work of the associations correlated with the institutes and the reading circle. To receive reports from these associations monthly, and to keep in touch with them through correspondence and visitation.

4. To supervise the preparation of bulletins that have to do with the professional work of the teacher.

Maryland had a State institute director from 1898 to 1900, but the duties of this position have since been discharged by the State superintendent.

New York manages her institutes through the third assistant commissioner of education. The State employs five institute conductors, paying them each $3,000 a year and expenses; two special instructors in drawing, at $2,500 and $2,200 a year; an instructor in English, at $2,000 a year; and an instructor in primary work at $1,200 a year. During the busy season assistants are engaged from among the better-qualified teachers of the State at $10 a day and expenses.

Nebraska distinguishes between instructors and entertainers, and persons of both kinds are engaged for institutes.

The nature of the work offered in teachers' institutes varies widely. This variation is due not merely to the difference in the men who conduct the work, although this is no doubt a large factor, but also to the difference in the needs of the communities in which the institutes are held and to the various purposes that the controlling authorities conceive the institutes to possess.

The work of institutes can be judged to a certain extent by the published programs and especially by the manuals issued by the educational departments in a number of the States. These manuals contain not only programs, but also detailed outlines of the work and suggestions for the instructors and the teachers.

In general, the following types of exercises are found in all teachers' institutes: Classes for the study and the review of subject matter (less now than formerly); lessons on devices, method, applied psychology, and management; and inspirational lectures intended to give enthusiasm for teaching and enlarged perspective. One evening during the institute is usually given to a program of a musical and literary nature, together with an address on some general educational topic, and to social recreation.

A few illustrative programs selected from the States of Michigan, Indiana, West Virginia, Illinois, and Massachusetts are reproduced

in the following pages. These States have been selected not because institutes are especially typical in them, but because specimen programs from them were given by Smart in his study on teachers' institutes published by the Bureau of Education in 1885. Anyone interested in the changes or lack of changes that have come about since that time may readily make comparisons.

The quotations given by Smart are long, consisting of entire manuals or programs for an entire institute session, but brief extracts only are here given. Indeed, with the exception of West Virginia, these States have abandoned the custom of issuing lengthy instructions and outlines for institutes. This curtailment may be indicative of a trend away from institutes, but it would not be safe to draw such a conclusion from this source alone.

MICHIGAN.

Program for annual all-county inspiration institute for Saginaw County teachers and patrons, February 24 and 25, 1910.

Lecturers: Miss Lida B. Earhart, New York City, and Mr. Preston W. Search, Wyoming (Cincinnati), Ohio.

Conductor: Dr. C. O. Hoyt, Ypsilanti.

Burton S. Tefft, commissioner of schools.

Thursday Evening, February 24.

7.45	Music	East Side High School.
8.00	Address: Thomas Jefferson and aiding in democracy	Dr. C. O. Hoyt.
9.15	Song: America	Association.

Friday Morning, February 25.

8.40	Music	Pupils of John Moore School.
8.55	Invocation	Rev. W. H. Rider.
9.00	How to study	Miss Lida B. Earhart.
9.40	The teaching process	Dr. C. O. Hoyt.
10.20	Intermission.	
10.30	Song	Master George Gramlich, Bridgeport.
10.45	Lecture: Face to face with great ideals	Mr. Preston W. Search.
12.00	Noon.	

Friday Afternoon, February 25.

1.15	Drill	Pupils of Carrollton School.
1.30	How children may be taught to study	Miss Lida B. Earhart.
2.10	Lecture: From center to circumference	Dr. C. O. Hoyt.
3.00	Intermission.	
3.10	The art of study	Miss Lida B. Earhart.
3.50	Horace Mann	Dr. C. O. Hoyt.
4.35	Song, 89	Association.

Friday Evening, February 25.

7.45	Music	East Side High School.
8.00	Illustrated lecture: The greatest pictures in the world,	Mr. Preston W. Search.
9.30	Song, 28 (1 and 4)	Association.

Program of institute and association meetings to be held January 7–8 and 14–15, 1910, at Chesaning and Bridgeport, respectively.

Addresses will be given by Prof. W. D. Henderson, of Ann Arbor, and J. C. Ketchum, of Hastings.

The public is invited to attend these meetings.

BURTON S. TEFFT,
Commissioner of Schools.

PROGRAM FOR BRIDGEPORT.[1]

Friday Evening, January 14.

7.30 Song.....Master George Gramlich.
7.40 Invocation.
7.50 Address.....Mr. J. C. Ketchum, Hastings.
9.00 Music.....Bridgeport Musical Club.

Saturday Morning, January 15.

9.30 Invocation.
9.35 How to conduct a spelling class.....Prin. Mark T. Davis.
9.50 Discussion.
10.00 How much orthography should be taught below the eighth grade?
Prin. Harvey King.
10.15 Discussion.
10.30 Mental arithmetic substituted for written arithmetic....Miss Elizabeth Deno.
10.45 Discussion.
11.00 Suggestions on teaching the "Lady of the Lake,"
Members of the association.
11.30 Election of association officers.
11.45 Noon.

Saturday Afternoon, January 15.

1.15 Teaching civics in the grades.....Prin. Logan C. Sly.
1.30 Discussion.
1.45 Model class in story telling.....Miss Mamie Callahan.
2.00 Questions and discussions.
2.15 What to do for busy work.....Miss Sarah Fisher.
2.30 Discussion.
3.00 Topics for future discussion.....Members of the association.

INDIANA.

Program of institute held at Huntington, Ind., August 29 to September 2, 1910, inclusive.

Ira B. Potts, county superintendent.

Instructors: Dr. Ira W. Howerth, associate professor of sociology, University of Chicago; Mrs. Julia Fried Walker, Indianapolis, Ind., teacher, lecturer, editor; Prof. Thomas L. Gibson, Baltimore, Md., director of music in large assemblies; Miss Edna Hays, Albion, Ind., pianist; Mr. Jesse Ulrich, secretary.

First Day, Monday, August 29.

10.00 Devotional exercises..
10.10 Music.....Mr. Gibson.
10.25 Education and life.....Dr. Howerth.
11.05 Rest.

[1] This program, with a different set of speakers, was given at Chesaning on Friday and Saturday of the previous week.—W. C. R.

11.30	Primary work	Mrs. Walker.
12.00	Adjournment.	
1.30	Music	Mr. Gibson.
2.00	Rest.	
2.15		Mrs. Walker.
3.00	Rest.	
3.15	The school of nature	Dr. Howerth.
4.00	Dismissal.	

Third Day, Wednesday, September 1.

9.00	Devotional exercises.	
9.10	The school of man	Dr. Howerth.
10.00	Rest.	
10.15	Music.	
10.45	Rest.	
11.00		Mrs. Walker.
1.30	Music.	
2.00	Rest.	
2.15	Competition	Dr. Howerth.
3.00	Rest.	
3.15		Mrs. Walker.
4.00	Adjournment.	

WEST VIRGINIA.

The following extracts are selected from the institute manual for 1910 prepared by M. P. Shawkey, State superintendent of schools:

ANNUAL STATEMENT OF PLANS.

(To be read before the Institute.)

Since the uniform examinations and official correspondence reveal the fact that many of our teachers do not read the department publications with sufficient care to get a clear understanding of our State school plans as emphasized in the teachers' institutes, I have decided to take a few minutes of the time of each institute in West Virginia to present briefly the problems which it is hoped the teachers will attack with vigor this year. The request for special attention to a few things does not carry with it the supposition that other work is to be slighted, but rather a belief that the good effects of concentration of effort on a few vital questions will overflow to the general work of the school.

BETTER ENGLISH TEACHING.

You will remember that this subject was much emphasized last year, but as long as many of our teachers say "I taken," "we done it," and make no attempt to discriminate between don't and doesn't, and as long as the applicants for teachers' certificates groan under the substitution of ordinary composition work for technical grammar, I believe this subject should be kept in the foreground. It is needless for me to remind teachers that the ability to use English correctly and effectively is a constant reminder of scholarship wherever we go or whatever we do. This distinction should be the heritage of every boy and girl who completes the common-school course in West Virginia, and teachers who fail to give their share of such a blessing fall short of their duty and opportunity. It is not the province of this paragraph to discuss method. Let the English work of the institute and schoolroom be sound and to the point, the kind of work that will first of all result in facility in the correct use of every-day English and lay a solid foundation for the further pursuit of this important subject.

ART IN SCHOOL AND IN LIFE.

We are coming more and more to associate education with everything that makes life more abundant, and certainly no life can be truly rich unless the artistic sense is cultivated. We must recognize the fact that impressions, good or bad, pour in from our environment. During the plastic years of childhood the surroundings of school and home are surely and silently impressing themselves upon the sensitive plates of the child's mind, and these impressions form the basis of much of the adult's thought and character. How important then it is that the schoolroom with its neat, attractive appearance

"Hang beautiful pictures on Memory's wall."

Any teacher who is willing to read the articles contained in this Annual need no longer be ignorant as to the best thought upon "Art in the schoolroom," and from this time teachers will be expected to manifest special interest in this phase of work. Chase away the dirt, pull down the advertisement pictures, group a few small pictures on mats, and let our motto be "At least one large, well-framed picture in every schoolroom in West Virginia."

BETTER ATTENDANCE.

While we grow enthusiastic over the prospect of doing attractive things, we must tackle homely problems, such as attendance, with a bull-dog tenacity that knows no surrender. Extended comment is not necessary here as this topic will be much discussed in the institute. You know the parable of the man who prepared the feast and sent his servants out into the highways and hedges to compel guests to come in. While I have not the power to commission you, the law plainly states that you *must* do your part in compelling the youth of this State to partake of the school advantages which the Commonwealth has provided. The per cent of daily attendance of the total enumeration went from 47 to 52 last year and must go still higher this year. See to it that your school helps to raise rather than pull down this average. The teacher is the one person in the community to whom we look for constant help in all educational effort, and when the teacher fails to make the school interesting and efficient—when he fails to visit and encourage the careless and fearlessly report the negligent, we can not hope for effective results through the work of other officers.

A State Honor Roll book containing the names and addresses of all pupils in West Virginia who are neither absent nor tardy in 1910 will be published by the State department of schools. How many names will be furnished for this long list? Let us remember that this effort for better attendance is not made for the purpose of figures and percentages, but rather that educational blessings may come to more boys and girls and thereby more abundant living to each individual, and a higher standard of citizenship to our State.

Other problems will be presented from time to time through special bulletins and publications, and I earnestly ask that each teacher stand ready to respond to all reasonable requests. I assure you, one and all, that I recognize and appreciate the cheerful and valuable cooperation of West Virginia teachers and school officers in the past, and wish you abundant success in the future.

Program for Teachers' Institutes, 1910.

Monday Morning.

10.15 Opening devotional exercises.
Appointment of secretaries, reporters, committees, etc.
Enrollment.
Announcements and remarks by county superintendent.
Reading of "Annual statement of plans."
Short "getting acquainted" addresses by instructors.

Monday Afternoon.

1.30 Music.
1.40 Instructor's topic.
2.50 Recess.
3.00 Round table discussion. (Round table discussions and other special parts to be taken by teachers must not be overlooked. Teachers should take pride in seeing that the period allotted to them is interesting as those used by instructors. Think carefully and speak with *point* and *vim*.)

Topics for this period.

1. How last year's institute helped me in my real school work.
2. How could last year's institute have been improved?
3. Some definite help I hope to receive in this week's institute.
4. Two weak points in our schools as they are.
5. Should the institute work be academic or professional?
6. What can be done to make this institute room more comfortable and attractive?

Monday Evening.

Annual social. Have a plan and make the occasion worthy of teachers in tone and usefulness.

Tuesday Evening.

Special program or lecture.

Wednesday Morning.

9.00 Devotional exercises, music, and memory gems.
9.10 English (continued).

Reading in grammar grades.

In spite of all that has been said about teaching reading, many (it may be a majority) of our teachers call a class, begin at one end, have them read in a meaningless, sing-song way 'round and 'round the class, say "Take the next lesson," have the pupils change the place of their "thumb cards" and wait till the machine turns round to reading time again.

Can the institute put some dynamite under such a hardened custom?

9.50 Art in the schoolroom.

Pictures.

Pictures that should not be in the schoolroom—advertisements, etc.

Where and how to secure them? (See companies and addresses on other pages.)

How can pictures be attractively framed and mounted with but little cost? Mats, passepartout, home framing.

Kinds of pictures appropriate for different grades and schools.

Pictures and artists that each teacher should know.

The real purpose of pictures in the schoolroom.

10.35 Recess.
10.45 English (continued).

Story telling:

Characteristics of a good story for children.

Characteristics of a good story teller.

Values and use of stories.

11.20 English (continued).

Exercise in story telling. Have three or four teachers who have prepared for this exercise tell short child stories. Apply the above tests to stories and story tellers.

12.00 Noon intermission.

Wednesday afternoon.

1.30 Singing. (Sing with the understanding that you are to keep time and keep up.)
1.40 Instructor's topic.
2.10 Geography.

"O Jehovah, our Lord,
How excellent is thy name in all the earth!
Who hast set thy glory upon the heavens!
Out of the mouths of babes and sucklings hast thou established strength,
Because of thine adversaries,
That thou mightest still the enemy and the avenger.
When I consider the heavens, the work of thy fingers,
The moon and the stars, which thou hast ordained;
What is man, that thou art mindful of him,
And the son of man, that thou visitest him?
For thou hast made him but little lower than God,
And crownest him with glory and honor.
Thou makest him to have dominion over the works of thy hands;
Thou hast put all things under his feet:
All sheep and oxen,
Yea, and the beasts of the field,
The birds of the heavens, and the fish of the sea,
Whatsoever passeth through the paths of the seas.
O Jehovah, our Lord,
How excellent is thy name in all the earth!"

—Psalm VIII.

1. Does your geography aid in the interpretation and appreciation of such literature as the above? Do your pupils see much when they hear or read such expressions as "Thy glory upon the heavens;" "The work of thy fingers;" "The moon and the stars which thou hast ordained"?
2. Does your geography "Possess a human interest, showing the earth as the home of mankind and its adaptation to man's activities?" Do you put in your time with petty locations and routine questions when you should be teaching boys and girls to understand how "man has dominion" and that he brings our breakfast "through the paths of the seas" from the uttermost parts of the earth?
3. Do your maps have length, breadth, and thickness? Are they covered with letters and colors, or with rivers, mountains, farms, villages, cities and people?
4. Are you old-fashioned and wise enough to have much drill on important facts that should be common knowledge among all who claim a common-school education? The instructors and the teachers should agree upon a list of things to use for such drills.

2.35 Recess.
2.45 Round-table discussion—A teacher outside the schoolroom.
(Have some teacher open this discussion with a short talk or paper which has been previously prepared.)

1. In his study.
   What conveniences for home work should every teacher possess? How much time should he spend in study? What kind of work—preparation of lessons, professional reading or general reading—should have preference?
2. In society.
   Proper and improper social activities. Manners that should characterize a teacher in a social group. Care in keeping free from entanglements with the neighborhood cliques.

3. In the open air.

How may teachers provide for pleasant and profitable outdoor exercise or employment?

4. In professional circles.

The deadening effect of isolation from inspirational influences. How much time can a teacher afford to give to reading circles, district institutes, and other educational meetings? Do principals and superintendents sometimes lessen the efficiency of teachers by requiring too much of them?

5. The teacher in the world.

In times past teachers have not merited proper recognition as men among men. What can be done to give the teachers a better standing in the social and business world?

ILLINOIS.

Program of institute, Winnebago County, Ill., O. J. Kern, county superintendent, March 28 to April 1, 1910.

Conductors: W. R. Cheever, H. K. Bassett, Charles McMurry, Mrs. Edith Smith Davis, Mrs. Edward Pierce.

Forenoon—General sessions.

9.10– 9.30 Chapel exercises and music.
9.30–10.10 General pedagogy.....Cheever.
10.10–10.50 Morals, geography, United States history.....McMurry.
11.00–11.40 Elementary English and high-school work.....Bassett.
11.40– 1.30 Noon intermission.

Afternoon.

1.30– 2.10 Scientific temperance instruction in the public schools.....Davis.
General session.
2.20– 3.00 Sectional meetings:
(*a*) High school. High-school English, literature, reading, etc.....Bassett.
(*b*) Graded school. Reading.....McMurry.
(*c*) Country school. Reading.....Cheever.

Miscellaneous.

Wednesday.
3.00–3.30. Patriotic exercises under auspices of John A. Logan Camp, Sons of Veterans.

Monday, Tuesday, Thursday.
3.00–3.30 Conference of country school. Section.....County superintendent.

Program of the annual teachers' institute of Coles County, Ill., August 29 to September 2, 1910.

Instructors: David Felmley, president of the Illinois State Normal University, Normal, Ill.; DeWitt Elwood, superintendent of schools, Charleston, Ill.; G. P. Randle, superintendent of schools, Mattoon, Ill.; J. F. Wiley, principal Mattoon High School; Mrs. Elizabeth McNair, supervisor of music, Mattoon public schools. Marietta A. Neel, superintendent Coles County schools.

Addresses 8.45 p. m.

August 29. Civics and health. Mr. DeWitt Elwood, superintendent schools, Charleston, Ill.

August 30. The new demand in education. Dr. David Felmley, president Illinois State Normal University, Normal, Ill.
August 31. Some things the public schools may do in instruction in agriculture. Prof. G. W. Sutton, superintendent schools, Oakland, Ill.
September 1. The social conscience. Mr. Charles R. Adair, Charleston, Ill.
September 2. Hon. F. G. Blair, superintendent public instruction, Springfield, Ill.

Daily program.

9.10	Music	Mrs. McNair.
9.30	Arithmetic, rural-school teachers	Mr. Elwood.
	High school and special teacher section	Mr. Wiley.
	History, grades	Mr. Randle.
10.10	Pedagogy, entire institute	Mr. Felmley.
10.50	Recess.	
11.05	Physiology, rural teachers	Mr. Elwood.
	Civics and history of Illinois, graded, high school, and special teachers.	Mr. Felmley.
11.45	Noon.	
1.15	Music	Mrs. McNair.
1.30	Beginners, first and second grades	Mr. Felmley.
	Arithmetic, grades (above second)	Mr. Elwood.
	Grammar, rural (above second grade)	Mr. Randle.
2.10	Recess.	
2.25	Address.	
3.10	Music.	
3.25	Conference.	
4.05	Dismissal.	

MASSACHUSETTS.

Program of Teachers' Institute under the direction of the State Board of Education, High School Building, South Framingham, Wednesday, April 28, 1909.

Members of school boards and the public are cordially invited to attend the exercises. It is hoped that there will be a large attendance of parents to listen to Dr. Harrington's address.

GEORGE H. MARTIN,
Secretary of the Board.

JOHN T. PRINCE,
Agent of the Board.

9.10 a. m.: Opening exercises.
9.20 a. m. to 10.10 a. m.:

Drawing, grades 1–3	Frederic L. Burnham, Agent of the Board.
Geography, grades 4–6	Charles P. Sinnott, Bridgewater.
History, grades 7–9	Arthur C. Boyden, Bridgewater.
Uses of the recitation, high school	James W. MacDonald, Agent of the Board.

10.20 a. m. to 11.10 a. m.:

Arithmetic, grades 1–3	John C. Gray, Chicopee.
Language, grades 5–6	Miss Flora L. Kendall, Fitchburg.
Arithmetic, grades 7–9	J. H. Carfrey, Wakefield.
Mathematics, high school	Wallace E. Mason, North Andover.

11.20 a. m. to 12.10 p. m.:

Story telling, grades 1–3	Miss Caroline G. Hagar, Fitchburg.
Reading, grades 4–6	Mr. MacDonald.
Geography, grades 7–9	Mr. Sinnott.
History, high school	Mr. Boyden.

INTERMISSION.

1.40 p. m. to 2.30 p. m.:
Language, grades 1–4.....Miss Kendall.
Drawing, grades 5–9.....Mr. Burnham.
2.45 p. m. General address, "Hygiene".....Dr. Thomas F. Harrington, Boston.

Program of Teachers' Institute, under the direction of the State Board of Education, Memorial Hall, Dighton, Friday, February 25, 1910.

Members of school boards and the public are cordially invited to attend the exercises. It is hoped that there will be a large attendance of parents to hear the general addresses.

DAVID SNEDDEN,
Commissioner of Education.

JOHN T. PRINCE,
Agent of the Board.

9.50 a. m.: Opening exercises.
10 a. m. to 10.35 a. m.:
The recitation.....Mr. Prince.
10.40 a. m. to 11.25 a. m.:
The new basis of method.....Mr. Snedden.
11.35 a. m. to 12.25 p. m.:
Language, grades 1–4.....Miss Katharine H. Shute, Boston Normal School.
Geography, grades 5–9.....Charles P. Sinnott, Bridgewater State Normal School.

INTERMISSION.

1.25 p. m. to 2.15 p. m.:
Geography and nature study, grades 1–4.....Mr. Sinnott.
Language and grammar, grades 5–9.....Miss Shute.
2.25 p. m.: Physiology and hygiene,
Miss Annie S. Crowell, Hyannis State Normal School.

BY WHOM ATTENDED.

That teachers' institutes are attended primarily by rural-school teachers is evident to all who have had any considerable experience with them. They are but slightly attended by city elementary-school teachers and almost never by high-school teachers. Indeed, the latter two classes are in some States exempted from attendance by law.

In Montana and in North Dakota high-school teachers are expressly exempted by law from attending institutes, and the laws of Louisiana, Missouri, North Dakota, Ohio, Pennsylvania, Texas, and Washington provide that separate institutes may be held for the teachers in cities. Louisiana exempts the Parish of Orleans from the institute law entirely and further specifies that all cities of at least 500 scholastics may hold separate institutes. The law of Texas also exempts cities with a school population of 500 or over. In Missouri the institute law does not apply to cities of 300,000 and over, while the institute law of North Dakota "shall not apply to high-school teachers, nor to teachers in cities organized for school purposes under a special law, nor to teachers in cities organized as

independent districts." (S. L., 1909, p. 86.) The Ohio law merely exempts cities, without reference to their size, while in Pennsylvania and Washington the exemption is based on the number of teachers employed. In Washington, cities with more than 100 teachers may hold their own institutes; while in Pennsylvania, cities, boroughs, and townships having 40 or more teachers and superintendents of their own may have separate institutes under conditions similar to those of county institutes. In New York the teachers in cities having adequate supervision need not attend institutes.

North Carolina passed a law in March, 1911, providing that high and graded school teachers be included in the requirement that all teachers attend the biennial teachers' institute or an accredited summer school.

That institutes are attended primarily by rural-school teachers and by young and inexperienced persons who are preparing to enter the rural-school service is borne out by the published figures of a number of States. Supt. C. P. Cary, of Wisconsin, in his annual report for 1908, page 51, points out that about 90 per cent of those who attended institutes the preceding year were county teachers, and he laments the fact that normal graduates do not attend with more frequency and regularity.

A similar story comes from Kansas. According to the annual report of State Supt. E. T. Fairchild for 1908, pages 17–18, the institutes reported upon were attended by 11,255 teachers. Of these 15 per cent were male and 85 per cent female, and they averaged 20½ years of age. Only slightly over 25 per cent were high-school graduates, less than 10 per cent had work beyond the high school, and 43 per cent were without experience. But the most striking fact to note in this connection is that only 1,310, or 11.5 per cent, were graded school teachers. This leaves over 88 per cent who were either teaching in rural schools or who were aspiring to do so. The superintendent concludes his discussion of these figures by saying: "Clearly, the course of study and the work in the institute should be made chiefly to fit the needs of those who are inexperienced and who are to teach in the rural school." The work, he suggests, should be primarily professional, a definite academic foundation being assumed.

FUNCTION AND PROBABLE DESTINY OF TEACHERS' INSTITUTES.

The purposes of teachers' institutes are described as follows in the institute manuals issued by Kentucky in 1909, by West Virginia in 1910, and in the foreword to the institute program prepared by Supt. Ira B. Potts for Huntington County, Ind., for 1910:

KENTUCKY.

PURPOSE OF INSTITUTE WORK.

The main purpose of all institute work is to develop teaching and training power.

By teaching power is meant the power which is exerted to the end that the pupil may know that which is worth knowing, and by training power is meant the power which is exerted to the end that the pupil may do and be that which is worth his doing and being.

Teaching and training power involve -

1. Accurate knowledge of the subject matter to be taught and an appreciation of the character and extent of the training to be given.

2. Ability to organize and arrange in logical order the matter to be taught and the training to be given.

3. A knowledge of the mental processes involved in the mastery of any body of knowledge and of the present condition of the pupil's mind as related to that body of knowledge.

4. Skill in calling into action at the right time the mental processes required in learning and training.

5. Knowledge of the essentials of school management and skill in management.

6. Sympathy and tact.

7. Correct ideals of what in the subjects taught is useful for knowledge and training, and for securing the desired results from training. Correct ideals of the necessary training outside the course of study and of the proper modes of securing the desired results from such training. Correct ideals of the teacher's preparation for work and responsibility for results.

Growth in teaching and training power in an institute depends upon the character and amount of work done by the teachers individually in the institute. The skill of the institute conductor is shown not in the amount of talking he does, but in the amount of the right kind of work which he succeeds in getting the members of the institute to do in preparation for the institute exercises and in the institute exercises. This statement is true whether applied to academic or professional work.

In the determination of any purpose which the institute exercise is designed to realize the institute conductor should ask himself, "What end will this purpose serve?" In determining the mode of conducting the exercise for the realization of this purpose he should ask himself in advance, "What will come of it?"

WEST VIRGINIA.

THE GENERAL PURPOSES OF THE INSTITUTE.

There is much discussion these days among those most interested in educational affairs as to the worth of the county institute. There is a disposition on the part of some thinkers to do away with this phase of school work and substitute summer schools or more district institute work in its stead. But inasmuch as it has stood the test for so many years, it seems that it fills a peculiar mission in our school scheme. Below are stated a few of the purposes of the institute as I conceive them:

1. To bring teachers together for social and professional acquaintance.

2. To afford an opportunity for teachers to secure such insight into proper methods as will make it possible for them to teach with more ease and pleasure to themselves and more fruitful results for the pupils.

3. To furnish abundant professional inspiration, which should be the motive power that leads the teacher to keep himself at his highest efficiency throughout the year.

4. To bring together teachers, school officers, and patrons to the end that the attitude of one toward the other may be more intelligent and sympathetic.

5. To create a stronger "body spirit" that will cause the teachers to carry out in unison the larger school plans of the State or community. This is one of the main objects which the institutes should accomplish this year. When teachers of West Virginia learn to keep step, they can easily march straight to victory in school matters. Let us have a professional zeal that will cement us together and thus add the combined strength of all to whatever problems we may wish to attack.

6. To give definite instruction in affairs of school administration that will assist the teachers in the proper solution of any difficulties which may arise in the actual work from day to day.

Instructors, county superintendents, and teachers should note these purposes and examine themselves from day to day to see whether any of these things are being accomplished. If such examination reveals the fact that the institute is lacking in respect to these purposes, the cause should be sought out and the proper remedy applied.

INDIANA.

Some of the reasons given for a county assemblage of teachers are: Academic instruction, help in school organization and in the mechanics of the recitation, promotion of sociability and good will among teachers, giving teachers a feeling of dissatisfaction with their present attainments, help in methods of teaching particular subjects, giving deeper insight into the principles of education and how the work of the school may function in harmony with those principles, inculcating a more zealous professional spirit, etc.

Briefly, it seems that the functions of the institute are two in number—the meeting of the immediate practical needs of the teachers and the giving of inspiration.

The institute problem is a hard one to solve. We have as learners 200 persons of different degrees of maturity, experience, and scholarship. Some are working with tiny tots 6 years of age, and others with grave and omniscient seniors, and still others at various places along the line in the educative process. How may an institute be helpful to such an apparently heterogeneous body?

There is one ray of consolation in all this mass of complexity, i. e., the fundamental principles of education are everywhere the same. The wise worker in any field is he who is able to bring all he hears and sees to bear on the solution of his specific problems. He has the power of adaptation.

The wise teacher will not expect a county institute to furnish a panacea for all educational ills. He will hardly expect to secure a lever that will enable him to pry out any snag that may loom up in his path.

He may reasonably expect to get a firmer grasp of certain vital principles in education, which he may adapt to the varying needs and capacities of the learners under his charge. We believe that every teacher, old and young, who has not definitely solved and pigeonholed all the problems of education will find something of value in the work given.

Newton Bateman, superintendent of public instruction in Illinois for the years 1859–1863, in his report for 1859–60, eloquently elaborated the following benefits to be gained from teachers' institutes:

1. Professional knowledge and insight.
2. Help in specific difficulties.
3. The proper discipline of schools.
4. Quickening of the professional spirit, the esprit du corps.
5. Social acquaintance and friendship.
6. Community benefits:
   (1) Public is aroused to the importance of education.
   (2) True educational standards are set before the people.
   (3) Mutual confidence and good understanding are established between the people and school officers and teachers.

All these benefits no doubt have accrued and do still accrue from teachers' institutes, but no one could claim that they can be obtained only through institutes. Training schools, teachers' meetings, and teachers' associations, assisted by professional reading, also confer them.

When one reads the literature pertaining to teachers' institutes that appeared from the middle to the latter part of the nineteenth century, one is impressed with the optimistic note that runs through nearly all of it. While recognizing limitations of institutes, owing chiefly to the brevity of their sessions, leaders like Horace Mann, of Massachusetts, and Newton Bateman, of Illinois, nevertheless spoke unstintingly of their value, and John Hancock,[1] of Ohio, even went so far as to place their professional influence above that of normal schools on the ground that they reached more teachers. Only occasionally was the value of the institute as a permanent institution questioned.

But a different note has appeared in the more recent expressions of a number of educators. John T. McManis, in discussing the "Problems of the institute" in the Elementary School Teacher for December, 1903, says:

> The question of the teachers' institute is receiving a good deal of attention from educators at the present time. The discussions indicate general dissatisfaction with the manner of conducting the institute and with the practical returns made in consideration of cost. * * * The fact is the institute, as we have it at present, is a fossil. Its life history belongs to a time when conditions were different from the present. When the teaching element and interests were more largely rural in their make-up than they now are, when facilities for academic and professional instruction were not general, and when summer sessions of regular institutions were not within the reach of practically all teachers, then, indeed, the institute performed a positive function as a means of carrying valuable educational material. * * * The institute, then, in the form it has been handed down to us, is out of place.
>
> There is scarcely anything less pedagogical than the work of the ordinary institute. Why the lecturer should violate nearly all the canons of modern education is strange, considering the fact that he talks so glibly about these same principles. Very likely he will preach "self-activity" in education, and strictly assume a passive set of individuals to teach. He pours forth his thoughts, if they can always be dignified with that title, without considering whether they meet a response or not. If he can perform the antics of a clown, his listeners are tickled into following him, and they may think they have received a great deal, whether they have or not; if he is dry and tedious, they yawn as he proceeds and cheer when he is through.
>
> A second violation of educational principles is like unto the first, namely, the haphazard characteristics of the material usually presented in the institutes. I refer to the plan of taking up work on which the teachers have made no preparation, or which has no definite relations to work they have already been doing, and on which they can not have many questions.

[1] Proceedings of the Department of Superintendence, N. E. A., 1889, p. 71.

A similar line of criticism is voiced by Homer H. Seerley in an article on the "Practical value of the institute system," in the "Educational Review" for November, 1908. He says:

> The institute system has been a makeshift and was not originally intended to be a permanent part of the educational system of any State. Its inauguration and maintenance by most of the States has been due to the lack of means to educate teachers more systematically and to lack of disposition, on the part of those who begin teaching, to go to the trouble to prepare properly for the vocation.
>
> There is no doubt but the institute system, when managed by specially competent persons, has been a benefit to the work of elementary education in the formative periods of most of the States; but it has also had the counter effect of making teachers satisfied with minimum educational qualifications, and with empirical training, so that the majority of them have long since concluded that when they have enough scholarship to secure a brief license to teach, and have added to this annual attendance at the teachers' institute, they have shown sufficient professional evidence of their individual capability as educators. * * * Later movements (the various types of summer schools) have not been accepted uniformly as fair substitutes for the institute, and, hence, in many instances those in authority over the teachers have compelled institute attendance in preference to this more extended study, thus discouraging the real substantial efforts they are making for improvement. This has been due to fear of loss of financial support through loss of numbers enrolled and, hence, to loss of control and to other reasons that are official and personal. * * * The constant change of county superintendents, the introduction of new and inexperienced instructors, the rising and falling of State superintendents through frequent elections, have each had a decided effect upon keeping the institute system glorified and magnified from year to year.
>
> The actual results claimed for institutes are usually greatly overestimated by those who conduct them. They allow their enthusiasm to direct their judgment, they accept appearances as results because they assume that the work they have done is specially effective and positively permanent. They have no definite way to determine the facts, or to summarize the opinion of the teachers, and the estimates they make are often more or less visionary and unreliable. Those who follow the business of conducting these annual assemblies, whose vocation depends on the system and who are firm believers in the system, more because they do not know anything better to do for the teachers than because of its real excellence or its efficiency, could hardly be supposed to be unprejudiced witnesses.

If these arraignments of institutes were isolated examples, they might be passed by unnoticed, but of late years expressions of a similar nature have become sufficiently frequent to arrest attention. The feeling is beginning to spread that institutes have served their usefulness and should be discontinued.

It is no doubt true that institutes, as they are still usually conducted, are an anachronism. They arose in the second quarter of the nineteenth century, before the normal schools had made much headway and when summer schools for teachers were unknown, to supply a distinct need in the training of teachers. Their sessions at that time were seldom less than two weeks in length, and often considerably longer, and they were conducted somewhat on the plan of schools in which all the teachers took an active part. The teachers,

according to Horace Mann,[1] "formed themselves into classes in all the branches they expected to teach; they studied lessons and performed recitations, just as is done in school."

It is significant to note, too, that when institutes arose they displaced many common-school conventions and county teachers' associations that held short meetings annually or semiannually. Horace Mann spoke of this in his Eighth annual report, page 71, and regretted it, for he thought that these conventions were especially effective in serving as educational revivals among the people, a merit that the more formal institute would possess in a less degree. He thought the sacrifice was worth the price, however, and concluded: "The institute may effect less in interesting the citizens at large; but it will accomplish far more in qualifying teachers for their duty."

This beginning of institutes and the displacement of teachers' conventions by them are of interest in this connection because these data seem to give us the key to the ultimate outcome of institutes. To rail against institutes in a general way does little good. What is needed is an adequate conception of their nature and function in the light of their origin, and with this information at hand it may be possible to infer something in regard to their destiny.

The typical teachers' institute at one and the same time serves (1) as a professional training school for teachers; (2) as a teachers' meeting, in which the appointed authorities acquaint the teachers with the educational policies of the State or county, and with what is new and inspiring in educational thought; and (3) as a teachers' convention or association, whose purpose is largely social. If we are to gain an adequate conception of institutes and their function, we must treat these three aspects separately, and if institutes are ever to reach a stable footing, they must differentiate themselves into these three distinct institutions. This means, of course, that the traditional institute will disappear, at least in substance if not in name, and that it will be replaced by summer normal schools, by official county and district teachers' meetings, and by voluntary county and district teachers' associations.

The feature of the institute that has been the most frequent target of criticism, that was often looked upon askance, even in the early days, is the training-school feature. This feature has always been regarded by many people as a temporary makeshift, to serve until a more adequate system for the training of teachers had evolved; for it is self-evident that 5 days, or even 10 days, a year is too short a time for the professional, to say nothing of the academic, culture of the teacher.

[1] Eighth annual report, p. 69.

TABLE I.—*Teachers' institutes,*

	State.	Laws or session of—	Nature.	Number a year.	Territory.	Length.	When held.	Attendance.
	1	2	3	4	5	6	7	8
1	Alabama	1911	Institute	1	County	5 days	July to October.	Compulsory.
2	Arizona	1907	Institute	1	do	3 to 5 days		do
3	Arkansas	1911	do	1	do	5 days	June	do
4	do	1909	Normal	1	do	8 or 9 weeks.	April to June	
5	California	1911	Institute or meeting.	1	County or city.	3 to 5 days.	Set by county or city superintendent.	Compulsory.
6	Colorado	1911	Normal	1	15 districts	6 weeks	Set by committee.	do
7	Connecticut	1910	Institute. (?)	113 (1907-8)	At convenient places.	Usually 1 day.		
8	Delaware	1909	do	1	County	3 days	Set by county superintendent.	Compulsory.
9	Florida	1910	Normal	3; 2 white, 1 colored	State	6 weeks	June and July.	Optional.
10	Georgia	1910	Institute	1	County	5 days	June, July, and August.	Compulsory.
11	Idaho	1909	do	1	do	5 to 15 days	Set by county superintendent.	Compulsory 5 days.
12	do	1909	Normal	3	State	6 weeks	Summer	Optional.
13	Illinois	1909	Institute	1	County	At least 5 days.	Usually in vacation.	do
14	Indiana	1909	do	1	do	5 days	Usually in August and September.	
15	do	1909	Meeting	1	Township		Before schools open.	
16	do	1909	do		do	1 day	1 or 2 Saturdays a month.	Compulsory.
17	Iowa	1911	Institute. (?)	1	County	At least 6 days.	Vacation	Optional.
18	Kansas	1909	Normal	1	do	At least 4 weeks.	Summer	do
19	Kentucky	1908	Institute	1	County	5 to 10 days	July to November.	Compulsory.
20	do	1908	Meeting (association.)	1 county, 1 district	County and magisterial districts.		During institute.	do

meetings, and summer normals.[1]

Compensation or credit.	Penalty.	Support.	Organized by—	Work assigned by—	Instructions secured by—	
9	10	11	12	13	14	
.....	License revoked.	State, $5,000 white, $1,500 colored, fee 50 cts. to $1.	County board of education.	County board of education.	County board of education.	1
Regular salary, 10cent mileage.	.....	Examination fees, 5 per cent territorial fund	County superintendents.	.....	.....	2
Regular salary, license extended.	License revoked.	License fees.....	County superintendent and State board.	State superintendent.	.....	3
.....	.....	.....	.....do.....	Prescribed by law.	Taught by county superintendent.	4
Regular salary.....	.....	License fees, county $200 to $300.	County or city superintendents.	County or city superintendents.	County or city superintendents.	5
5 per cent added to average standing.	.....	Registration fees, license fees, special appropriations, county $2 each enrollment.	Committee, 3 county superintendents, State normal school board.	Committee.....	Committee, instructors licensed by State board of education.	6
.....	.....	State $3,000.....	State board of education.	State board of education.	State board of education.	7
Regular salary...	Forfeit salary	Registration fees, State $150 each.	County superintendent.	County superintendent.	County superintendent.	8
None.....	None.....	State $4,000.....	State superintendent.	State superintendent.	State superintendent.	9
Board may allow salary.	Fine.....	County $25.....	State school commissioner, county school commissioners.	State school commissioner.	County school commissioner, county board of education.	10
Schools closed; regular salary.	License revoked.	License fees, county $150.	County superintendent.	County superintendent.	County superintendent.	11
.....	.....	State $1,000, registration fee $5.	Commission. State board of education, president normal schools.	Commission...	Commission....	12
Salary in term time, renewal of certificate	.....	License fees, registration fees.	County superintendent.	County superintendent. State superintendent.	County superintendent. State superintendent.	13
2 per cent added to average standing.	.....	County $100, voluntary fees.	.....do.....	County superintendent.	County superintendent.	14
.....	.....	.....	.....do.....	.....do.....	Held by county superintendent.	15
Regular wage....	1 day's pay..	.....	Township trustee.	Township trustee.	Held by township trustee.	16
.....	.....	License fees, county.	County superintendent.	County superintendent, State superintendent.	County superintendent. State superintendent.	17
.....	.....	License fees, registration fees, county $100, State $50.	.....do.....	County superintendent.	County and State superintendents licensed by State board of education.	18
Schools closed; regular salary.	License revoked. Teach additional day.	Registration fees	County superintendent. County superintendent ex officio president.	State committee. county superintendent.	County superintendent.	19
.....	.....	.....	.....	.....	.....	20

[1] Meetings which might have been classed differently are followed by an interrogation point.

TABLE I.—*Teachers' institutes, meet*

	State.	Laws or session of—	Nature.	Number a year.	Territory.	Length.	When held.	Attendance.
	1	2	3	4	5	6	7	8
21	Louisiana	1911	Institute	1	Parish [1]	Usually 5 days.	Set by State board.	Compulsory.
22	do	1910	Normal	5 white	State	4, 9 weeks; 1, 6 weeks.	Summer	
23	do	1910	Meeting	About 8	Parish	1 to 2 days.	First Friday and Saturday of the month.	Compulsory.
24	Maine	1909	Association. (?)	1 or 2	County	1 to 3 days.		
25	do	1909	Normal	At least 4	State	2 to 3 weeks.	Summer	
26	Maryland	1910	Institute	1	County	At least 5 days.	Set by State superintendent.	Compulsory.
27	Massachusetts.	1909	do. (?)	16 held in 1909.	At least 3 towns.	1 to 2 days		
28	Michigan	1909	do	1	County	Set by State superintendent.	Set by State superintendent.	
29	do	1909	do	1 or more	State	do	do	
30	Minnesota	1909	do	Usually 1	County	At least 4 days.	do	
31	do	1910	Normal	32		4 to 6 weeks.	Summer	Optional.
32	do	1909	Meeting	5	Sections of county.	1 day	Set by county superintendent.	
33	Mississippi	1906	Institute	1	County	At least 5 days.	July and August.	
34	Missouri	1909	do	1	do	3 days	September to December.	Compulsory.
35	Montana	1909	do	1	do	3 to 10 days	Usually September to January.	do
36	Nebraska	1909	do	1	do	At least 5 days.	June, July, and August.	do
37	do	1910	do. (?)	1	State	5 days		
38	do	1910	Normal	8	State	8 weeks	Summer	Optional.
39	Nevada	1911	Institute	Even years	State	4 to 10 days	Set by State superintendent.	
40	do	1911	do	Odd years	5 districts	do	do	Compulsory.
41	do	1911	do		County			do
42	New Hampshire.	1909	do. (?)	1 or more	do	Usually 1 day.	Set by State superintendent.	

[1] Equals county.

ings, and summer normals—Continued.

Compensation or credit.	Penalty.	Support.	Organized by—	Work assigned by—	Instructions secured by—	
9	10	11	12	13	14	
Schools closed; regular salary.	Forfeit 2 days' pay.	License fees, registration fees, fines, State.	State board of Institute managers.	State board of Institute managers, State Institute conductor.	State board of Institute managers.	21
License extended or 15 points on examination, academic credit.	.....	State.....	State institute conductor.	State institute conductor.	.....	22
.....	1 day's pay..	Institute fund...	Parish superintendent.	.....do.....	Parish superintendent.	23
Board may close school 2 days and allow regular salary.	.....	State $1,000, voluntary fees.	30 teachers, State superintendent.	Committee of teachers.	State superintendent.	24
.....	.....	State $2,500	State superintendent.	State superintendent.	.....do.....	25
Regular salary...	.....	County.....	State superintendent, county superintendent.	State superintendent, county superintendent.	State superintendent, county superintendent.	26
.....	.....	$350 each (State). $3,000 a year.	25 teachers, State board of education.	State board of education.	State board of education.	27
Regular salary...	.....	Annual fees, State $100.	State superintendent	State superintendent.	State superintendent.	28
.....do.....	.....	State $400.....	.....do.....	.....do.....	.....do.....	29
Allowed to make up time.	.....	State $3,000, county.	.....do.....	.....do.....	.....do	30
.....	.....	State $30,000.....	.....do.....	.....do.....	.....do	31
.....	.....	County $50.....	County superintendent	County superintendent.	Held by county superintendent.	32
.....	.....	Examination fees, license fees; county $50.	County board of education.	County board of education.	County board of education.	33
Regular salary...	.....	30 per cent of license fees, dues permitted.	County superintendent.	County superintendent.	County superintendent	34
.....do.....	License revoked	License fees, county $100 to $300.	.....do.....	.....do.....	.....do.....	35
.....	.....do.....	License fees, registration fees, county $25 to $100.	.....do.....	.....do.....	.....do.....	36
.....	.....	.....	State superintendent.	State superintendent.	State superintendent.	37
Academic credit.	.....	State $20,000, fees, etc., $10,000 biennially	.....do.....	.....do.....	.....do.....	38
.....	.....	State $200.....	State superintendent.	State superintendent.	State superintendent.	39
Regular salary...	Suspension..	State $150.....	.....do.....	.....do.....	.....do.....	40
.....do.....	.....do	State $100.....	State superintendent, county board of education.	.....do.....	.....	41
Regular salary, 1 day each term.	.....	State.....	State superintendent.	.....do.....	State superintendent.	42

TABLE I.—*Teachers' institutes, meet*

	State.	Laws or session of—	Nature.	Number a year.	Territory.	Length.	When held.	Attendance.
	1	2	3	4	5	6	7	8
43	New Jersey.	1908	Institute.....	Set by State superintendent.	County	2 to 3 days.	Set by State superintendent.	Compulsory.
44	New Mexico	1909	.....do. (?).....	1.....	.....do.....	2 to 4 weeks	Usually in August.	...do.....
45	New York...	1909	.....do.....	1.....	School commissioner's district.	Usually 5 days.	.....	...do.....
46	North Carolina.	1911	.....do.....	Biennial..	County.....	2 weeks.....	.....	...do.....
47	North Dakota.	1909	.....do.....	Set by State superintendent.	.....do.....	Usually 5 days.	.....	...do.....
48	.....do.....	1908	Normal.....	7.....	.....	3 to 6 weeks.	Summer.....	.....
49	.....do.....	1909	Meeting.....	Monthly..	County or sections.	1 day.....	Saturday....	Compulsory.
50	Ohio.....	1908	Institute.....	1.....	County.....	At least 4 days.	Set by State commissioner.	.....
51	Oklahoma...	1911	.....do. (?).....	1.....	.....do.....	2 to 4 weeks.	Usually June and July.	.....
52	Oregon.....	1911	.....do.....	1.....	.....do.....	At least 3 days.	Set by county superintendent.	Compulsory.
53	.....do.....	1909	Meeting.....	3.....	Parts of county.	Set by county superintendent.	.....do.....	.....
54	Pennsylvania.	1911	Institute.....	1.....	County.....	At least 5 days.	.....do.....	Compulsory.
55	Rhode Island.	1910	.....do. (?).....	.....	Town.....	Usually 1 day.	.....	.....
56	South Carolina.	1908	.....do. (?).....	1.....	County.....	Usually 2 weeks.	Summer.....	.....
57	South Dakota.	1909	.....do.....	1 or more..	.....do.....	At least 5 days.	Apr. 1 to Sept. 15.	Compulsory.
58	.....do.....	1909	Meeting.....	2 to 4.....	Districts....	3 hours....	Saturday once in 2 months.	...do.....
59	Tennessee...	1910	Institute.....	1.....	County.....	5 to 10 days	June and July.	Optional.
60	.....do.....	1910	Normal.....	5 to 10.....	State.....	4 weeks...	Summer....	...do.....

ings, and summer normals—Continued.

Compensation or credit.	Penalty.	Support.	Organized by—	Work assigned by—	Instructions secured by—	
9	10	11	12	13	14	
Schools closed; regular salary.	Loss of salary.	State $4,000.....	State superintendent, county superintendent.	State superintendent.	State superintendent.	43
Third-grade teachers paid $15 for 4 weeks' attendance.	License withheld.	State $50 to $100 each, registration fees.	County superintendent.	Territorial superintendent.	County and Territorial superintendent licensed by Territorial board of education.	44
Regular salary; salary in vacation by contract.	License revoked.	State about $50,000.	State commissioner, school commissioner.	State commissioner.	State commissioner.	45
.....	.....do.....	County $200 to $250.	State superintendent, county superintendent.	Superintendent teacher training, State superintendent.	Superintendent teacher training, State superintendent.	46
Regular salary 4 or 5 days.	.....do.....	Examination fees, State $50, county $50.	County superintendent, State superintendent.	State superintendent.	State superintendent, county superintendent.	47
.....	.....	Institute fund...	State superintendent, county superintendent.	.....do.....	.....do.....	48
.....	1 day's pay.	.....	County superintendent.	County superintendent.	Held by county superintendent.	49
Regular salary; $2 a day in vacation for 4 to 6 days.	.....	Examination fees, registration fees.	30 teachers....	County committee.	County committee.	50
Regular salary; renewal of license.	.....	Examination fees, registration fees, county $200.	County superintendent.	State board of education.	County superintendent, certified by State board of education.	51
Regular salary...	License revoked or refused.	Examination fees.	.....do.....	County superintendent, State superintendent.	County superintendent.	52
.....	.....	Institute fund...	.....do.....	County superintendent.	Held by county superintendent.	53
$3 a day.....	Forfeit equal to amount of stipend.	County $100 to $200.	.....do.....	.....do.....	County superintendent.	54
.....	.....	State $500.....	State commissioner, town authorities.	.....	.....	55
.....	.....	State.....	State educational campaign board, county superintendent.	Educational campaign board, county superintendent.	Educational campaign board, county superintendent.	56
Regular salary...	$1.50 deducted from salary.	County at least $150.	.....do.....	.....do.....	County superintendent from list sent by State superintendent.	57
$2 and 5-cent mileage.	.....do.....	.....	.....do.....	.....do.....	Held by county superintendent.	58
.....	.....	Local contributions, fees.	County superintendent,	County superintendent.	County superintendent.	59
.....	.....	.....	State superintendent.	State superintendent.	State superintendent.	60

TABLE I.—*Teachers' institutes, meet*

	State.	Laws or session of—	Nature.	Number a year.	Territory.	Length.	When held.	Attendance.
	1	2	3	4	5	6	7	8
61	Texas	1909	Institute	1	County	5 days	First 4 school months.	Compulsory.
62	do	1910	Normal	116 (73 white, 43 colored).	State	6 to 8 weeks.	Summer	
63	Utah	1909	Institute (meeting).	1	County	2 to 10 days	Usually in summer; may be held 1 or 2 days a month.	Compulsory.
64	Vermont	1908	Institute (?)	Annual or biennial.	do	1 to 4 days.	Set by State superintendent.	
65	do	1908	Normal (?)	Usually 3 or 4.	County or several joined.	2 to 4 weeks.	Summer	
66	Virginia	1910	do	19 (12 white, 7 colored).	State	At least 4 weeks.	do	Optional.
67	do	1910	Meeting	1	County	2 days	October and November.	Compulsory.
68	Washington	1909	Institute	1	do	At least 5 days.		do
69	West Virginia.	1909	do	1 or more	do	5 days	Third week in July to last week in October.	do
70	do	1909	Meeting	1 or more	District	1 day	Usually Friday.	
71	Wisconsin	1909	Institute	1 or more	County	5 to 10 days	Usually summer and fall.	Optional.
72	Wyoming	1909	do	1	do	At least 5 days.	Set by county superintendent.	Compulsory.

ings, and summer normals—Continued.

Compensation or credit.	Penalty.	Support.	Organized by,—	Work assigned by—	Instructions secured by—	
9	10	11	12	13	14	
License extended; regular salary in term time or vacation.	License revoked.	Available State, county, and local funds.	County superintendent.	County superintendent, State superintendent.	County superintendent.	61
.....	.....	Registration fees $5.	State superintendent.	State superintendent.	State superintendent.	62
Regular salary...	License revoked.	County $100.....	Committee, State superintendent, principal normal school, county superintendent.	Committee....	Committee.....	63
.....do.....	.....	State $30 a day..	State superintendent, examiner.	State superintendent, examiner.	State superintendent, examiner.	64
.....	.....	State $25 a day, $50 a day for joint, for 10 days.	.....do.....	.....do.....	.....do.....	65
Advantages in securing certificates.	.....	State $18,000, local contributions $20,000.	State superintendent.	State superintendent.	State board of education.	66
Salary usually allowed.	Loss of salary.	No paid instructors.	Division superintendent.	Division superintendent, State examiners.	Conducted by division superintendent and State examiners.	67
Regular salary; salary in vacation.	Salary lost; license revoked.	License fees, county.	County superintendent.	County superintendent.	County superintendent.	68
$1.50 a day.....	.....do.....	Registration fees, State $100 each.	State superintendent, county superintendent.	State superintendent.	State superintendent.	69
Regular wage.....	.....	.....	County superintendent.	County superintendent.	Held by county superintendent.	70
Salary may be allowed.	.....	State $23,000.....	.....do.....	State superintendent.	County superintendent, certified by State superintendent.	71
Regular salary...	.....	County $100.....	.....do.....	County superintendent.	County superintendent.	72

SUMMER SCHOOLS.

The institutions that are rapidly taking over the function of the supplementary training of teachers formerly possessed by the institute are the various types of summer schools. These institutions, like the institute, reach the teachers that are in service during the school year, but because of their longer sessions they far outrank the institute in the opportunities they offer for both academic and professional culture.

The summer schools that are planned to reach the rank and file of the teachers may be conveniently grouped into three classes: (1) Summer normal schools, (2) summer sessions in normal schools, and (3) summer sessions in colleges and universities.

SUMMER NORMAL SCHOOLS.

By summer normal schools are meant those summer schools that are established by law independently of colleges and normal schools. They are below college grade, and are planned to reach, primarily, those persons who, without previous technical training, are aspiring to become teachers and those who, having already entered the calling without adequate preliminary training, are in need of further education of an elementary sort. These are precisely the classes of persons to whom the old-time institute was intended to bring a modicum of professional culture.

The summer normal schools are well qualified to take over the training function, which was the heart of the institute. They usually continue in session from 3 to 12 weeks, instead of that many days, are conducted definitely on the plan of schools in which lessons are prepared and discussed, and in a number of them standard educational credits may be earned by passing examinations at the close of the work. This enables the teachers already in service not only to add to their academic and professional equipment in a general way, but to prepare themselves in the classroom for higher diplomas and certificates without giving up their teaching positions; and the persons without training and experience can here receive a preliminary training that is far in advance of that given by the ordinary institute.

The point of definite and standard educational credit that may be earned by the work in summer schools should be emphasized, because this sets an aim for the work that has a most salutary effect upon the student. We are all so constituted that we need the stimulating and the coordinating effect produced by a goal ahead, and it is by no means without avail to have the achievement of this goal socially and officially recognized by means of a standard diploma or certificate.

The dividing line between institutes and summer normal schools is not always distinct. The meetings given questionably as institutes in Table I for New Mexico, Oklahoma, and perhaps for Iowa and

South Carolina should probably have been classed as summer schools and described in this section. They are called institutes, or normal institutes, in the laws, but the descriptions given them would class them as summer schools.

The institutes in New Mexico and Oklahoma continue in session from 2 to 4 weeks; in Colorado and South Carolina, 2 weeks; in Iowa, from 6 to 16 days. However, it may be questioned whether any meeting of teachers with less than a 4-weeks' session is entitled to the designation of summer normal school.

The effect that summer schools may have on institutes is well illustrated by a law passed in Wisconsin in 1909, and which went into force July 1, 1910. The law reads, in part, as follows:

> Every applicant for a third-grade certificate * * * shall have attended a professional school for teachers for at least six weeks, and shall have received in such school standings in school management and in the methods of teaching reading, and language, arithmetic, and geography. (S. L., 1909, p. 71.)

The effect of this law is described as follows by State Supt. C. P. Cary, in a letter to the author:

> In consequence of this law, there are this summer (1910) 19 summer schools for teachers, enrolling about 4,000 students. These schools have taken the place of the one and two weeks' summer institutes which have for many years been held in practically every county of the State. There will be some institutes held during the year in various parts of the State, but these will probably be for only two or three days, and will come in the months when schools are in session.

If this appears like an abnormally sweeping effect from the mere legal recognition of a six weeks' professional school, this will be explained by the following extract from Supt. Cary's pamphlet on "How to Have a Good School." In addition to providing that the applicant for a third-grade certificate shall have attended a professional school for teachers for at least six weeks, this law further provides:

> (*a*) That not more than three third-grade certificates shall be granted to the same person after July, 1910.
>
> (*b*) That third and second grade certificates may be renewed without examination if the holder shall, during the life of the certificate, attend a professional school for teachers for a period of at least six weeks and shall receive in such school credit in at least two subjects.
>
> (*c*) That a first-grade certificate may be renewed for one or more five-year periods if the holder has taught successfully for ten years.
>
> (*d*) That the county or the city superintendent may transfer standings from a third-grade certificate to a second-grade and from a second-grade to a first if the applicant has proved a successful teacher, has attended a professional school for at least six weeks, and has received credit in at least two subjects.
>
> State normal schools, county training schools, schools outranking high schools and offering courses equivalent to those offered in any session of the State normal schools or in an institute of not less than six weeks maintained under direction of the normal regents are "professional schools."

This displacement of institutes by summer schools has been practically duplicated in Florida, Kansas, Minnesota, and Virginia.

Summer normal or training schools are scheduled in Table I for 14 States. These are Arkansas, Colorado, Florida, Idaho, Kansas, Louisiana, Maine, Minnesota, Nebraska, North Dakota, Tennessee, Texas, Vermont, and Virginia. Wisconsin is not included in this list because the schools noted on the preceding page are not legally established, but only legally recognized. The legal provisions for, or general characteristics of, these schools are worth noting.

ARKANSAS.

The Arkansas laws contain the following provision:

> The county superintendent shall teach a normal institute from the first Monday in April to the regular quarterly examination in June. He shall confer with the State superintendent and outline a course of study to be used in the normal institutes. This course of study shall embrace the branches of study required for the first-grade certificate and shall seek to qualify teachers and prospective teachers for more efficient work in the schoolroom. Tuition for all teachers and prospective teachers shall be free. (S. L., 1910, pp. 42–43.)

This is obviously little more than a coach class for the ensuing teachers' examination.

COLORADO.

A summer normal school for the instruction of teachers and those desiring to teach shall be held annually for a period of not less than six weeks in each summer normal school district (5) of the State. (S. L., 1911.)

FLORIDA.

The Florida law provides for three—two white and one colored—six-weeks summer schools under the direction of the State superintendent. These schools are taught by instructors selected from the teachers at the State institutions of higher learning and high-school principals, and they have displaced the shorter teachers' institutes formerly held in the State. For their support the legislature appropriated $4,000 for the year 1909 and $4,000 for the year 1910.

KANSAS.

The provision of the Kansas law reads as follows:

> The county superintendents of public instruction shall hold annually, in their respective counties, for a term of not less than four weeks, a normal institute for the instruction of teachers and those desiring to teach. (S. L., 1909, p. 115.)

Two or more counties may unite in holding these "institutes." Conductors and instructors are selected by the county superintendent with the advice and consent of the State superintendent; pro-

vided, however, that no one shall be engaged as such conductor or instructor who has not received a special certificate for the work from the State board of examiners.

To defray the expenses of said institute the county superintendent shall require the payment of a fee of one dollar from each candidate for a teachers' certificate, the payment of one dollar registration fee for each person attending the normal institute; and the board of county commissioners shall appropriate such sum as the county superintendent may deem necessary for the further support of such institutes: *Provided*, Such appropriation does not in any year exceed the sum of $100. (S. L., 1909, p. 115.)

IDAHO.

The Idaho law provides for a commission on summer normal schools, consisting of the State board of education and the principals of the two normal schools. This commission is authorized to establish three six-weeks summer schools and appoint instructors therefor, one of whom "shall be from without the State of Idaho." They are authorized to expend for these schools a sum not to exceed $1,000 per annum. As this does not meet all the expenses, an enrollment fee of $5 is charged. One of these schools, the one at Coeur d'Alene, is scheduled as the summer session of the State Normal School at Lewiston.

LOUISIANA.

The laws of Louisiana provide as follows:

There shall be established and maintained by the State institute fund, in conjunction with the Peabody Institute fund, summer normal schools in the State, with sessions not less than four weeks. (S. L., 1911, p. 41.)

Regarding the summer schools in session under this law in 1910, State Supt. T. H. Harris, in a letter to the author, says:

We hold five summer schools for white teachers. Four of these are kept open for nine weeks and one for six weeks. The work in three of these schools is so organized that teachers may prepare themselves to pass the examination leading to the different grades of certificates issued in this State and at the same time receive credits toward graduation in the institution where the summer schools are held, namely, the two industrial schools at Lafayette and Ruston and the State Normal School at Natchitoches. The other two are held at the Louisiana State University and Tulane University, and are organized to train teachers for high-school work. Teachers attending these two schools are also given credits toward degrees in the two institutions. Students completing satisfactorily the work in any one of the four 9-weeks summer schools may have their teachers' certificates extended one year, or if they hold no certificates are given 15 points on an examination for a certificate.

In former years Louisiana had a graded system of summer schools that was intended to reach specifically teachers of various stages of preparation. Those who were without experience were expected to attend one class of schools, those with second and third grade certificates another class, and those holding first-grade and higher certificates were expected to attend the session held either at the State

University at Baton Rouge or at the Tulane University at New Orleans. In the summer of 1907, for example, three schools were open only to "beginners in teaching" and six were open to teachers holding second and third grade certificates. Teachers holding first-grade certificates were also allowed to attend the latter class of schools.

MAINE.

According to a law passed in 1901, and which is still in force, Maine appropriates $2,500 annually for at least four summer schools that are free to teachers. These schools continue in session two or three weeks and terminate in the State teachers' examinations. This explains their nature.

MINNESOTA.

Minnesota annually appropriates $30,000 for teachers' training schools, with sessions of not less than four nor more than six weeks. These schools are in charge of the State superintendent, who "shall designate the county or counties for which such * * * training school shall be held, and the time and place of holding the same, and assign instructors and lecturers therefor." (S. L., 1907, p. 109.)

Thirty-two of these schools were held in 1910, as follows: Sixteen for four weeks, 5 for five weeks, and 11 for six weeks. In addition to these schools, the Minnesota law also provides that the State normal schools shall hold summer sessions. (See below, p. 50.)

NEBRASKA.

One of the most promising types of summer training schools is held annually in Nebraska. The schools are called "junior normals" because of the relation they bear to the regular normal schools. They offer a course of study, progressive from summer to summer, identical with that leading to the elementary certificate in the normal schools, and when the course is finished the student is graduated. The certificate he receives becomes a teachers' certificate good for from one to three years. Eight of these schools, continuing in session eight weeks, are held every summer. A part of the session is designated as institute week by the superintendent of the county in which the school is held and the same privilege is granted to the superintendents of neighboring counties.

For the support of these schools the State appropriation for the biennium 1909–10 was $20,000. In addition to this sum, there was expended $10,000 derived from enrollment fees, county appropriations, and institute funds, making the eight junior normal schools cost $30,000 for the two sessions.

The following extract from the junior normal school report for 1910 throws additional light on these schools:

JUNIOR NORMAL SCHOOLS FOR 1910.

The eight junior normal schools located at Alliance, Alma, Broken Bow, Geneva, McCook, North Platte, O'Neill, and Valentine closed their eight-weeks sessions July 29. The total number of students enrolled was 1,414, including 557 enrolled for institute. The total attendance is 20 more than the attendance for 1909.

The first week, or first two weeks, was designated as institute for the counties in which the junior normals were located, except in the case of Lincoln County, which named the last week of the North Platte junior normal as institute week. At the Alliance junior normal Grant, Hooker, and Sioux Counties united with Boxbutte County for the institute; Blaine and Thomas Counties united with Custer County at the Broken Bow junior normal; Hitchcock County with Redwillow County at the McCook junior normal; and Perkins and Keith Counties with Lincoln County at North Platte. At these four junior normals and at the Geneva junior normal special instruction was given in domestic science and agriculture, the counties uniting in bearing the greater part of the extra expense.

A number of students completed the junior normal training course at some of the schools, and appropriate graduating exercises were held. These graduates have all attended the junior normal school not less than four sessions, and have completed the required course of study, for which credit is given at the State normal schools.

NEW JERSEY.

While no summer normal school is scheduled in Table I for New Jersey, it may be mentioned at this point that this State annually appropriates $2,000 for summer courses in elementary agriculture, manual training, and home economics. (S. L., 1908, p. 121.)

NORTH DAKOTA.

In North Dakota the county, or several counties combined, may hold a summer school of at least three weeks in place of the regular institute, and when held the teachers are obliged to attend for at least five days. These schools are supported primarily out of the institute funds of the counties that join in holding them, but when they are held in connection with the university, agricultural college, or a normal school they receive support also from the funds of these schools. The summer schools held in connection with these institutions usually continue in session six weeks instead of three.

TENNESSEE.

Tennessee conducts what are called State institutes, but which are virtually summer schools. Nine of these institutes were held in 1908, six for white teachers and three for colored. They continued in session four weeks and were held mostly in July.

In connection with Tennessee should be noted the summer school of the South, held annually at Knoxville, on the initiative of Dr. P. P. Claxton. This school offers work for teachers of all grades of preparation and draws from a wide range of territory. The attendance in 1910 was more than 2,500. (See Table II.)

TEXAS.

The provision of the Texas law pertaining to summer normals reads as follows:

> The State superintendent shall prescribe regulations for the holding of summer normal institutes and prescribe the rules for granting summer normal and permanent certificates, which shall be State certificates. (S. L., 1909, p. 40.)

In 1910, 116 of these schools were held, 73 for white teachers and 43 for colored. The enrollments were respectively 10,567 and 2,398, a total of 12,965. The usual length of the session is six weeks, although a few continued for eight weeks.

The schools are supported almost entirely by a fee of $5 required of each student.

VERMONT.

The Vermont law provides that the State superintendent of education and the county examiner of teachers—

> may, if no institute is held in a county during any year, arrange for and conduct a summer school for teachers, the expense of which to the State shall not exceed twenty-five dollars per day for not more than ten days * * *. Said superintendent and the examiners concerned may, in their discretion, unite and hold, in some convenient location, a summer school for two or more counties; but the entire expense to the State of such school shall not exceed the expense of two schools as herein provided. (S. L., 1907, sec. 917.)

Two of these schools were held for elementary school teachers in 1910, one continuing in session two weeks and one four weeks. The attendance was, respectively, 100 and 60.

VIRGINIA.

In Virginia the older type of teachers' institutes has been displaced by a system of summer schools supported in large part by the State. The law specifies that at least eight of these schools shall be held in different parts of the State, but, in 1910, 19 were held, 12 for white teachers and 7 for colored teachers. The total enrollment was nearly 5,000, which is approximately one-half the number of teachers in the State, but it should be said that this enrollment included some teachers from outside of Virginia. The usual length of session is four weeks, but the schools held at the University of Virginia and at the Harrisonburg normal school continue six weeks.

The summer school held at the University of Virginia (see Table II) has combined with it one of the summer training schools, and therefore is similar to the school held at Knoxville, reaching teachers of various stages of preparation. But both schools also offer work of college grade that may be taken for college credit. At Virginia, local teachers may earn professional certificates, good for seven years and renewable for a like period, by passing in six college subjects taken in at least two summer sessions.

SUMMER SESSIONS IN STATE NORMAL SCHOOLS.

Only 13 States are scheduled in Table I as having summer normal schools, but this does not necessarily mean that summer schools of this grade do not exist in the other States. Judging from the catalogues on file at the Bureau of Education, between 25 and 30 per cent of the State normal schools are in session for from 5 to 13 weeks during the summer months, but this includes schools in 26 different States.[1]

The most frequent length of session is 6 weeks, and this is found in one or more of the normal schools in at least 15 States. If the schools at Mankato and at Moorhead, Minn., and at Harrisonburg, Va., were included in this count, as they should be from one point of view, this list of States would swell to 17. These schools divide their 12-weeks summer sessions into two terms of 6 weeks each, either one of which may be taken without the other. This practice is followed also by the Illinois State Normal University at Normal.

Six-weeks summer sessions are held at Conway, Ark.; Greeley, Colo.; Willimantic and Danbury, Conn.; Lewiston (Coeur d'Alene), Idaho; Carbondale, Charleston, DeKalb, and McComb, Ill.; Terre Haute, Ind.; Cedar Falls, Iowa; Bowling Green and Richmond, Ky.; Mayville and Valley City, N. Dak.; Oxford, Ohio; Aberdeen, S. Dak.; Oshkosh, Whitewater, Stevens Point, and Superior, Wis.; and at all of the Michigan (4), Oklahoma (6), and Washington (3) State normal schools. Oklahoma apparently has schools including work of a similar grade also at the State university, the agricultural college, the two university preparatory schools, and for colored teachers at the Agricultural and Normal University.

Apparently but one normal school has a summer session of less than six weeks. This is a school at Hyannis, Mass., which has a session of five weeks. The St. Louis Teachers' College, however, also has a five-weeks summer session.

Eight-weeks sessions are held at Kearney, Peru, and Wayne, Nebr.; Plymouth, N. H.; Las Vegas and Silver City, N. Mex.; Nashville, Tenn. (Peabody Normal College); and one is announced for 1911 at Dillon, Mont. The State normal school at Harrisonburg, Va., and the schools in Missouri (5) and in Minnesota (5) continue in session throughout the year, holding four quarters of 12 weeks each, one of which falls in the summer months. The normal school at Natchitoches, La., is in session for 13 weeks during the summer. The Chicago Teachers' College, which is the advanced department of the Chicago Normal School, is open during the summer for two terms of 5 weeks each.

[1] As only 3 or 4 per cent of normal school catalogues are supplied with indexes, as only a slightly larger per cent are supplied with tables of contents, and as many do not classify or summarize their students in any way, these data may be slightly incomplete.

The Minnesota law, as amended in 1909, provides:

> That there shall be at each of the State normal schools in this State, a summer session of twelve (12) weeks each, under the direction of the State normal board. These summer sessions shall be a part of and in all respects the same as the session now provided by law. The provisions for attendance at these summer sessions shall be the same as those now in force and the arrangements of the terms in the school year shall be such as to most fully serve the welfare of rural schools: *Provided*, That said normal board may, in its discretion, * * * direct that a shorter session than twelve weeks be held at any of said schools. (Supplement, p. 5–6.)

The intent of this law is clearly to provide that the normal schools shall reach the rural-school teachers, as well as others that are engaged in teaching during the school year, but it is a difficult matter to determine the extent to which this is done. The number of students and teachers from rural districts is not indicated in the school catalogues and in most cases this information is very probably not in the possession of the enrolling officers. It may be said, however, that the announcements of the summer sessions usually indicate that special courses for rural teachers are provided.

Nearly all of these sessions in normal schools are supported in whole or in part by public appropriations, so that tuition is either free or nominal. The student is seldom called upon to pay a fee as high as $10 and the chief expense that he has is for board and room.

Private normal schools furnish summer sessions lasting from 6 to 12 weeks at Stockton, Cal.; Dakota and Dixon, Ill.; Marion and Muncie, Ind.; Perry, Iowa; Grand Rapids, Mich.; and Lebanon, Ohio.

SUMMER SCHOOLS IN COLLEGES AND UNIVERSITIES.

In discussing the agencies that work for the improvement of teachers in service, we must mention also the summer schools and summer sessions held in colleges and universities. These schools supplement those already discussed in that they reach primarily the teachers of higher institutions, normal schools, secondary schools, and special teachers, principals, supervisors and superintendents, as well as the better-prepared elementary-school teachers.

These schools, as a rule, not only offer courses in the old-line academic subjects, but they make an especial effort to supply the teachers with the knowledge that has come into vogue since they began their teaching. Nearly all of these schools offer courses in elementary agriculture, nature study, manual and industrial work, and domestic art and science. Usually this work is offered in the agricultural and mechanical departments of the colleges and universities, but the independent agricultural and mechanical colleges also offer summer courses especially for teachers. In the summer of 1910, 31 of these colleges, either on independent foundations or in connection with universities, were in session in as many different States.

Complete data concerning summer schools held in colleges and universities are at present not being gathered in this country, but some statistics on this topic are included in the reports of the United States Commissioner of Education. The figures for the summer schools of 1908 are found in Table 68, pages 900–925, of the report for 1909. This table gives the number of instructors and students for 493 universities, colleges, and technological schools for men and for both sexes.

Of these 493 schools, 97, or 20 per cent, reported summer-school enrollments. These enrollments add up to a total of 21,700 students, 11,468 women and 10,232 men. But these figures are not complete. No summer-school students were reported, for example, by Chicago, Columbia, and Virginia Universities, all of which had well-attended summer schools in 1908. How many other schools failed to report their summer enrollments it is difficult to say.

In order to determine roughly for this study the percentage and classification of teachers attracted by university summer schools, the following blank was sent to 20 universities in various parts of the country by the Bureau of Education in August, 1910.

Summer schools, 1910.

Total number of students enrolled.....
Number of teachers enrolled.....
College teachers.....
Normal-school teachers.....
High-school teachers.....
Elementary-school teachers.....
Rural-school teachers.....
How many of these teachers are working for degrees?.....
What other credit, to your knowledge, is given these teachers for the work done, by the boards employing them, for example?.....

Replies to this blank were received from 14 schools, but one of these proved to be without a summer session. These replies are tabulated in Table II, which needs but little elucidation to be understood.

By an oversight, for which the writer is responsible, no item was included in the blank for principals, supervisors, and superintendents, and as these were usually given with the high-school teachers by the reporting officers, they have been so tabulated. A few elementary-school principals, however, are included with the elementary-school teachers.

A few of the schools gave the principals, supervisors, and superintendents separately and from these data it may be calculated that approximately one-half the figures in the high-school columns stand for these classes of officers.

The table indicates that on the average over 50 per cent of the summer-school enrollment is composed of teachers, and, as one of the

directors expressed it, "more than two-thirds of the others are preparing to teach." This indicates the strength of the summer school as an agency for the improvement of teachers.

TABLE II.—*University summer schools, 1910.*

School.	Students enrolled.	Teachers enrolled.	Per cent.	College teachers.	Per cent of teachers.	Normal.	Per cent.	High-school principals and superintendents.	Per cent.	Elementary.	Per cent.	Rural.	Per cent.	Per cent working for degrees.
Columbia	2,629	1,091	64	140	8.0	85	5.0	742	44	724	43	.....	.....	44
Chicago	.....	2,291	.....	300	13.0	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cornell	987	377	38	26	7.0	15	4.0	199	53	134	35	.....	.....	28
Illinois	691	322	46	10	3.0	4	1.0	164	50	118	37	26	8	.....
Knoxville	2,529	1,500	59	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Michigan	1,230	283	23	66	23.0	9	3.0	126	44	82	29	.....	.....	.....
Missouri	576	261	45	5	2.0	3	1.0	152	58	80	31	21	8	70
Nebraska	440	100	23	10	10.0	2	2.0	46	46	30	30	12	12	69
New York	529	349	66	12	3.5	16	4.5	133	38	188	54	.....	.....	57
Texas	762	587	77	7	1.2	130	22.0	200	34	100	17	150	26	25
Tulane	922	483	52	.....	.....	2	.5	50	10	431	89	.....	.....	75
Virginia	1,350	943	70	11	1.0	.....	.....	197	21	[1] 696	74	[1] 700	74	.....
Wisconsin	1,203	630	50	99	15.5	12	2.0	350	55	179	28	.....	.....	90
Totals and averages [2]	10,029	5,083	51	375	7.2	278	5.5	2,102	42	2,066	41	209	4	57

[1] Not mutually exclusive. [2] Without Chicago, Knoxville, and Virginia.

The other percentages are about what one would expect. College and normal-school teachers frequent university summer schools in about equal numbers, and the attendance of high-school teachers, principals, supervisors, and superintendents combined is about equal to that of city elementary-school teachers. With the exception of Knoxville and the University of Virginia, whose summer schools have already been discussed (pp. 47 and 48), these schools do not reach rural-school teachers to any great extent.

The number of summer-school students working for degrees is not always known to the directors, and some of the figures in this column are approximations. The few exact figures available, however, would indicate that these approximations are none too high. An average of 57 per cent working for degrees is certainly a good showing in this direction. It indicates that one of the chief missions of the summer school is to furnish opportunities for standard educational work. The academic credit is, and should be, one of the chief motives for bringing many students to the school. Students should certainly be permitted to earn the bachelor's and the master's degrees, and, perhaps, to do something toward the doctor's degree.

The usual length of the session is six weeks, which seems to have become the standard length for all types of summer schools. It is long enough to accomplish something worth while, yet it is not long enough greatly to tire the students and teachers. Nevertheless, if the summer session is to furnish an opportunity for earning standard

educational credits it could well afford to be longer than six weeks. Five exercises a week for six weeks gives but 30 exercises in all, which is less than one exercise a week throughout the academic year. This is too short a time to cover any of the college subjects even in an elementary way, and to divide the subjects between summers has not proved satisfactory where it has been tried. Eight or nine weeks would furnish a more adequate amount of time for real college work, and the plan of dividing the college year into four quarters and placing one of these in the summer, as is done by Chicago University, may ultimately prove the best. Recreation and amusement, which are now so generally provided for in the six-weeks' session, could be provided for here also. In fact, there is no good reason why more of these activities might not be distributed throughout the college year. They can be made genuinely educative as well as recreative.

Little of a definite nature was elicited by the question pertaining to the granting of credit other than academic. It was brought out that a number of cities, for example, Indianapolis, Niagara Falls, New York, and Pittsburg, place a high value on the attendance by their teachers and that they recognize this attendance by means of promotions, salary increases, and otherwise.

EXTENSION TEACHING.[1]

Under the head of extension teaching will be considered (1) lyceum and extension lectures, (2) extension and after-hour classes, and (3) correspondence study.

LYCEUM AND EXTENSION LECTURES.

To lyceum and extension lectures will be given but little space, because they are of too general a nature to exert much influence on the improvement of teachers in service. They are not meant specifically for teachers, as a rule, and reach them only in conjunction with other members of society.

There is scarcely a city of 3,000 and over in the United States that does not arrange for some kind of a lecture and entertainment course for the winter months. The teachers frequently take a leading part in arranging these courses and they attend them in a greater proportion than any other one class of citizens. Nor is the profit that they derive from them to be disparaged. Many of the lectures are distinctly of an intellectual or educational value, and all the numbers possess inspirational or recreative values. The social intercourse that always results is one of their most delightful features.

[1] For a brief survey of the history and present status of university extension, the reader is referred to a paper by that title presented in behalf of the University of Wisconsin by Prof. Louis E. Reber at the eleventh annual conference of the Association of American Universities and printed in "Science" for July 22, 1910. Some of the data used in this section have been taken from that paper.

The Chautauqua lectures given in many places during the summer months are in many respects similar to these lyceum lectures.

A class of lectures that is on a higher plane educationally than lyceum lectures is the class of university extension lectures. These lectures were in their height of popularity in this country in the nineties, but they are still widely patronized. They are usually arranged for in courses of six lectures on one subject, all given by the same person. Opportunity for collateral reading is given and by satisfying certain conditions a student may in some places earn college credit.

Prof. Reber sent out inquiries to 75 universities, colleges, and other agencies for extension teaching. Responses were received from 65 institutions, and, of these, 54 were doing extension work of some kind. At least 22 of the universities included in this list were offering opportunities to earn college credit by means of extension work. Eleven of these included correspondence study as one of the means of earning this credit.

Of 32 State universities that reported, 23 were offering general extension work. Of these, 15 had thoroughly organized and comprehensive extension departments under the permanent direction of a dean, director, or extension committee.

The school that Prof. Reber found to take the leading part in extension teaching by means of lectures, accompanied by classes, written papers, and examinations is the University of Chicago. The work of this school in 1907–8 extended into 28 States, and the total attendance at the lectures reached 53,141 persons, an average of 282 per lecture. The average class attendance was 150. Owing to the loss of four popular lecturers from this field, the attendance in 1908–9 dropped to 31,094.

Of especial interest are the following words of Prof. Reber:

> It is noticeable that a number of State institutions are making use of extension methods chiefly as an aid to the teachers of the State. This limited field probably results from three causes: First, the evident need of some agency to assist the busy teacher to keep in touch with educational advances; second, the fact that this is the path of least resistance, extension work among teachers offering no difficult problems; and, third, on account of the organic relations between the teacher and the State university, which are evidently becoming more closely knit, in spite of the high-school protest against university domination.

EXTENSION AND AFTER-HOUR CLASSES.

Extension classes and after-hour classes should probably be treated separately, although it is not always easy to distinguish between them. By after-hour classes are meant those intra-mural classes that are placed in the late afternoon, in the evening, or on Saturday when teachers in service and other workers can attend them. The conditions of admission to these classes are the same as those to all other regular university classes.

Extension classes are usually, although not always, extra-mural, and as a rule the only condition for admission to them is that the instructor be satisfied that the student can take the work to advantage. If, however, the student desires to earn college credit, he must satisfy all the conditions that a regular college student is obliged to satisfy. These are primarily the meeting of the entrance requirements and the preparation of papers and the passing of examinations in connection with the class work.

After-hour classes are offered by practically all colleges and universities and by some normal schools located in centers of population large enough to furnish an adequate number of students. Such classes are offered, for example, by the universities of Chicago, Cincinnati, Columbia, Brown, George Washington, Harvard, Indiana, Johns Hopkins, Nebraska, New York, Northwestern, Pennsylvania, Pittsburg, Tulane, Vermont, and Washington (St. Louis), as well as by the College of the City of New York and by Butler College, of Indianapolis, Ind.

These classes furnish opportunities for many teachers in service to broaden their equipment for efficient work and to earn degrees without loss of salary. School officers as a rule place a high value upon this work, and in some places they reward their teachers by special promotions and increases in salary; or, put in another way, work of this kind is necessary for, or is one means of gaining, certain promotions and salary increases. (See pp. 116 et seq.)

Extension classes, many of them primarily for teachers, are offered by a number of the colleges and universities just mentioned, and also by the following: University of Missouri, University of Minnesota, and Western Reserve University.

The opportunities offered by extension classes are similar to those offered by after-hour classes, except that extension classes often reach students many miles removed from the college walls. But what was said in regard to after-hour classes also applies here with but slight modifications.

A more concrete idea of the nature and extent of extension classes may be obtained from the following extracts from the bulletin on extension teaching issued by Columbia University for 1910–11:

NATURE AND EXTENT OF EXTENSION CLASSES.

The statutes of the university define extension teaching as "instruction given by university officers and under the administrative supervision and control of the university, either away from the university buildings or at the university, for the benefit of students unable to attend the regular courses of instruction."

STUDENTS.

Courses in extension teaching are planned for two classes of students: First, men and women who can give only a portion of their time to study and who desire to pursue

subjects included in a liberal education of the character and grade of a college or professional school, but without any reference to an academic degree; second, those who look forward to qualifying themselves to obtain in the future academic recognition, involving acceptance of the work which they may satisfactorily complete in extension teaching.

COURSES OF INSTRUCTION.

The administrative board of extension teaching has arranged for the academic year 1910–11 regular courses of instruction in many instances coordinated so as to form the first year of collegiate and professional work. Thus there will be given in the evening at Morningside Heights and at 33 East Park Street, Newark, N. J., courses in subjects which are offered in the freshman year of Columbia College and Barnard College.

(At Morningside Heights and at Newark, N. J., evening colleges are maintained for extension work. At Brooklyn courses arranged in a series of three years are regularly given.)

There will also be offered at Morningside Heights, in the evening, subjects which form the first year of the schools of mines, engineering, and chemistry.

At a location to be announced about September 1, probably adjacent to Fourth Avenue and Twenty-third Street, evening courses will be offered in architecture which will correspond to the courses of the first year of the Columbia University School of Architecture.

A large number of other courses in varied subjects will be given late in the afternoon and on Saturday, which will repeat those in liberal studies offered in the colleges of the university. These are given in the same manner and often by the same instructors as the regular courses. In many instances university credit will be granted.

Numerous courses will be given at various centers. These will be either regular courses of collegiate grade or those preliminary thereto, or lecture courses arranged in groups of six lectures, offered weekly or fortnightly.

Lecture-study courses in certain subjects, forming 30 lectures, alternating with quiz or conference hours, will be given at Morningside Heights and at centers when requested.

FEES FOR EXTENSION COURSES.

All students, matriculated or nonmatriculated, admitted to extension courses must pay the fees determined by the administrative board * * * As a rule, the fee for extension courses is determined at the rate of $5 per point, i. e., for one hour per week of classroom work or two hours of laboratory or drawing-room work through a term. * * * Students who enter extension courses as matriculated students must pay a matriculation fee of $5.

ADMISSION TO EXTENSION COURSES.

No test or examination is required for admission to courses offered in extension teaching, but students must satisfy the administrative board that they can pursue the courses with advantage. It is expected that the prospective student in all collegiate and professional courses shall have had a full secondary-school education. The courses are open, unless it is otherwise stated, both to men and women.

REGULATIONS GOVERNING CREDIT TOWARD THE DEGREES OF A. B. AND B. S., COLUMBIA COLLEGE, BARNARD COLLEGE, AND TEACHERS COLLEGE.

Students of Columbia College and Barnard College will be allowed to attend extension courses which are approved by the committees on instruction, and will be allowed to count them toward the degree of A. B. and B. S., under the following regulations:

1. The election of extension courses must be approved by the committees on instruction.

2. Students will not be allowed to exceed a total of 19 hours per week (16 hours in Barnard College) including the hours of extension courses, save for reasons of weight and by the special permission of the committees on instruction.

3. Students desiring these courses to count toward the degrees of A. B. and B. S. must obtain at least a grade of C.

Teachers College will continue to give, as hitherto, college credit for extension courses.

EXTENSION WORK IN NORMAL SCHOOLS.

Extension teaching has made conspicuously less progress in normal schools than it has in colleges. This is no doubt owing to a number of causes, chief among which is the fact that normal schools exist primarily for the training of teachers, a task that can not well be accomplished away from their own plants and equipment. Only academic and art work lend themselves readily to extension classes.

Extension work is advertised in the catalogues of the following six schools: The Chicago Normal School; the Teachers College, St. Louis; the Michigan State Normal College, Ypsilanti; the State Normal School at Springfield, Mo.; the State Normal School at Warrensburg, Mo.; and the Ohio State Normal College of Miami University, at Oxford, Ohio.

The extension work advertised by the State Normal School at Warrensburg, Mo., is of a general nature, consisting of lectures given at "teachers' institutes, farmers' meetings, commencement exercises, and college and university convocations." Lectures of this kind are given by members of practically every normal-school faculty in this country.

The St. Louis Teachers College gives extension courses for the benefit of teachers in both academic and professional subjects. The classes meet once a week and continue for 20 weeks. No teacher is allowed to enroll for more than two courses in any one year. A certificate is awarded for the successful completion of a course.

The work of the other schools is best illustrated by quotations from the catalogues.

CHICAGO NORMAL SCHOOL.

Study classes in the academic subjects—education, psychology, English, French, German, Spanish, history and social science, geography, mathematics, science, history of arts—are organized on the basis of 24 lessons of one and one-half hours each; classes in the arts—graphic, manual, industrial, and household—and in music and physical education are organized on the basis of 36 lessons of one and one-half hours each.

Classes will meet at centers in the business section of the city, or in public-school buildings conveniently located [16 centers are announced in the catalogue], at 4 o'clock p. m. on any school day except Monday, or in the evening at any school building open for evening school. (Catalogue, 1909–10.[1])

[1] District Superintendent C. D. Lowry in a letter to the writer says: "The Normal extension classes for teachers, which are provided by the board of education, are at present pretty largely limited to the summer school conducted at the Chicago Normal School during the entire vacation season."

MICHIGAN STATE NORMAL COLLEGE.

The State Normal College hopes in the future to be helpful in developing and improving the educational work in city, village, and rural communities, by allowing its faculty members to give single lectures or courses of lectures at educational and social meetings. * * * The only charge made for these lectures will be necessary railroad and hotel expenses. (Catalogue, 1909–10, p. 35.)

STATE NORMAL SCHOOL, SPRINGFIELD, MO.

The faculty has done much work outside the school during the past year. Extension classes were maintained in seven places, conducted by as many members of the faculty from the departments of pedagogy, English and history. * * * Any class of 10 in one subject may be organized within easy reach of Springfield. The amount of work for an entire year will be two term credits. All the extension classes must enroll and pay the usual fees. (Catalogue, 1909, p. 20.)

OHIO STATE NORMAL COLLEGE.

The Ohio State Normal College advertises extension work in two lines: (1) Visits from department professors, and (2) lantern slides and laboratory material.

(1) Upon application the normal college will send a department professor who will visit the schools and advise with the teachers as to the best methods of conducting the work in his special subject, suggesting equipment and laboratory exercises, conduct round-table conferences with groups of teachers, and deliver lectures to teachers, pupils, and patrons.

(2) The normal college is prepared to loan to schools sets of lantern slides upon school improvement, geography, nature study, travel, etc., also to furnish specimens for nature study and relative seeds, cocoons, rocks, etc. (Catalogue 1909–10, p. 14.)

CORRESPONDENCE STUDY.

Correspondence study is rapidly becoming a force to be reckoned with in the educational world. Where but a few years ago this work was left almost entirely to private commercial exploitation, it is now being rapidly adopted by our standard universities, colleges, and normal schools. As late as 1904 Dexter[1] could say: "In but one of the great higher institutions of learning (the University of Chicago) are correspondence courses now emphasized," but in 1910 the work was offered also by 10 State universities—Florida, Indiana, Kansas, Maine, Minnesota, Nebraska, Oregon, Texas, Wisconsin, and Wyoming—as well as by the Pennsylvania State College and the Massachusetts Agricultural College, and by the normal schools at Athens, Ga., Danbury and Willimantic, Conn., Normal, Ill., Silver City, N. Mex., and a course in shorthand by the North Carolina Normal and Industrial College, Greensboro, N. C.

[1] History of Education in the United States, p. 547. Anyone interested in the history of correspondence schools is referred to this volume, pp. 545–549. For a more extended history, he is referred to the Report of the Commissioner of Education, 1902, Vol. I, pp. 1069–1094.

CORRESPONDENCE STUDY IN COLLEGES AND UNIVERSITIES.

The work done by correspondence in colleges and universities is outlined in Table III. It is clear from this table that the present movement in establishing the work dates from 1906 and is only now getting under way. The number of students enrolled in the different schools varies greatly, but as some of the departments are barely started, the figures given carry little significance. Wisconsin and Chicago take an undisputed lead, each having about 3,000 students registered doing active work.

The grade of work offered ranges from that of the high school, and even lower, to that of the graduate school. The wants of all classes of people are met and much of the work is intended to satisfy no other motive than the benefit derived from the work itself. Not a little of the general work is planned to enable teachers to pass examinations for certificates and the secondary-school work may usually be taken for the satisfaction of entrance requirements.

The work in agriculture and kindred subjects offers splendid opportunities for teachers who are required to give instruction in nature study and elementary agriculture but who have received no specific preparation therefor. To meet this need, some of the courses offered in agriculture are planned especially for teachers.

TABLE III.—*Correspondence study.*

School.	Year organized.	Enrollment, 1909–10.	Work offered.	Credit.	Fees.	Remarks.
University of Chicago	1892	About 3,000	General; college entrance.	One-half college course	1 major, $16; 2 majors, $30; 3 majors, $40; minors, $8.	
University of Florida	1906	576	Agriculture	Apparently no college credit	Free except postage and texts.	Offers courses especially adapted to teachers in service.
University of Indiana	1908	125	English, history, political science.	Up to 15 hours in each department.	$5 for 20 weekly lessons.	
University of Kansas	1909	50	General college	One-half college course	Regular fees, $5; matriculation (once), incidental (annual), $10; laboratory fee, $5.	Fees double for nonresidents; traveling libraries furnished.
University of Maine	1906	131	Agriculture, home economics.	Certificate given, no college credit.	Free	
Massachusetts Agricultural College.	1909	106	Agriculture	No college credit	$1 a course	
University of Minnesota	1909	50 (education), 27 (economics).	Education, economics, and political science.	College credit allowed; credit toward teachers' certificates.	$10 for 24 assignments	
University of Nebraska	1908	219	General college: For teachers' certificates.	One-half college course	For teachers: $5 for 1 semester; $8 for 2 semesters; $12 for 3 semesters.	Attendance at summer sessions counts as residence.
University of Oregon	1907	389	General college entrance.	College credit allowed, amount not yet determined.	Free except postage	One-fourth year residence required for master's degree.
Pennsylvania State College.			Agriculture	College certificate granted	Free	Courses intended for teachers among others.
University of Texas	1909	334	General; for teachers' certificates.	One-half college course	$21 for full course; $7 for one-third course; (20 full courses for B. A.).	
University of Wisconsin	Reestablished 1907.	4,400 registered; 3,000 active.	General	do	$20 for course of 40 lessons	
University of Wyoming			do	do	$8 per course	

Ten of the thirteen institutions listed allow college credit for the work taken by correspondence. When a sufficient variety of courses is offered, one-half of the college course may be so taken. This is evidently becoming the standard amount that may be counted toward a degree.

The fees charged vary greatly, but for valid comparisons the amounts given in the table must always be correlated with the extent of the course. In five of the institutions listed the work is approximately free. For details the reader is referred to the respective catalogues and bulletins.

The manner in which the work is conducted does not vary greatly in the different institutions and may be illustrated by the following extracts from the catalogue of the University of Wisconsin for 1910–11, pp. 443–449:

SCOPE OF UNIVERSITY CORRESPONDENCE WORK.

PURPOSE.

There exists in every community a considerable class of persons who are unable to adjust themselves to the formal system of education. Such persons have a claim upon the State for educational opportunities outside the formal régime. The correspondence-study department serves the needs of men and women in this situation and offers effective individual instruction, which may be pursued in accordance with the requirements of each student in his own home.

TEACHING BY MAIL.

The possibility of teaching by correspondence has been demonstrated by practical experiment. While such instruction lacks some of the advantages which resident study gives, it has compensating advantages of its own. In correspondence instruction the teaching is personal and individual. Every student studies and recites the whole lesson, comes in contact with the teacher as an individual, not as a member of a large class. Correspondence study employs the spare time of the student, and gives him an interest beside his daily work. It can be done at home and thereby brings into the home a new and enlarging influence. Correspondence work, moreover, throws a man upon his own resources and makes him self-reliant and self-determining.

PLAN AND SCOPE.

The University of Wisconsin provides, through the correspondence-study department, nonresident or home-study instruction as follows:

1. Certain regular university studies which may, under approved conditions, be taken for credit toward a degree.

2. Advanced courses designed to help persons, graduates and others, in professional or practical life to keep in touch with certain advancing conditions of science and knowledge.

3. High-school and preparatory studies for those for whom the conventional institutions are not available or practicable.

4. Vocational courses which supply knowledge and training that have a direct bearing upon advancement and efficiency in a given occupation.

5. Elementary and grammar-school studies for those who require such instruction for practical purposes.

General benefits.—Persons who are benefited by correspondence study may be divided into two main classes: First, those who have the taste, ability, and inclination to continue their education along such lines as will enrich their lives with a deeper culture, or enhance their opportunities or abilities within their chosen vocations or professions, or fit them for larger positions and services; second, that great class of wage earners who can not leave their employment to acquire training directed toward the greater proficiency and skill so greatly to be desired.

The recognized need for more widespread training for people whose work demands that some form of education be provided for their benefit equivalent to that which may be gained in the schools and universities. To this end it is necessary not only to carry the educational opportunity to them wherever they may be, but frequently to arouse and stimulate their interest by demonstrating to them the value of increased fitness. Realizing the importance of such work for the future well-being of the people and for the prosperity of the country, as well as for the maintenance of democratic institutions, the extension division proposes to establish district centers through which the entire population of the State will be reached by university benefits.

Industrial education.—The employees of business firms may be greatly benefited by training especially adapted to their work. Where a number of them are engaged in the same or similar studies, classes are formed and met by teachers at frequent intervals.

The instructor engaged in this work gives his entire time to it. He is as familiar with the employee's labor as he is with the lesson text and therefore can help the men to make practical applications of lesson to work.

Laboratory work.—Provision is made in connection with many correspondence courses, both in the advanced grade and the vocational studies, by which laboratory practice forms a part of the instruction. In some courses laboratory outfits are sent to the student from the university to be set up in his own home. In other cases special arrangements are made for short periods of laboratory practice at Madison. In some studies local branch laboratories will be established where local students may receive special instruction as the correspondence course proceeds.

METHOD AND SYSTEM.

Procedure.—The student who wishes to undertake correspondence study should first select such course or courses as he may desire to take, and send for application blank. He should fill out the blank with information called for, and return it with required fee to the office of the extension division. The necessary textbooks, outfit, etc., may also be purchased through the extension division if the student so desires.

The instruction.—Upon receipt of application fee, the first two lessons will be sent, with instructions for study, and methods of preparation, and directions for returning lesson sheets and reports. Each lesson will be returned to the student with such corrections, explanations, and suggestions as may be needed. Lists of books, assignments for reading, and all necessary assistance will be furnished throughout the course, so that no student will be left without adequate aid and guidance. Questions on the subject in hand are at all times encouraged.

The unit course.—The unit course is divided, where practicable, into forty weekly assignments. Such a course represents at least an amount of work equal to that done in residence at the university in a full five-recitation-hour study per week for one semester or half year.

The lesson.—The unit course is divided into assignments. In some courses this assignment may call for but a single lesson report, but in other courses the assignment is divided into four, five, or more lessons. In all cases the assignment represents an average week's work and not an evening's work, as at school.

Examinations.—Examinations are optional with the student, but are required where credits or certificates are sought. These examinations must be taken at the university, or under conditions approved by the university.

Regulations.—Students may begin correspondence courses at any time during the year.

For admission to the correspondence-study department no preliminary examination is required. The student is required to fill out an application blank, giving such information as may be helpful in adapting the instruction to the personal needs of each student.

Students who undertake correspondence-study work for university credit must state this fact in advance and comply with all the requirements of the university.

Correspondence students will be expected to complete a unit course within twelve months, two courses within fifteen months, three courses within eighteen months from date of registration.

UNIVERSITY CREDIT.

Persons who have had the required preparation for admission to the university will upon satisfactory completion of a correspondence-study course designed for credit, be awarded a certificate of credit in the university.

The maximum credit granted for work done by correspondence study, however, may not exceed one-half the unit hours required for graduation.

At the completion of each correspondence-study course for university credit the student shall pass an examination held under the direction of the instructor giving such course or by some one designated by the university for that purpose.

Credit records of correspondence-study work are filed in the university extension office until the student has satisfactorily completed one year of study in residence. When all the requirements are satisfied, the correspondence-study records may be transferred to the registrar's office and applied toward graduation.

All courses offered by the correspondence-study department, whether taken for university credit or not, are on a uniform basis in reference to the amount of work covered. Courses which are satisfactorily completed have, therefore, a definite value, and all students who successfully complete such courses will be awarded certificates of the grade in which the work is taken.

CORRESPONDENCE STUDY IN NORMAL SCHOOLS.

The lead in offering correspondence work in normal schools has apparently been taken by the State Normal Training School at Willimantic, Conn. The work was organized in this school in 1902, and during the past year 76 students registered for it. No fees of any sort are charged, and approximately one year of work may be taken by correspondence, leaving one year for residence study before the diploma is granted.

Courses similar to those at Willimantic are offered also at Danbury, Conn., and 78 students were registered for this work during the past year.

The New Mexico Normal School, at Silver City, N. Mex., offers correspondence work in all courses and allows regular credit. Twenty-seven students were enrolled in 1909–10.

The correspondence work at the State Normal School, Athens, Ga., was established in 1908. General courses are offered and normal credit is allowed the student if he later enters the school for residence study.

The Illinois State Normal University, at Normal, Ill., offers two courses in geography by correspondence. The assignments for an

entire course are sent at one time. This is likely to overwhelm the student, for one of the great psychological advantages that correspondence study has over private study is that specific individual lessons are assigned. It seems easy to advance by definite short steps, even if the course as a whole is long, but to have the whole course thrust upon one at once makes it seem discouragingly difficult. We like to see frequently what we have accomplished and to have the tasks recognized by others. Furthermore, one lesson a week, for example, is likely to be met and mastered before the next one arrives, but a large number of lessons to be mastered in a long period possesses no such compelling force over the student. The work is likely to be put off and put off until finally the student will make an attempt to bolt it all at once.

PRIVATE CORRESPONDENCE SCHOOLS.

In order to determine the extent to which private correspondence schools reach teachers in service a questionnaire was sent to 14 of these schools, requesting in particular the number of teachers—rural, elementary, secondary, normal, and college—that had been enrolled for work during the past year, and the average amount of work taken by each. Only five of these schools responded, and only three of these were in position to give any data. One had gone out of existence and the other was changing its location. No definite information can be given as to the other schools.

The schools that gave data were the American School of Correspondence, Chicago; the International Correspondence Schools, Scranton, Pa.; and the Home Correspondence School, Springfield, Mass. The letters sent by all these schools state that their records are not so kept as to enable them to give the information asked without a great deal of trouble and expense. They number their students one after another as they enroll, regardless of the kind of work taken by them.

The American Correspondence School estimated that it had "somewhere in the neighborhood of from 265 to 300" teachers doing work last year.

The International Correspondence Schools did not undertake to estimate the number of teachers doing work in the various courses offered, but said:

> We are selling over 100,000 scholarships a year and since the establishment of the schools we have sold over 1,300,000 scholarships.

The Home Correspondence School estimated that it had 1,500 teachers enrolled in the different courses, distributed approximately as follows: College, 150; normal, 200; high school, 250; elementary, 350; rural, 550.

The amount of work taken by each teacher none of the schools which answered the inquiry undertook to state, the Home Correspondence School saying:

> It is impossible to estimate with any accuracy the amount of work taken by each on the average, for many keep up their correspondence work with us year after year.

LOCAL TEACHERS' MEETINGS.

FOR RURAL DISTRICTS.

City superintendents realize that the welfare of their schools demands periodic meetings with the teachers. The school system of a city is in all essential respects a unity and in order to maintain this unity frequent meetings of teachers and supervisors are necessary. Being necessary, these meetings are everywhere recognized as an essential element of the school system and attendance upon them is either expected or required.

While it may be granted that the school system of a county or township forms a more loosely constructed unity than that of a city, it nevertheless does form a unity. The county or township is the local unit of rural-school administration, just as the city is the local unit for city-school administration; and if teachers' meetings are necessary in one of these units they may be considered necessary also in the other.

FUNCTIONS OF TEACHERS' MEETINGS.

Teachers' meetings in rural, no less than in urban, communities are needed for a number of professional purposes. They are needed (1) for discussing and deciding upon a uniform educational policy for the district concerned; (2) for supervisory and administrative purposes; (3) as a clearing house for all general professional activities carried on between meetings, such as the reading-circle work and the outcome of the introduction of new subjects and new methods; and (4) for arousing and inspiring the teachers, for keeping them abreast, and for the purpose of stimulating educational revivals among patrons of the school.

Not only the first, but all these purposes should be looked upon as mutual, concerning both the teachers and the supervising officers. The county superintendent should, of course, be the presiding officer at these meetings, but if he values the spirit of democracy he will be a leader rather than a dictator. He will make official provision for obtaining full consideration by the teachers of all questions and policies within his jurisdiction. In coordinating the school work of the county and in harmonizing it with modern ideals and with the policies promulgated by the State education department the superintendent and teachers may well work together.

The use of teachers' meetings for supervisory and administrative purposes is well recognized. In making his rounds over the county, the superintendent sees many things that he can improve more effectively through open discussion than private conference. The pointed discussion of a mistake common to a number of teachers is likely to prove beneficial to all. Then there are a few subjects, such as neatness in attire, that can not well be approached in private conference, but that should nevertheless be touched. The teachers' meeting forms the most effective avenue for their solution. On the administrative side the teachers' meeting offers the best means for putting in force all adopted policies, including those adopted by the teachers themselves.

The clearing-house feature of the teachers' meeting is in a measure implied in what has already been said. Whenever teachers exchange views and profit by each other's experiences, this feature is realized. But the relation of the reading-circle work and of other professional reading to the teachers' meeting deserves special mention. In South Dakota the law provides that approximately one-third of the time of these meetings should be given to the reading-circle work, and in Indiana, Louisiana, Virginia, and other States this work is done in connection with these meetings.

The introduction of new subjects and of new methods and devices is always likely to be assisted by the comparison of notes among the teachers concerned. What may have proved an insurmountable obstacle to one, may have been effectively solved by another, and the teachers' meeting brings them together. Teachers that are particularly successful in teaching certain subjects, whether new or old, should be given an opportunity to describe or to demonstrate their work for the benefit of all.

The inspirational value of teachers' institutes has long received appreciative recognition and eloquent expression. Teachers, like others, need periodic revivals. They lose sight of the larger aims and values of life and education in the routine of their daily work, and as a result they become stale, uninteresting, and discouraged. They need to be encouraged, to be given new points of view, and to be reminded of the old ones that they are always in danger of forgetting.

If teachers' institutes are to give way to summer schools, to teachers' meetings, and to teachers' associations, this inspirational function will fall primarily, although not solely, upon the teachers' meeting. In preparing programs the officials should make definite provision for inspiring lectures and for the presentation of new principles and points of view in education.

Teaching is a growing calling, and unless the teacher is continually growing with it he will soon lag behind and be classed among the old

and inefficient. But the entire plan and function of the teachers' meeting tends to avoid just this catastrophe. The inspirational work is inspiring largely through the new and more comprehensive educational principles that are presented, the reading-circle work is a continual forging ahead in educational literature, and in the remaining time of the meeting the practical bearing of all that is new is considered.

But the professional values are not the only ones possessed by the teachers' meeting. This meeting is valuable also as a means of social intercourse among the teachers and as a means of bringing together the schools and the public. Teachers need to intermingle, both because of the recreative power of social intercourse itself and because of the esprit de corps that it engenders. Much has been made of these values as pertaining to the teachers' institute, and we shall recur to them in connection with teachers' associations. They accrue in a measure from every gathering of teachers.

The public, or the educational revival, value of teachers' institutes has also been frequently commented upon. Horace Mann feared that this value would be largely lost when institutes displaced teachers' conventions and associations, but as institutes are usually conducted they often attract more visitors than teachers.[1]

The interest that the public manifests in the teachers and their work is beneficial to both sides. It engenders a mutual understanding, which results in mutual sympathy and support. The public learns to appreciate the ideals, the problems, and the trials of the teachers' work, and the teachers are cheered and helped by the resulting attitude. It is clear, therefore, that the interest of the public in the school should be studiously maintained.

There is no more cause for fear that the teachers' meeting will fail to hold the interest of the public than the institute would. In fact, the teachers' meeting is in some respects better adapted to reach the public than the institute. The patrons of the school are interested more in their particular school than in education in general, and as the teachers' meeting deals primarily (although not solely) with local problems, rather than with education in general, it should not be hard to bring the patrons to some of the meetings.

Features especially adapted to public interest may be placed upon the programs of teachers' meetings no less than upon the programs of institutes. This holds particularly for the preliminary meeting near the opening of the schools in the fall, but patrons' days or patrons' sessions may occasionally be introduced during the year. For a concrete illustration of this see the program on page 71 below, quoted from the Indiana manual on township institutes, which are local teachers' meetings.

[1] During the season of 1907, for example, the institutes in New Hampshire were attended by 2,100 teachers and 2,500 visitors, and those in Louisiana by 1,368 teachers and 5,562 visitors.

FREQUENCY AND LENGTH OF MEETINGS.

General teachers' meetings in cities are usually held monthly. The frequency of such meetings for rural districts has not yet been determined by custom, but it will no doubt always vary with the size of the district and the density of the population. In large, sparsely settled districts the meetings would naturally be less frequent than in small, densely populated districts. The frequency of the meetings actually held varies from two or three a year to one or two a month during the time that the schools are in session. In order not to make the meetings needlessly burdensome, one a month would no doubt be often enough, even in small districts, and one in two months in large districts.

The usual length of the meetings that are held is one day, with either one or two sessions.

For obvious reasons the first meeting of the year should, if possible, be held just before the schools open in the fall. This is the time to formulate general plans for the work of the year, and as the teachers have been doing other things than teaching for several months they need to be put into the proper mood for their work. For these reasons the first meeting might very properly be longer than the others, lasting perhaps two or even three days, and for the inspirational work special lecturers might be engaged. These characteristics are akin to those of the old teachers' institute, but the nature of the work should in the main not be the same. It should be more specifically directed toward local needs and the general training feature should be essentially omitted.

LEGAL STATUS OF RURAL TEACHERS' MEETINGS.

So much for the theory, but how about the facts? Are meetings of the nature just described held for rural teachers, and if they are, what are the lines of work pursued in them? These questions are answered in an authoritative way by the following excerpts from State laws and from official programs. Not all the States, as yet, make legal provision for these meetings, but California, Indiana, Kentucky, Louisiana, Minnesota, North Dakota, Oregon, South Dakota, Utah, Virginia, and West Virginia do (see Table I), and the brief institute meetings described on pages 8 and 9 above, which are held in Connecticut, Massachusetts, New Hampshire, Rhode Island, and Vermont, should from some points of view also be classed here. While brief enough, the work done at these meetings is, in the main, however, too general to class them as local teachers' meetings.

In a number of States, too, the teachers' institutes are being transformed into local teachers' meetings. This is well illustrated in Wisconsin, according to the letter from State Supt. C. P. Cary, quoted

on page 43. The Nebraska law states that teachers' institutes should be held "for the purpose of comparing notes, planning and outlining the work of the current or coming school year, and to study methods of school work and the science and art of teaching" (S. L., 1909, p. 80). This is obviously the purpose of the local teachers' meeting.

CALIFORNIA.

The California law passed in March, 1911, contains the following provision:

> In lieu of the institute of from 3 to 5 consecutive days * * * the superintendent of any county in which there are 20 or more school districts, or of any city and county, or of any city school district governed by a city board of education and employing 70 or more teachers, may hold during the school year, at places in the county, or city and county, or city school district, chosen by the superintendent for their convenience and accessibility to teachers and patrons of neighboring schools, 3 or more series of local day or evening institutes which shall provide, at each of the chosen places, not less than 10 hours of institute work: *Provided*, That in cities and counties one or more local day or evening institutes of not less than 2 hours each may be held on not less than 3 different dates during the year.

INDIANA.

Indiana has two kinds of local teachers' meetings in addition to the regular county institutes, one of which is in charge of the county superintendent and the other of the township trustee. In practice these two kinds of meetings are combined, the meeting in charge of the county superintendent being merely the first of a series of meetings for the year. The legal provisions are as follows:

> He (the county superintendent) shall hold one preliminary institute in each township in his county before the schools for that year open, for the purpose of helping the teachers in the organization of their schools and giving any other needed assistance; but instead of holding such preliminary institutes in each township, he may hold a joint institute for two or more adjoining school corporations. (S. L., 1907, p. 91.)
>
> At least one Saturday in each month during which the public schools may be in progress shall be devoted to township institutes, or model schools for the improvement of teachers; and two Saturdays may be appropriated, at the discretion of the trustee of the township. * * * The township trustee shall specify, in written contract with each teacher, that such teacher shall attend the full session of each institute contemplated herein, or forfeit one day's wages for every day's absence therefrom, * * * and for each day's attendance at such institute each teacher shall receive the same wages as for one day's teaching. (S. L., 1907, p. 290.)

The work for these meetings or institutes is outlined by the State department and is largely based on the reading circle work. The pamphlet containing the outlines contains programs for seven meetings, full outlines (33 pages) of Allen's "Civics and Health," and McMurry's "How to Study," the books adopted for the reading circle, besides brief discussions or outlines of the following topics: Deficiencies in English, deficiencies in spelling, the query box, open-

ing exercises, the teacher's spirit, United States postal service, play and education, suggestions for raising library funds, and the young people's reading circle.

The introduction to the outline and three of the programs are inserted.

THE TOWNSHIP INSTITUTE.

The township institute costs the State of Indiana a large sum of money. Whether the State gets value received in return depends upon the attitude and work of teachers and school officials. The institute has been a great factor in the improvement of our schools. It has done much to develop the teachers, both professionally and intellectually. Many of the foremost teachers of the State testify to the great part it has had in their growth.

The law contemplates that the township institute shall be a model school. This surely means that the very best school conditions shall exist. The program should be definite and the work thorough. The usual school rules on punctuality and attendance should be enforced. No teacher who shirks duty or whose attendance is short of the full day should receive pay.

One of the most potent factors in the success of the institute is the township trustee. He should be present at every meeting. His presence is an encouragement to the teachers. In these meetings he gets at first hand the best possible knowledge of his teachers. He is also brought into close contact with the purposes of his teachers and with the needs of his schools.

A township institute can not be a great success if the number of teachers is too small. For the best work the number should range from 12 to 25. Small townships should arrange for joint meetings. An occasional joint meeting of all the townships in the county is a splendid thing.

If not possible at every meeting, certainly several times during the year, provision should be made for real class work. In most localities a class of children can be provided and an actual model recitation given. If this is done with proper care its value will be great, indeed. The reading circle studies furnish a splendid chance for model recitation work. The leader is the teacher, and the other members of the institute as the class, gives an opportunity for fine results. Perhaps the very best reading circle work of the past year was done in this way.

Part of every township institute session should be given to a discussion of county or township problems. In each program one period is left open that it may be used in this way. The county superintendent, trustee, and principal should select the proper topics.

Patrons should be encouraged to attend the meetings of the township institute. Much of the indifference to schools is due to ignorance of their methods and aims. The discussions in a good, live institute will instruct and enlighten patrons, as well as improve and inspire teachers. Patrons should be encouraged not only to attend, but also to participate in some of the discussions and occasionally to lead in the presentation of some topic. Teachers may be greatly helped by getting the patrons' point of view.

It is the purpose of this outline to be suggestive. It is hoped that it may be a help to every teacher.

Preliminary institute.

9.00 a. m. 1. Opening exercises.[1]
9.15 a. m. 2. How to study. Chapters I and II.

[1] NOTE.—At each institute some one should be designated to conduct the opening exercises as a model exercise for opening school. It is recommended that much careful thought be given to this part of the program so that the work of the day may begin on a high plane.

10.00 a. m. 3. Play as a factor in education.
10.30 a. m. Intermission. Program committee arrange work for next institute.
10.45 a. m. 4. Civics and health. Chapters I to IV, inclusive.
11.30 a. m. 5. The teachers' reading circle work for the present year. (The speaker should point out some definite practical good that can be done in the schools during the year along the lines discussed in each book.)
12.00 m. Noon intermission.
1.30 p. m. 6. Address by the county superintendent. Addresses by trustees present.
2.00 p. m. 7. Discussion of plan for collecting data concerning pupils' English and spelling.
2.30 p. m. 8. Primary reading. Devices and methods to be presented by a designated leader. Discussion to be followed by a general discussion.
3.00 p. m. 9. The township institute. Discussion of introduction. Suggestions for the good of the institute.
10. Remarks by parents and other visitors present. Assignments for next institute.
4.00 p. m. Dismissal.

Third Institute.

Patrons' Day.

9.00 a. m. 1. Opening exercises.
9.15 a. m. 2. How to study. Chapter V.
10.00 a. m. 3. Deficiencies in spelling. Subject to be presented by a leader and followed by a general discussion. This discussion should be concerning the kind of errors, reasons for poor spelling, and the remedy.
10.30 a. m. 4. Intermission. Program committee arrange work for next institute.
10.45 a. m. 5. Civics and health. Chapters X to XV, inclusive.
6. How to use the dictionary.
7. Selected subject.
12.00 m. Noon intermission.
1.30 p. m. 8. Address by a school patron.
Address by township trustee on proper heating and ventilation of school buildings.
2.00 p. m. 9. Play as a factor in education.[1] A round-table discussion to be conducted by the chairman.
10. Relation of the school and the home. Subject to be presented by a teacher and a patron. General discussion.
2.45 p. m. 11. Opening exercises, purpose and nature.
3.00 p. m. 12. Address by a physician on sanitation and prevention of disease.
13. Address by a dentist on care of the teeth and importance of same.
Assignment of work for next institute.
Dismissal.

Sixth Institute.

9.00 a. m. 1. Opening exercises.
9.15 a. m. 2. How to study. Chapter X.
10.00 a. m. 3. Model recitation in geography, based on Indiana. If the topic is too broad, the program committee should fix the limits of the assignment. Use institute as a class.

[1] This topic was discussed at the first institute. It is hoped that teachers will test the theory as to the value of play as a factor in education, and that the round-table discussion, being the result of actual observation, may prove to be interesting and helpful.

10.30 a. m. 4. Intermission. Program committee arrange work for next institute.
10.45 a. m. 5. Civics and health. Chapters XXVII to XXXI, inclusive.
11.30 a. m. 6. Selected subject.
12.00 m. Noon intermission.
1.30 p. m. 7. The teacher's spirit.
2.00 p. m. 8. Symposium. Each teacher will state what practical good, if any, has come to his pupils and the community through an application of some of the things taught in "Civics and health" and "How to study."
2.45 p. m. 9. Explain the conservation movement in the United States.
3.15 p. m. 10. Model recitation in United States History, based on territorial growth. Use institute as a class.
Assignment of work for next institute.
4.00 p. m. Dismissal.

KENTUCKY.

The Kentucky law has the following anomalous provision:

During the session of the institute there shall be held a county teachers' association, and one hour in the afternoon or night a meeting shall be daily set apart for this purpose. The association may be composed of all the officers and teachers of the common schools present, and shall be called together by the county superintendent, who shall be ex officio president. The object of the association shall be, primarily, to discuss and devise the best ways and means of promoting the interest of education, the improvement of teachers, and the methods of teaching, and especially to devise means for securing better schoolhouses, better attendance, and local aid for common schools. The said association shall be a permanent organization, with one vice-president for each magisterial district, to be elected or appointed; and shall hold at least one meeting in each magisterial district, besides the meeting at the institute during the first six months of each school year. Every teacher shall attend, at least, the meeting held in the magisterial district in which he shall teach, and upon failure to do so shall teach an additional day during the school month following such failure, unless he shall satisfy the county superintendent that each failure was caused by sickness or other actual disability. The county superintendent shall attend each meeting of the association, and shall prepare or have prepared a program of the exercises therefor. (S. L., 1910, p. 73.)

This provision may be anomalous merely in the name assigned to the meeting, for the name "teachers' association" is by custom used to designate a voluntary gathering of teachers with no official supervision or penalties. But all peculiarities aside, this provision is of interest at this point because it gives expression to the need for an official teachers' meeting that is closer to the schools than the county institute. The meeting provided should obviously be classified as a local teachers' meeting. It is official, and no choice is left to the teacher except to attend or be penalized.

LOUISIANA.

The Louisiana law pertaining to parish institutes or association meetings, as amended in 1910, reads as follows:

It shall be the duty of every parish superintendent of education to conduct a teachers' institute or association on one Saturday of every month or, in his discretion, on a

Friday and Saturday of every alternate month during the time the public schools are in session in his parish, in each institute district. * * * The daily session of the teachers' institute or association shall be not less than five hours per day actual work. (S. L., 1911, p. 42.)

Attendance upon these meetings is compulsory; and the programs, which include the reading circle work, are prepared by the State institute conductor. They are, however, prepared in outline only, so that the parish superintendent is not especially handicapped thereby. He is left abundant opportunity to bring in work of a local nature.

The value of a meeting just before the schools open is recognized, and a preliminary meeting for that time is recommended. The following extracts and programs are taken from "Outlines of Parish Teachers' Institutes" for 1910–11.

It is recommended that the first meeting in every parish be held during two days just preceding the opening of the session.

At this meeting all record blanks that need explanation should be taken up as well as many other details in connection with the organization and administration of schools.

The reading course books should be on hand at the first meeting and the teachers supplied with them. Assignments should be made at this preliminary meeting for the next regular meeting.

Suggested Program for Preliminary Meeting.

First Day.

1. Music.
2. Opening remarks by the superintendent.
3. Addresses by invited guests.
4. Discussion of State course of study.
   - (*a*) High school.
   - (*b*) Elementary graded schools.
   - (*c*) Elementary rural schools.
5. Instructions to teachers relative to—
   - (1) Keeping records and making reports.
   - (2) Incidental fees; when and how collected; disposition of funds; the new law.
   - (3) Care of school property; improvement of same.
   - (4) School gardens; corn clubs; agriculture; nature study.
   - (5) Special instructions suggested by the experience of the superintendent.
   - (6) Discussion of special work to be done during the session, such as establishing libraries, corn clubs, school improvement, etc.

Second day.

1. Music.
2. Distribution of reading course books.
3. Assignment of work for the first regular meeting.
4. The question box.
5. The first day of school (1 hour) [21 subtopics are suggested under this head].
6. Appropriate opening exercises.
   - (*a*) Purpose of opening exercises.
   - (*b*) Kind and scope for the different grades. [10 subtopics are suggested under this head.]
7. Lesson or talk by supervisor of music, drawing, or supervisor of elementary schools of the parish.

In addition to these two programs, 18 topics, each minutely analyzed, are suggested for round-table conferences.

The program suggested for the third meeting is as follows:

9.00 a. m.—1. Model opening exercise.
9.15 a. m.—2. How to study.
10.15 a. m.—3. Superintendent's critique.
11.00 a. m.—4. Recess.
11.10 a. m.—5. (*a*) Education for efficiency (high school).
(*b*) The place of industries in public education (elementary schools).
12.00 m. Noon intermission.
1.00 p. m.—6. Singing.
1.15 p. m.—7. Civics and health.
2.00 p. m.—8. How to test seed corn in school.
3.00 p. m.—9. Assignments and adjournment.

This is followed by 10 pages of outlines and illustrations before the program for the fourth day is taken up. In part explanation of the program it should be said that the books adopted in the reading course for 1910–11 are Davenport's "Education for efficiency," McMurry's "How to study," and Allen's "Civics and health." The criticism might be made that the immediate problems of the schools are not given enough time and the reading work too much, but this need not necessarily be valid, for the school problems can be discussed in connection with the reading work. That this is actually done is indicated by the outlines in the manual.

MINNESOTA.

The Minnesota law reads as follows:

The county superintendent may hold county institutes for teachers in different parts of the county not to exceed five (5) such institutes in any one (1) year, and the county commissioners shall allow bills for personal expenses for said county superintendent in holding such institutes not to exceed the sum of fifty dollars ($50) in any one (1) year. (S. L., 1907, p. 104.)

NORTH DAKOTA.

The North Dakota law reads as follows:

Acting under the instruction of the superintendent of public instruction, he (the county superintendent) shall, when expedient, convene the teachers of his county at least one Saturday in each month during which the public schools are in progress, or if the distance is too great he may convene the teachers of two or more districts in each of the several portions of his county in county or district institutes, or teachers' circles, for normal instruction and the study of methods of teaching, organizing, classifying, and governing schools, and for such other instruction as may be set forth by the superintendent of public instruction for the State teachers' reading circle. Each teacher shall attend the full session of such institute or circle and participate in the duties and exercises thereof or forfeit one day's wages for each day's absence therefrom. (S. L., 1909, p. 25.)

OREGON.

The Oregon law reads as follows:

It shall be the duty of each county superintendent to organize and hold annually at least three local institutes or educational meetings in various parts of his county at such times and places as he may deem expedient, and he shall secure at these meetings, as far as practical, the attendance and cooperation of school officers, teachers, and parents. (S. L., 1911.)

SOUTH DAKOTA.

The South Dakota law reads as follows:

The county superintendent shall divide his county into districts as may be convenient for the purpose of holding district teachers' institutes during the school year on Saturdays, and all teachers employed in the schools of each institute district shall be required to attend the meetings in such district but not less than two nor more than four such meetings shall be held in each district during any school year, nor shall such meetings be held oftener than once in two months * * *. Each meeting shall consist of one session of approximately three hours. The program shall be so arranged that all teachers of the district shall be given an active part as often as practicable. The work as outlined by the State teachers' reading-circle board shall constitute one-third of the work, and the balance of the program shall also be for the general improvement of the teachers. (S. L., 1909, p. 42.)

UTAH.

The Utah law provides "that institute meetings held once or twice a month each year shall be equivalent to the annual institute mentioned in this section." (S. L., 1909, p. 15). This allows the substitution of teachers' meetings for teachers' institutes.

VIRGINIA.

The practice in regard to teachers' meetings followed in Virginia is something like that of Indiana. Two laws bear upon the meetings that should be considered here. One of these laws provides specifically for teachers' meetings, while the other provides for teachers' institutes, which have in Virginia, however, definitely become preliminary teachers' meetings held about the time the schools open. The laws read as follows:

The district superintendent shall encourage and assist in the organization and management of county institutes, of which at least one shall be held during each school session. (S. L., 1907, p. 133.)

County and district school boards may encourage meetings of teachers to be held from time to time in any county or school district under such regulations as the division superintendent of schools may prescribe. (S. L., 1907, p. 62.)

The meetings held under the institute law are usually two days in length, are conducted by the division superintendents and State examiners without extra pay, and are set as near as possible to the opening of the schools in the fall.

Under the second law quoted, district teachers' meetings are held one day each month, usually on Saturday, in nearly every county of the State.

With the old-time institute practically eliminated, and with strong summer schools, efficient local teachers' meetings, and an excellent system of voluntary teachers' conferences and associations, the machinery for the training and improvement of teachers in service has made especially good progress in Virginia. It is simple, yet it meets all the essential professional needs without wasteful duplication.

WEST VIRGINIA.

The West Virginia law reads as follows:

> The county superintendent shall arrange for and conduct district institutes or teachers' round tables, one or more in each district of his county within the school year, and any teacher who shall attend his district institute for one school day shall have credit therefor, when reported by the county superintendent in the month in which said institute is held, as if actually taught by him. (S. L., 1908, p. 51.)

The district institutes and teachers' round tables held under this law have apparently developed into two types of meetings, the round table including a larger territory than the county, and the district institute a smaller territory. The State superintendent, in his report for 1906–1908, page 140, says:

> A most wholesome influence that has entered into our educational progress within the last few years is the work done in connection with what is known as a series of round tables held in different parts of the State. By rather a peculiar coincidence these informal organizations have largely taken the name of the section of the State in which they are located, as Ohio Valley round table, Monongahela Valley round table, Greenbrier Valley round table, Potomac Valley round table, Tyart's Valley round table, etc. Usually these meetings last a day and a half, consisting of two sessions on Friday and one session Saturday forenoon. On some occasions the attendance has exceeded 300, in this respect far exceeding the enrollment of the State association. A chairman is chosen for each session it may be, or for all meetings of one round table. The program is announced some weeks beforehand and the discussions are pointed, practical, and progressive * * *. Sometimes the Friday's attendance at the round table counts as a day taught where teachers have not had a district institute, but in many places the teachers willingly suspend their schools to attend the round table and make up the day.
>
> The especial advantage of these meetings is that they are always held when the schools are in session and the problems that present themselves from time to time in the schoolroom are fresh in the minds of the teachers.

OTHER STATES.

The States mentioned are the only ones in which local teachers' meetings for rural teachers are legally established, but meetings of this kind are held also in Illinois, Iowa, Kansas, Pennsylvania, Washington, and perhaps other States. The following program illustrates this work as it is carried on in the State of Washington:

Program of educational meeting to be held at St. John, Wash., Saturday, January 23, 1909.

Morning session, 10 o'clock.

The recitation ..... C. L. Henry, Jessie Randle.
General discussion.
Primary methods ..... Ermah Greer, Nellie Stone.
General discussion.
The A. Y. P. exhibit ..... General discussion.

Afternoon session, 1.30 o'clock.

The school and the citizen ..... Walter Ricks, A. P. Orth.
General discussion.
Method in grammar ..... O. A. Burch.
General discussion.
Difficulties in teaching arithmetic ..... E. T. Morris, L. L. Nolin.
General discussion.
Address ..... Supt. N. D. Showalter.

It is evident from the laws and programs that have been quoted that local teachers' meetings have gained a substantial foothold in the rural districts. The name applied to these meetings, however, is an unsettled matter. The word "institute" is most frequently used in the laws, but this tends to confuse these meetings with the regular county institute, which is unfair. Teachers' institutes have been frequently criticized, but not teachers' meetings. The expression "teachers' meeting" would amply cover the point and would be parallel with the designation of corresponding meetings of teachers in cities.

In all the States mentioned, except Virginia, the regular five-day teachers' institutes are also prescribed by law and are held once a year.

In Tennessee and Vermont the State superintendents are given an additional means to influence the schools. They are by law empowered to hold meetings and conferences that are entirely local in their nature.

The Tennessee law empowers the State superintendent—

> to suspend the schools of any county for one day each year, when he may deem it necessary, upon giving proper notice, and to require all teachers and school officers, upon the day so appointed, to attend at a designated hour and place for the purpose of instruction and conference. (S. L., 1909, p. 5.)

In Vermont the State superintendent "may hold educational meetings in different towns in each county and employ competent assistants." (S. L., 1907, sec. 918.)

TEACHERS' MEETINGS IN CITIES.

The foregoing discussion of teachers' meetings has reference primarily to rural districts, but the general remarks that have been made apply in the main also to urban communities. The needs for

teachers' meetings in city and country are much alike, but because the schools are closer together in cities these needs are more urgently felt there and have for many years been more systematically met.

The teachers' meetings held in cities fall into five distinguishable classes. These are (1) general teachers' meetings, (2) building meetings, (3) meetings with special supervisors, (4) grade meetings, and (5) principals' meetings.

To this list might be added teachers' clubs and round tables, but as these are usually voluntary they should be classed with teachers' associations. Gatherings of this kind are, however, held very generally in cities and they exert a great influence on the professional improvement and the development of an esprit de corps among the teachers. In fact, they supply a need that the official meetings do not reach and for that reason the superintendent and other officials should tactfully take the initiative in getting them started where they do not already exist. Once underway they usually need little further official encouragement.

These voluntary associations will seldom reach all the teachers, or even a majority of them, but their influence usually extends far beyond their immediate membership. They set a standard of professional activity and growth that has a leavening influence on the entire teaching corps.

General teachers' meetings are usually, if not always, enjoined by the rules and regulations of the board of education, and they are almost always held monthly, whether the rules enjoin them that often or not. Monthly meetings are enjoined in many cities, but in a larger number their frequency is left primarily with the superintendent. He is given the power to call meetings whenever he thinks the welfare of the schools requires them.

The functions of the general teachers' meetings are primarily administrative, legislative, and inspirational.

On the administrative side the superintendent needs an occasional gathering of all his teachers in order to put into uniform effect all general rules and policies of the school system. For maximum efficiency there must be team work in the teaching corps, and this can be brought about best through the teachers' meeting, although this agency may be effectively supplemented by printed and mimeographed instructions. Then, too, there are usually some general criticisms brought to light through supervision that may be most effectively made at the general meeting.

New policies and the amendment of old ones may be made either arbitrarily by the superintendent and the board or they may be determined primarily by the teachers themselves. When the teachers themselves are given a voice in these legislative matters the final discussion and vote should usually fall in the general meeting.

The inspirational feature, in which should be included all those features that tend to keep the teachers abreast of educational thought, is the same as that which has been discussed in connection with institutes and rural teachers' meetings. City-school teachers need this feature no less than others and it is the duty of the administrative and supervisory officers to supply it.

That aspect of the general teachers' meeting which aims for the inspiration and professional growth of the teachers rightly forms one of its leading features. Books of a professional nature are frequently read and discussed in these meetings and in many places lectures by outside talent are given. This causes these meetings to resemble teachers' institutes and in some places the term "institute" is applied to them. This is true, for example, in Springfield, Ill.; Kansas City, Mo.; Rochester, N. Y.; and in Dallas and Houston, Tex.

The building meeting is, as a rule, but a smaller edition of the general meeting. It bears the same relation to the teachers of the building as the general meeting bears to the teachers of the entire city. The principal needs this meeting for administrative, supervisory, and other professional purposes, just as the superintendent needs the general meeting.

By special supervisors' meetings are meant those meetings that are presided over by supervisors of drawing, music, nature study, penmanship, and the like. These supervisors need occasional meetings with all or part of the teachers to give unity to their work and to outline methods of instruction.

The grade meeting, which is nearly as universal as the general meeting, is needed for those detailed problems of schoolcraft that concern directly only a relatively small group of teachers. Among these problems may be mentioned especially those of methods of instruction and the apportionment of subject matter. These vary as one passes from grade to grade, and it would be wasteful to consider them at the general meeting.

Principals' meetings are on a less official plane than the other meetings just discussed. It is not often that they are mentioned in the rules and regulations of the boards of education, and they are frequently voluntary. Yet in cities having many separate buildings the principals have numerous problems in common, and it is of distinct benefit to the schools to have these problems discussed by the principals and to have uniform policies adopted by them. Furthermore, because the principals are rightly looked upon as the professional leaders of the teachers under them, they must themselves receive inspiration and professional stimulation. This they may do effectively through their own meetings.

In 150 school reports examined, mention of principals' meetings was made in those from only 10 cities. No doubt more are held, for it is not likely that all superintendents mention these meetings even when they occur.

The meetings in these 10 cities are held either weekly, biweekly, or monthly, and in connection with several of them systematic study is carried on.

The following is a typical schedule of teachers' meetings as they are held at Winona, Minn.:

SCHEDULE OF TEACHERS' MEETINGS, WINONA, MINN.

Unless otherwise stated, all meetings at 4 p. m. at high-school building.
Kindergarten: Monday, first week of each school month.
First and second grades: Tuesday, first week of each school month.
Third and fourth grades: Wednesday, first week of each school month.
Fifth and sixth grades: Monday, second week of each school month.
Seventh and eighth grades: Tuesday, second week of each school month.
Special supervisors: Wednesday, second week of each school month.
Principals: Wednesday, third week of each school month and 10 o'clock Saturday previous to the opening of schools in September.
General meetings: 2 p. m., the Monday before opening of school in September.
General meetings: 4 p. m., the last Friday of each school month.
Building meetings: Principals will hold meetings of teachers in their respective buildings as often as the needs of the school may require.
Supervisors' meetings: Supervisors will hold grade and building meetings as often as they are deemed necessary by the supervisors and superintendent.

The work that is done in the various teachers' meetings held in a city may be illustrated by the following extract from the Report of the Board of Education, Decatur, Ill., for 1909, prepared by Supt. H. B. Wilson:

TEACHERS MEETINGS AT DECATUR, ILL.

PROFESSIONAL MEETINGS.

The professional work of the year sought to build upon what had been accomplished the preceding year (see 1908 report, pp. 17–20), hence the work was organized and differentiated along lines similar to those pursued the year before. The work done will be tersely indicated under the head of each kind of meeting held.

GENERAL MEETINGS.

We were fortunate in the following list of speakers and topics. Each address was of great inspirational value.

The agencies of the school, September 5, superintendent of schools.
The use and interpretation of maps, September 25, R. H. Allin, Chicago.
The ideal teacher, November 6 (home of superintendent of schools), Prof. W. C Bagley, University of Illinois.
Some essentials of language power, December 11, Supt. W. A. Furr, Jacksonville, Ill.
The new boy, December 21, A. E. Winship.
Taking advantage of the play instinct in arithmetic work, January 20, Prof. C. W. Stone, Farmville (Virginia) State Normal.

Teaching children to study, February 16, Prof. George D. Strayer, Columbia University.

Language in the grades, February 26 (two lectures), Supt. O. I. Woodley, Passaic, N. J.

Meetings of the Central Illinois Teachers' Association in our city March 19–20.

CABINET MEETINGS.

November 5: Earhart's Factors in logical study.

December 10: Earhart's Factors in logical study (completed).

I regret that the limits of this report prevent me from speaking of the excellent effects which followed in some of the schools from the study of Miss Earhart's work by our teachers. More will be done next year, and in the report a year hence I shall wish to discuss the important matter of teaching children to study in some detail and to recount some of our own experiences, perhaps.

February 11: The educational situation, Dewey.

March 11: Ethical principles underlying education, Dewey.

April 20: Ethical principles underlying education, Dewey (completed).

May 20: Interest as related to will, Dewey.

The cabinet meetings were of great value to all. Attendance upon them was required of the principals and special teachers only, but any other teachers were at liberty to come. With one exception, they were so largely attended that we were compelled to provide chairs in one of the large high-school session rooms to seat all who came. In these meetings the discussion, while more theoretical than immediately practical, was always finally focused upon our local problems and their solution. Discussion ran free in all these meetings, making them of great inspirational value.

GRADE MEETINGS.

Grades 1, 3, and 5: September 17, Motivizing school work.

Grades 1, 3, and 5: October 9, The new copy books and their use, B. D. Berry, Chicago.

Grades 1, 3, and 5: October 22, Motivizing school work (continued).

Grades 1, 3, and 5: December 4, An organic view of some factors of the school.

Grades 1, 3, and 5: February 4, the second term's work.

Grades 1, 3, and 5: April 29, examination papers in arithmetic.

Grades 2, 4, and 6: September 18, Motivizing work.

Grades 2, 4, and 6: October 9, The new copy books and their use, B. D. Berry, Chicago.

Grades 2, 4, and 6: October 23, Motivizing school work (continued).

Grades 2, 4, and 6: December 4, An organic view of some factors of the school.

Grades 2, 4, and 6: February 5, the second term's work.

Grades 2, 4, and 6: April 30, examination papers in arithmetic.

Grade 7: September 21, Motivizing school work.

Grade 7: October 9, The new copy books and their use, B. D. Berry, Chicago.

Grade 7: October 26, Motivizing school work (continued).

Grade 7: December 4, An organic view of some factors of the school.

Grade 7: February 8, the second term's work.

Grade 7: May 3, examination papers in arithmetic.

In addition to the above meetings, the first-grade teachers held five meetings in a study of primary reading work. Miss Barnett, at the E. A. Gastman School, and Miss Montgomery, at the Warren Street School, began a test of the merits of the Aldine reading system during the second semester, and two visits to see the work of each teacher were made by all of the first-grade teachers. The second-grade teachers were present also at one visit with each of the teachers. Following the observation of the

work, at each visit, problems growing out of the work visited or out of primary reading in general were discussed in round table. Near the close of the year all of the first and second grade teachers visited Miss Alice Mead's first-grade reading work to note the excellent results she was securing in the development of her 1B reading upon the basis of Mother Goose rhymes.

BUILDING MEETINGS.

These meetings were held under the direction of the principal in each building every four to six weeks. Reports lead me to believe these meetings were well planned and very profitable.

Elementary schools.—Discussions based upon Prof. W. C. Bagley's "Classroom management."

High school.—Discussions based upon Prof. DeGarmo's "Principles of secondary education." This discussion was preceded at each meeting by a report, followed by discussion, upon articles of educational significance in the current magazines.

The following programs were executed during the school year:

October 12, 3.30 p. m., in physical laboratory: English in the high school.
November 10: Mathematics.
December 9: The languages.
January 14: The sciences.
February 12: History.
March 8: Economics.
April 13: (a) Art. (b) Physical education.
May 12: Some of the problems of administration.
Reports in reference to recent conventions.

But one meeting distinctively for principals was conducted during the year. This was a business meeting near the opening of school.

Also, but one meeting of the janitors was held. At this meeting we considered the relation of the janitor's work to the welfare of the school.

Among the most important meetings of the year were those of the committees working on the course of study in the English group of subjects.

VISITING DAYS.

The custom and the possibilities of having teachers observe the work of other teachers is indicated by one of the paragraphs just quoted from the Decatur School report. This custom is generally known by the expression of "visiting days," and is practiced in approximately 50 per cent of our city schools. Miss Shipp, in an unpublished study on "Elementary Supervision" prepared for a master's essay at Teachers College, Columbia University, in 1907, found that 19 of the 39 cities studied by her made provision for visiting days.

The usual amount of time allowed by the rules and regulations of school boards for visiting with pay is either one or two days a year, with the tendency in favor of one day. When but one day a year is allowed, the rules usually provide that this shall be taken in installments of one-half day a semester when the visiting is done in the home city.

Visiting in the home city is usually done under the immediate guidance of the superintendent or a supervisor, and the visits are

followed by joint discussions. When the visiting is done away from home, permission to do so must usually be granted by the superintendent, and the teacher is required either to file a written report or to give an oral report before a teachers' meeting. A few cities provide directions to guide teachers in their observations.

Principals are also granted visiting days without loss of salary in some cities. Minneapolis and Milwaukee, for example, each provide that principals may visit the schools of other cities for five days each year. In Minneapolis the principals are required to make to the superintendent written reports of their visits.

Superintendents are almost invariably enjoined by the rules of school boards to keep themselves informed of educational movements in other places, and they are usually granted all the time they need for visiting the schools of other cities.

Visiting days offer opportunities for the improvement of teachers in service in several directions. They offer effective means (1) of introducing new methods and devices, (2) of strengthening the work of the weaker teachers, and (3) of revivifying the work of all teachers, even of the best.

The use of visiting days for the purpose of studying and introducing new methods and devices is sufficiently illustrated by one of the paragraphs in the quotation from the Decatur School report given above.

Visiting for the purpose of improving teaching efficiently is in many cities done by groups of teachers under the guidance of the superintendent or a supervisor. This is the custom, for example, in Indianapolis, Baltimore, and Springfield, Mass.

In Indianapolis visiting is usually done in a group in charge of a supervising principal or assistant superintendent, and the observations are discussed in the presence of the teacher visited.

In Baltimore the district supervisors occasionally—

> take complete charge of a given grade for an entire morning, at which time all teachers of that grade within the given group of schools are excused from teaching to attend this model half-day session. The afternoon of the same day is spent by the same teachers in discussing principles underlying the work observed. Such demonstrations and meetings are held for teachers of all grades. (Quoted from Miss Shipp's study.)

> In Springfield we sometimes call together the teachers of one grade to spend an afternoon in observing recitations conducted by several skillful teachers, all of whom will take up the same subject, and we have found such illustrative lessons very helpful and stimulating. In this way a few especially able teachers will materially strengthen the work of their grade throughout the entire city. (W. F. Gordy, Proceedings, N. E. A., 1907, p. 259.)

Judging by the provisions in the rules and regulations of school boards, one would infer that most of the visiting by teachers is of a general nature; but this inference may be wrong. Even though the

provisions are general, it may well be true that superintendents usually make use of visiting days for the purpose of improving their teachers either individually or in groups, at specific points. But it is true, nevertheless, that much visiting of a general nature is done by teachers. This may on the whole be less profitable than visiting singly or in groups under official guidance, but it is certainly not without its value. It gives the teacher new ideals, new points of view, and a change of scene that are heartening. The teacher returns to his work not only instructed, but also encouraged with his own achievements and efficiency.

The smaller teachers' conventions are frequently held on Friday and Saturday with the specific provision that Friday forenoon or afternoon shall be devoted to visiting the schools of the city in which the convention is held. The Central Ohio Teachers' Association, among the larger conventions, always includes the visiting of schools in its program. For this purpose it frequently meets outside of its own boundaries, and even outside of its own State. It has in recent years held meetings in Cincinnati, Cleveland, Indianapolis, and Detroit.

COUNTY SUPERINTENDENTS' CONFERENCES.

Reference has been made to the fact that the State superintendent needs avenues through which he can exert an influence on the educational forces of his State. One of these avenues is the meeting of county superintendents. Such meetings are held in about two-thirds of the States. (See Table IV.) They take on a variety of forms, in some cases being sections in the State associations, while in others they are convened by the State superintendent according to statutory enactment; but through practically all of them the State superintendent can exert an influence for greater unity and efficiency in the educational system of the State.

To convene the county superintendents is made one of the legal powers and duties of the State superintendent in 10 States. These are Florida, Idaho, Iowa, Minnesota, Mississippi, North Dakota, Oregon, South Dakota, Washington, and Wisconsin. But this list does not include all the States in which meetings of the county superintendents are called by the State superintendent. They are called in New Hampshire under the institute law, as was noted on page 9, and under still other laws, or perhaps voluntarily, in some of the other States.

TABLE IV.—*Teachers' associations.*

State.	County superintendents' conferences.	County associations.	Sectional or district meetings.	State associations.
Alabama	Yes	Yes		Yes.
Arizona	Section in State association.	No	Yes	Yes.
Arkansas	Section in State association.	18	3	Yes.
California	Yes	Yes	Yes	Yes.
Colorado		Yes		Yes.
Connecticut	Yes	Yes	Yes	Yes.
Delaware	No	Yes	Yes	No.
Florida	Yes	Yes	No	Yes.
Georgia	Yes	Yes	No	Yes.
Idaho		Yes	Yes	Yes.
Illinois	Yes	88 in 1909	7	Yes.
Indiana	2		2	Yes.
Iowa	2 annually	Yes	4	Yes.
Kansas	Yes	Yes	8	Yes.
Kentucky	Yes	Yes	Congressional districts.	Yes.
Louisiana	Yes	Yes	No	Yes.
Maine	Superintendents	Yes		Yes.
Maryland	Yes	Yes	Yes	Yes.
Massachusetts	Superintendents	Yes	No	Yes.
Michigan	Yes	Yes	Yes	Yes.
Minnesota	Yes	Yes	Yes	Yes.
Mississippi	Yes	35–40	4 or 5	Yes.
Missouri	Yes	35–40	4 or 5	Yes.
Montana	Yes	No	No	Yes.
Nevada	No	No	No	Yes.
New Hampshire	Yes	Yes	Yes	Yes.
New Jersey	Yes	21	Yes	Yes.
New Mexico	Section in State association.	In all counties	No	Yes.
New York	Yes	In all counties	Yes	Yes.
North Carolina	Yes	In all counties	Yes	Yes.
North Dakota	Yes	40	12	Yes.
Ohio		Yes		Yes.
Oklahoma	Public-school officers' association.	77 (all counties)	3	Yes.
Oregon	Yes	No	No	Yes.
Pennsylvania			No	Yes.
Rhode Island		1	7	R. I. I. I.
South Carolina		Yes	No	Yes.
South Dakota	2 annually	Yes	3	Yes.
Tennessee	Yes	Yes	Yes	Yes.
Texas	Yes	District	12	Yes.
Utah		Yes	Yes	Yes.
Vermont	Union supt	Yes	No	Yes.
Virginia	Yes	About 85	Yes	Yes.
Washington	Yes	About 75 per cent of counties.	No	Yes.
West Virginia	Yes	½ of counties	3	Yes.
Wisconsin	Yes	Yes	3	Yes.
Wyoming	No	No	No	Yes.

The legal provisions for county superintendents' conferences are quite similar in the 10 States mentioned, and only a few need to be quoted for illustrative purposes.

FLORIDA.

The Florida law empowers the State superintendent—

to call conventions of county superintendents of public instruction for obtaining and imparting information on the practical workings of the school system and the means of promoting its efficiency and usefulness. (S. L., 1909, p. 10.)

NORTH DAKOTA.

The following wording of the law, with but slight changes, is used also by Idaho and Mississippi:

He [the State superintendent] shall meet the county superintendents of each judicial district, or of ten or more districts combined, at such time and place as he shall

appoint, giving them due notice of each meeting. The objects of such meeting shall be to accumulate valuable facts related to schools, to compare views, to discuss principles, to hear discussions and suggestions relative to the examinations and qualifications of teachers, methods of instruction, textbooks, institutes, visitation of schools, and other matters relating to the public schools. (S. L., 1909, p. 21.)

WISCONSIN.

The State superintendent of Wisconsin is instructed—

to hold at least one convention annually at a convenient and accessible point in the State for the purpose of consulting and advising with the county superintendents with regard to the supervision and management of the public schools.

To hold one convention annually for the purpose of consulting and advising with the city superintendents of schools upon matters pertaining to supervision and management of city schools. (S. L., 1909, p. 305.)

The practice of holding county superintendents' conferences in States in which the law does not specifically direct such conferences may be exemplified by Illinois. The law of this State merely directs the State superintendent—

to advise and assist county superintendents of schools, addressing to them, from time to time, circular letters relating to the best manner of conducting schools, constructing schoolhouses, furnishing the same, and examining and procuring competent teachers. (S. L., 1909, p. 3.)

Under this law annual conferences are held with the county superintendents usually at the State normal schools and at the university. The superintendent of public instruction also meets the county superintendents in annual session at the State teachers' association. The practice in many other States is similar.

While the State superintendent in nearly every State takes a direct part in the conferences with county superintendents and in the inspection of rural schools, he is now usually ably assisted in this work by rural-school inspectors. These inspectors, acting with the advice and assistance of the State superintendent, are a very material aid in the improvement of the rural-school teacher, as well as in all other phases of rural-school work.

TEACHERS' ASSOCIATIONS.

The expression "teachers' associations" is restricted in this paper to those conventions that teachers form of their own free will and in which all the members are legally on an equal footing. The officers of the association are elected by the members and are responsible to the members.

This is the ideal, but in practice it is not always found in its pure form. The law not infrequently gets the various types of teachers' gatherings considerably mixed. In Missouri teachers' institutes and in Kentucky teachers' meetings are called teachers' associations in the law, but the descriptions that are given are so distinctive that

there is no serious trouble in classifying them. This, however, is not true in Maine. Here we find a teachers' convention legally established which is about as much a teachers' association as it is a teachers' meeting. The law reads as follows:

> Whenever not less than thirty of the teachers and school officers of any county shall have formed an association under rules of government approved by the State superintendent of public schools, for the purpose of mutual improvement in the science and art of teaching and of creating popular interest in and diffusing a knowledge of the best methods of improving our public-school system, by the holding of conventions at least once every year under the supervision of the State superintendent, the State shall defray the necessary expenses attending the holding of such conventions, for which purpose the sum of one thousand dollars is hereby annually appropriated, to be deducted and set aside therefor by the treasurer of State from the annual school fund of the State; provided, however, that no more than two such associations shall be formed in any county and that the expenses as aforesaid of no more than two conventions of any such association in any year shall be defrayed by the State.
>
> Teachers of public schools may suspend their schools for not more than two days in any year during the sessions of such conventions within their counties and also for not more than two days in any year during the sessions of any State teachers' convention approved by the State superintendent of public schools, unless otherwise directed in writing by the school officers, and attend said conventions without forfeiture of pay for the time of such attendance, provided they shall present to the officers employing them certificates signed by the State superintendent of public schools showing such attendance.
>
> The governor and council may draw warrants on the treasurer of State for the payment of bills for the expenses provided for in section eighty-nine, when such bills shall have been approved by the State superintendent of public schools; provided, however, that no bills shall be so paid except those for advertising such conventions and for actual traveling expenses of speakers and lecturers not residing in the counties in which such conventions are held.

In Oregon, the superintendent of public instruction "shall, once in each year, cause to be held a State teachers' association, at such time and place as in his judgment will best promote the general interests of education." (S. L., 1909, p. 3.)

Under this law two meetings are held annually—one in the eastern and one in the western part of the State—for which the State appropriates annually $1,000, which is divided equally between the two divisions. This fund is supplemented by money from the counties in which the meetings are held and from two to four counties adjoining.

The Vermont law annually appropriates $200 for speakers at the State teachers' association.

In South Dakota teachers are legally permitted to close their schools for five days in any one year to attend a teachers' association, and to make up the time so lost.

In Kansas the teachers are usually allowed their salary for attending the State association, and they are paid $1 for attending the meetings of the county association.

In the laws of a number of other States teachers' associations are mentioned, and the officials, especially the county superintendents, are encouraged to form them.

The vast majority, however, of these bodies are formed, managed, and financed solely by the teachers themselves.

To the number and variety of voluntary teachers' associations in the United States there is no end. A few are listed in Table IV, but these include only those within State lines and those that are of a general nature. National associations and all associations definitely restricted to certain classes of teachers are omitted. It would be interesting to have a complete list of all such associations, but it would be next to impossible to collect the necessary data.

NATIONAL ASSOCIATIONS.

In the national field there is not only the National Education Association with its various departments, but nearly every class of teachers has its own national organization, which meets at least once a year. There are conventions for music teachers, drawing teachers, manual-training teachers, physical-culture teachers, teachers and devotees of school hygiene, etc., and when the college and university fields are included the list becomes very long, probably exceeding threescore.

FEDERATION OF STATE TEACHERS' ASSOCIATIONS.

A recently established organization of a general nature for teachers is the Federation of State Teachers' Associations. This organization was formed at Denver, Colo., at the time of the meeting of the National Education Association for 1909. Two sessions were held at that time, one on Tuesday, July 6, and the other on Friday, July 9. The by-laws of the federation provide that the annual meetings shall be held at the time of the annual meeting of the National Education Association, and in the same city.

Meetings of the federation were again held at Boston in July, 1910, where over 20 States were represented. At that meeting a constitution and by-laws were adopted.

Membership in the federation is open to State teachers' associations, or equivalent organizations, if known by a different name, through elected delegates; to teachers' associations whose regular membership represents any portion of a State comprising more than one county; and to teachers' clubs or other similar organizations of teachers in cities of more than 100,000 inhabitants.

Two classes of individual memberships are provided for—associate members and delegate members.

Associate membership is open to any teacher on the payment of an annual fee of 50 cents.

Delegate members consist of individuals, beyond one, that are regularly appointed representatives in the federation, and they also pay an annual fee of 50 cents.

The following extracts from the constitution give further information regarding the nature of this organization:

PURPOSES.

The purposes of the federation are—

To provide for State organizations of teachers in the several States opportunity for conference and for union of effort in matters of common interest, and to act in a definite way as the agent of State teachers' associations in securing timely and efficient concert of action upon educational and professional questions of national significance.

To aid in the development of a feeling of cooperative professional fellowship among all teachers and organizations of teachers in the United States.

To help to realize the ideal of the unity of the Nation through a conscious unity of its educational forces.

STANDING COMMITTEES.

The [nine] vice presidents of the federation shall constitute the standing committee on organization, whose duty it shall be to enlist the support of organizations and of individuals, to increase the membership of the federation, and to promote State and local organizations for the advancement of education and of the interests of teachers.

There shall be a standing committee of five members appointed by the president, whose duty it shall be to note the results of investigations made by the Bureau of Education, the National Education Association, the various State associations, and other agencies, and to formulate recommendations for appropriate action by the federation. This committee shall be known as the "Committee on educational interests."

There shall be a standing committee of five members appointed by the president, to be known as the "Committee on professional interests," whose duty it shall be to take into account the results of investigations into all matters affecting directly the material welfare of teachers, and to make recommendation for appropriate action on the part of the federation.

There shall be a propagandist committee of nine members, the president of the federation being chairman, and the other members of the committee being appointed by the president, whose duty it shall be to promulgate such measures, and to secure favorable action by the proper authorities and by the general public upon such measures as may have been adopted and referred to this committee by the federation. This committee shall have power to add to its numbers at any time such persons of such character and position as may be desirable in carrying on its work.

There shall be a standing committee of three for the preparation and publication of the program for meetings of the federation. Of this committee the secretary shall be chairman, the other members being appointed by the president. This committee shall prepare all blank forms for the conduct of the business of the federation. All printing for the federation shall be in the care of this committee, which shall be known as the "Committee on program and printing."

These national associations offer inducements and good opportunities for travel to all classes of teachers, and they give many a chance to see and hear the educational leaders, but they have little else directly in store for rural, elementary, and even secondary school teachers. They reach these teachers in the main, only indirectly, through their publications and through the educational leaders; but these forces are worth noting. The leaders in the various depart-

ments of education, as well as other teachers, need opportunities for keeping abreast, for comparing notes, and for social and professional acquaintance, and the publications of the proceedings may be consulted by everybody.

STATE ASSOCIATIONS.

The type of work that is done at the National Educational Association and at the State teachers' associations is so familiar that no space need be taken here for its discussion or for a detailed presentation of programs. The meetings of the State associations are in most States held during the Christmas holidays and usually last three days. Like those of the National Education Association, they are conducted in general sessions held in the forenoon and in sectional meetings held in the afternoon. The evenings are usually given up to social functions and to special meetings.

The sections in the Washington Educational Association, for example, are the following: Educational council; elementary school section; higher and secondary school section; county supervision and normal-school section; music section; manual arts section; mathematical science section; language section; school board section; and commercial section.

EDUCATIONAL CONFERENCES.

In addition to State teachers' associations, passing mention should be made also of State educational conferences. These are usually called by the State superintendent and are attended primarily by the educational leaders of the State. Where held, they probably exert a greater influence in shaping the educational policy of the State than any other single State teachers' meeting.

These conferences, while not without their influence on the improvement of teachers in service, are somewhat remote from this problem, and therefore no attempt was made to determine their number and variety. The State institutes held in Nebraska, and perhaps Nevada, belong in this class.

A conference of this type, held June 6 to 11, 1910, at the University of Mississippi, discussed the following topics: Mississippi's common schools. Subtopics: Their general function; house and equipment; the teacher and other personal factors; the curriculum; consolidation and transportation; revenues. High schools: Purpose and course of study, (a) agricultural, (b) separate district; school improvement; industrial education; professional ethics; a general educational bill; public health. Committees reported on all but one of these topics.

SUPERINTENDENTS' AND PRINCIPALS' MEETINGS.

Another class of meetings that is not included in Table IV is the class of superintendents' and principals' meetings that are held in

many States, sections of States, or groups of States. These meetings deal primarily with problems of administration and supervision and are frequently of direct value in the improvement of teachers in service.

At the meeting of the North Carolina Association of City Public-School Superintendents and Principals, held at Durham, N. C., January 27, 28, 29, 1910, papers on the following topics were read and discussed: School reports and school efficiency; uniformity in records and reports; report of the committee on economy in the course of study; the supply of textbooks; how to make the teachers' meetings more effective; teaching children how to study; systematic observation and criticism of elementary school work; a comparison of school systems.

COUNTY AND SECTIONAL ASSOCIATIONS.

The associations that reach the rank and file of teachers are the county or sectional or district associations.

When teachers' institutes arose in the nineteenth century they displaced many township and county teachers' conventions. This was regretted by Horace Mann, but he thought that the loss would be more than counterbalanced by the greater professional merits of the institute. If, however, the institute failed to provide for the spontaneous association of teachers, one would expect that in the natural course of events these voluntary conventions would again arise. That this has actually come about is abundantly evident from Table IV.

Taken together, county and sectional or district teachers' associations are probably held in every State in the Union, and there are but few States in which no county associations are held. In many States there are teachers' associations in every county, and when county associations are lacking, their place is sometimes supplied by accessible sectional associations. The number of sectional associations in a State, so far as this was indicated in the returns, varies from two to twelve.

Teachers need not only training schools and official meetings, but they need also to come together of their own free will in professional gatherings. They need to brush up against their fellows, to form acquaintances, and to profit by each other's views as presented in papers.

All these things are heartening, they are enjoyable, and they widen the mental horizon in a variety of ways. The teacher who knows his fellows in other parts of the county, the State, or the nation, has his personality enlarged and is likely to have a more wholesome attitude toward his work. He is richer in experience and his instruction will be more vital and interesting in consequence.

Teachers too often lead dull lives and their dullness is reflected in their schools. Men and women who must give out as much as teachers do must be often refreshed. They need variety and they need to come in contact with people and places first hand. The pupils in their charge are entitled to more than a formal routine and to secondhand information. They are entitled, in some things at least, to come in contact with the fountain head. This means that the teacher should be broadly acquainted, that he should have direct knowledge of much of what he teaches, and that he should have had some experience in travel. Opportunities in all of these directions are abundantly given by the various teachers' associations.

TEACHERS' READING CIRCLES.

The reading circle idea, according to the Report of the United States Commissioner of Education for the year 1886–87, page 405, appears to have had its origin in a London "society to encourage home study," founded about 1870. A similar society was organized in Massachusetts in 1873, and this was followed in 1878–79 by the Chautauqua Literary and Scientific Circle, which has had a notable career and has numbered many teachers among its members.

State teachers' reading circles appear to owe their beginning to a paper read before the Ohio State teachers' association in 1882, although the honor of priority is disputed by Wisconsin, where a similar plan is said to have been suggested at an earlier date. The Ohio idea was the first to bear fruit, however, and a circle was formed in 1883, which outlined its first course of reading for the year 1883–84.

Indiana followed Ohio closely in organizing a teachers' reading circle. The circle in that State owes its existence to the following resolution adopted at the annual meeting of the State teachers' association in December, 1883:

Resolved, 1. That this association proceed at once to take the necessary steps to inaugurate an organization among the teachers of Indiana for reading and study, to be known as the "Indiana Teachers' Reading Circle."

2. That the circle be under the care and direction of the Indiana State Teachers' Association.

3. That this association proceed to choose a board of directors to which shall be intrusted the selection of a course of professional and literary reading, the issuing of certificates of progress, and the granting of diplomas as evidence of its completion.

4. The board of directors of the Indiana Teachers' Reading Circle shall consist of eight members, selected by the association from its own members, two of whom shall serve for one year, two for two years, two for three years, and two for four years, and hereafter two members shall be elected annually to serve for four years. The board shall elect its officers, arrange its meetings, and record and publish its proceedings.

The first course of reading was adopted for the year 1884–85. By 1888 the reading-circle idea had made such progress and had attracted

so much attention that the Commissioner of Education gave a survey of the work in his annual report for 1887–88. He sent out letters of inquiry regarding reading circles to the chief school officers of the different States and received replies from 25 States. Of these, 12 reported that they had reading circles and 12 reported that they did not have them. The remaining State, Rhode Island, reported that while it did not technically have a reading circle, the Rhode Island Institute of Instruction discharged the function of one by outlining courses of reading for teachers.

The States that reported affirmatively were California, Illinois, Indiana, Iowa, Kansas, Maryland, Mississippi, New York, North Carolina, Ohio, West Virginia, and Wisconsin. In three of these States, California, New York, and Wisconsin, the circles have since been given up. In fact, they never gained a good foothold in these States and in 1888 were reported as dying.

The present circles in Mississippi and in North Carolina were started, respectively, in 1906 and 1909, which indicates that the circles in those States reported to the Commissioner of Education went out of existence. Indeed, from the meager report given at that time, one might even doubt that North Carolina had a live reading circle in 1888.

From the fact that only 12 States started reading circles in the years intervening between 1882 and 1888, and that the circles in three or four of these soon went out of existence, one might infer that the idea did not appeal to the teachers of the United States. But this inference is contradicted by later developments. At the present time 35 States have State reading circles and 2, Florida and Pennsylvania, have county reading circles, making a total of 37 States.

The data pertaining to reading circles are summarized in Table V. These data were gathered chiefly by means of correspondence with State school officers and reading-circle officers and from reading-circle bulletins. They have been scheduled under six items, as follows: Membership, by whom organized, when organized, management, official connections, and credit for work done.

Twenty-five States reported the membership of their reading circles. This varies from 40 in South Carolina to all the teachers in Kansas. The largest numerical enrollment is found in Ohio, where 11,439 teachers registered for the work in 1907–8.

TABLE V.—*Reading circles.*

State.	Membership.	Per cent of teachers.	By whom organized.	Date of organization.	Management.	Official connections.	Credit for work.
Alabama	1,600	20	State teachers' association	1909	Board of 7 directors appointed by teachers' association.	State superintendent ex officio member board of directors.	Certificate for 1 year; diploma for 4 years and multiples thereof; teachers' examinations based in part on books read.
Arizona			F. D. Smith and teachers' association.	1909	Committee of 3 appointed by teachers' association.		
Arkansas	2,500	27	State teachers' association	1905	Board of 9	State superintendent ex officio secretary; county examiners ex officio county managers.	Diploma, 4 years; no credit toward teachers' certificates.
Colorado	About 1,100 sets sold	20	do	1905	Board of 2 appointed by teachers' association to act with State superintendent.	State superintendent president of board.	Questions are usually asked in examination to determine whether reading has been done or not.
Connecticut	200 report; more do reading.	4	State teachers' league	1905	Committee of 5 appointed by teachers' league.	Examinations on work given by State board of education.	Work counts toward getting and renewing certificates.
Florida	12	4	Has county reading circles.				
Georgia			State teachers' association	1895	Committee of teachers' association.		
Idaho			State department		State department, county superintendents.	Entirely official; State department issues examination questions.	3 per cent added to certain grades for teachers' certificates.
Illinois	4,500	15	State teachers' association	1885	Board of 9 members	State superintendent chairman of board; county superintendents organize teachers into study classes.	Certificate, 1 year; diploma, 3 years; recognized by county superintendents in renewals.
Indiana	10,600	62	do	1883	Board of 7 members appointed by teachers' association.	State superintendent ex officio member of board.	Grades made in general-culture subjects accepted for county certificates; average of 4 successive years in pedagogy accepted for State certificates.
Iowa	2,000	7	do	1885	Board of 7 directors	State superintendent president and member of board.	Certificate for 1 year; diploma for 4 years; examination questions in part based on books; county superintendent may add 10 per cent to grades for work; renewable certificates renewed for work.

Kansas	From 3,000 to 6,000	23–46		1885	Board, 1 from each congressional district and State superintendent.	Each contract contains clause of requirement to read adopted books and attend State association; State superintendent president.	Part of examination questions based on books.
Kentucky			State teachers' association	(2)	Board of 7 members elected by teachers' association.		All questions on the art of teaching for county and State certificates based on books adopted.
Louisiana	16 per cent of teachers bought books in 1908.		Reading course established by law as part of parish institutes.	1904	Board of State institute managers outline work.	Entirely official	Salaries sometimes increased for work.
Maryland	820	15	State teachers' association, established by law.	[3] 1888 [4] 1901	Board of 8 members	State superintendent ex officio chairman of board.	Certificate for 1 year granted by board; testimonial for 3 years granted by State board of education; accepted in lieu of professional examination for State certificates.
Michigan			County commissioners and State superintendent.	1889	Board of 5 county commissioners and State superintendent.		50 per cent credit is given on two subjects in third-grade examination. Some questions are based on books.
Minnesota	About 2,000	14		[1] 1895	Board consisting of State superintendent and 6 county superintendents.		Two reading-circle certificates are required for renewal of second-grade certificate and 4 for renewal of first-grade.
Mississippi	50–75		Dr. T. P. Bailey	1906	H. L. Whitfield	(The reading course is for institute conductors.)	Expected for work in institutes and normals.
Missouri	3,000 to 4,000	16–22	State teachers' association	1901	State board and secretary		Questions for teachers' examinations based on books read.
Montana	About 200	10	Maggie V. Smith in a county superintendents' convention.	1902	Committee of 6 appointed by State superintendent.	State superintendent, chairman.	Certificate for 1 year, 2 books; diploma for 3 years, 5 per cent added to general average in examination questions in theory and practice based on books.
Nebraska	5,000	50	State teachers' association	1890	Board of 5 elected by teachers' association.	State superintendent ex officio manager; county superintendent local manager.	Certificate for 1 year; diploma for 4 years; work legally credited toward teachers' certificates.
New Mexico	500	40	Rupert F. Asplund	1908	Rupert F. Asplund		R. C. certificate; .1 point added to general average for each book on which grade of at least 75 has been made; renewal of certificates.

[1] About. [2] Many years ago. [3] Organized. [4] Reorganized.

TABLE V.—*Reading circles*—Continued.

State.	Membership.	Per cent of teachers.	By whom organized.	Date of organization.	Management.	Official connections.	Credit for work.
North Carolina.	About 3,500	33	State Superintendent Joyner as part of teacher-training work.	1909	Supervisor of teachers' training.	Official	Certificate, 1 year; diploma, 4 years; renewal of certificates based on work; examination in theory and practice based on books.
North Dakota.	2,000	27	Law enjoins State superintendent to prescribe "the course of reading for the teachers' reading circle."	1890	Board of 6	State superintendent president of board; county superintendent controls county.	Certificate, 1 year; diploma, 3 years; first and second grade certificates renewed; standings of 85 continued on third grade.
Ohio	11,439 (1908)	43	State teachers' association.	1883	Board of 9; work outlined in 4-year cycles; county secretary appointed by institute.	State commissioner member board ex officio.	Diploma, 4 years; certificate, 1 year.
Oklahoma	3,500	40			State and county superintendents; board of 4; classes at institutes.	Work outlined by State board of education.	Grades accepted toward State certificate; credit toward county certificates.
Oregon			Law requires State superintendent to prescribe reading.	1910		Work prescribed by State superintendent.	Required for registration of certificates.
Pennsylvania			Has county reading circles.				
South Carolina.	40		State board of education	1907	Work outlined by State board of education; State superintendent chairman of board; course of 3 years.	Official	Certificates renewed; first-grade certificate extended 10 years for 3 years' work.
South Dakota.	2,200	40	State teachers' association	1885	Board of 3 and paid secretary; president teachers' association ex officio president; State superintendent ex officio member.	Legally incorporated; county superintendent manages county.	Certificate, 1 year; diploma, 4 years; credit toward teachers' certificates.
Tennessee	6,000	60	State Superintendent S. A. Mynders.	1906	State superintendent and board appointed by him.	Official	
Texas			State teachers' association	1909	Board of 6 appointed by teachers' association; adopts 3-year course.	City and county superintendents are the local managers.	Certificate, 1 year; diploma for course, 3 years; 6 books.
Utah	2,250	100			State board of education recommends books to be read.	Official	Examinations in professional subjects based on course.
Virginia	4,000	40	State board of examiners	1906–7	State board of examiners outlines reading course.	do	Required for extending certificates.
Washington			State board of education		State board of education	do	Examination questions based on books.

West Virginia	3,500		40	State superintendent	[1] 1891 [2] 1901	State superintendent; county superintendent local manager.	Legally established; State superintendent directed to outline 2 years' work.	Certificates awarded for course: work considered by examiners.
Wyoming				State board of examiners	1905	Work outlined by State board of examiners; county superintendent local manager.	Official	Certificates extended for work: integral part of certificate requirements.

[1] First law.

[2] Law revised.

Under "Organization" the table gives the data for 30 States. In 16 of these the reading circles were started by the State teachers' associations, in 4 by the State superintendent, in 2 each by the board of education and by the board of examiners, in 1 by the State superintendent and county commissioners, and in 3 by private persons. For Louisiana and South Dakota it was learned merely that the work has been established by legal enactment.

Reading circles are given legal recognition in 6 States. These are Louisiana, Maryland, North Dakota, Oklahoma, South Dakota, and West Virginia.

LOUISIANA.

The Louisiana law prescribes:

That it shall be the duty of the State institute conductor to formulate the programs for the teachers' institutes and association meetings, and it shall be the duty of the board of institute managers to formulate the State reading course for teachers yearly, and it shall be the duty of the parish superintendent to consult the State institute conductor relative to conducting teachers' institutes, and when conducting teachers' institutes or associations, to follow the programs and the State reading course for teachers so prepared as aforesaid. (S. L., 1910, p. 10.)

MARYLAND.

The members of the State board of education and the members of the county school boards shall encourage the work of the Maryland State teachers' reading circle, which was organized by the Maryland State Teachers' Association and which is a body politic and with power to organize, manage, and direct a State teachers' reading circle. (S. L., 1910, p. 39.)

NORTH DAKOTA.

He [the superintendent of public instruction] shall prescribe the course of instruction for teachers' institutes, and for teachers' training schools, and the course of reading for the teachers' reading circle within the State. (S. L., 1909, p. 20.)

OKLAHOMA.

It shall be the duty of the State board of education—

to formulate and adopt courses of study for State pupils' reading circles, and for State teachers' reading circles, and to select books to be used in said reading circles, and to prepare questions for the issuance of reading-circle certificates. (S. L., 1911.)

SOUTH DAKOTA.

The teachers' reading circle board of managers shall consist of the president of the State educational association, the superintendent of public instruction and a member elected by the county superintendents of the State.

The president of the State teachers' association shall be president of the board and the members of the board shall elect a secretary who shall not be of their number and who shall have no voice in the proceedings of the board. The secretary shall receive such salary as may be fixed by the board, who shall also prescribe his duties. The board of managers of the teachers' reading circle shall hold at least one meeting each year to select the books to be read, and shall have general charge of the teachers' reading circle work in the State. The members of the board of managers shall receive no compensation, but their actual traveling expenses incurred in the discharge of their duties shall be paid from the fees collected for State certificates and life diplomas in the manner hereinbefore provided. (S. L., 1909, p. 7.)

WEST VIRGINIA.

Teachers shall be encouraged to form reading circles for the purpose of pursuing courses of study in the history of education, school management, methods of teaching, educational psychology, and kindred subjects, and it shall be the duty of the State superintendent to prescribe a graded course of study covering a period of two years in the said subjects, to provide for examining those who complete the said course, and to issue certificates of proficiency to such persons as pass satisfactory examinations thereon. (S. L. 1908, p. 51.)

The years in which reading circles were organized are given for 27 States. In 8 of these they were started before 1890, in 4 from 1890 to 1900, inclusive, and in 16 between 1900 and 1910. This appears to indicate a flow, an ebb, and a flow in the establishment of reading circles, with a decided reaction in their favor in recent years.

The management of reading circles is almost uniformly intrusted to a board or committee appointed by the agency that organized the work or that has it in general charge. The membership of these boards and committees varies, but it appears in no case to be larger than nine. In four States the management is vested primarily in one person. These States are Idaho, Mississippi, New Mexico, and North Carolina.

The official status of the reading-circle work is indicated both by the relation of the State school officers to the management and by the official credit given for the work. Of these, the latter is the more significant. The State superintendent may be given a place on the board of management as a matter of official courtesy or to lend dignity to the work, or both, and the county superintendents are the most convenient persons to designate as local managers. But the credit that is allowed for the work in granting and in renewing teachers' certificates is, and can be, nothing but official.

The reading-circle work is allowed to count explicitly in teachers' examinations or in the granting and renewing of certificates in 27 States. The details are given sufficiently in Table V. In Arkansas, Ohio, Texas, and West Virginia apparently no such credit is given for the work, and the inference is that none is given in Colorado, Georgia, Kansas, Louisiana, and Tennessee.

The certificates and diplomas granted by the management of many of the reading circles are not valid as teachers' licenses, but merely indicate that a certain amount of work has been finished. The work in a number of the circles is laid out in courses of from two to four years in length. Where this is the case the diploma is usually granted for the completion of the course and the certificate for the completion of one year of work.

The number of books adopted annually, according to the bulletins that have been examined, varies from two to eighteen. But an adoption of more than two or three books usually means that the list extends over a period of years and that it is suggestive rather than

prescriptive. The teachers may annually select and read the two or three books from the list that they prefer. When the books are adopted for the entire course of three or four years, it is also usually the rule that the board changes only two books a year. This means that those longest on the list are dropped and that new ones are adopted in their stead.

In pursuing the reading, the teachers are given much intelligent guidance. Outlines of and suggestive questions on the books are frequently published in the reading-circle bulletins and sometimes in the institute or teachers' meeting bulletins, as was noted for Indiana and Louisiana on pages 69 and 72 above. Frequently, also, the State educational papers cooperate and publish in their columns outlines, questions, and discussions on the reading-circle books.

The manner in which the reading-circle work is conducted varies in different places. In some States, as for example Indiana, Louisiana, and South Dakota, regular class work is conducted at the township, parish, and county teachers' meetings; in other States a part of the time of the annual institute is devoted to the work; in still others the teachers arrange themselves in small groups and meet periodically to discuss the books; and not infrequently the teachers do the reading solely by themselves.

Additional light on the way the work is conducted is thrown by the following extracts from current bulletins:

> A plan which has proved successful in some localities is to organize a local teachers' reading circle. Six or eight teachers in adjoining districts constitute this circle, and select one member each time to conduct the recitation. The place of meeting may be changed from one district to another for the convenience of the teachers. Another plan is to take up the work at the county associations. Have the program of each meeting based on the reading circle books and thoroughly discussed. (Oklahoma, 1908–9.)

> The county organization will not work well in the reading circle. Hence it is much better if the county is districted so as to include only a few teachers in each district, preferably not more than one dozen. There should be a local director whose business should be to take charge of the class and conduct the work in such a way as will be to the best interests of the teachers. These meetings should be held at least once each month. In the counties where this was done the past year, the work was more successful. (Arkansas, 1910–11.)

> There should be a reading circle established in every village, town, and city school in the State. Let the rural teachers meet with the teachers in the village and town schools when convenient. But some rural teachers will find it impossible to meet with the sections in the towns and villages. Therefore we recommend the use of questions to be sent out by the county superintendents, on which a written review may be made once a month on the work for the month, or a general test on each book at the close of the year. Then two or three times during the year the rural teachers should be asked for papers on some professional topic treated of in the prescribed course. The same care should be demanded in the preparation of this paper that the teacher would make in writing a production to be read before a teachers' association. Teachers should be given the privilege of consulting books of the course or any other book that will give them information in the preparation of their papers. The papers thus prepared should

be graded with the same care as that exercised in grading any examination papers. This means work for both teacher and superintendent. It likewise means intellectual and professional growth for both. (Nebraska, 1910.)

The nature and variety of the books read in any one circle are illustrated by the following sample adoptions selected from recent bulletins.

Books used in reading circles.

Illinois, 1910–11.

Allen's Civics and health.
Ham's Mind and hand.

Iowa, 1910–11.

Professional book: Dinsmore's Teaching a district school.
Culture book: Allen's Civics and health.
The handbook for Iowa schools (issued by the State department).
Two or more good educational journals.

Maryland, 1909–10.

Pedagogy: Bagley's Educative process.
History: McMurry's Special method in history.
Science: Allen's Civics and health.
English: Heydrick's How to study literature.

North Carolina, 1909–10.

Hamilton's Recitation.
Dinsmore's Teaching a district school.
McMurry's Special method in reading.
Irving's Sketch book; Tennyson's Idylls of the king.
Bulletins: How to teach reading; Outline course of study.
North Carolina education.

Washington, 1910–11.

Bagley's Classroom management.
Swift's Mind in the making.
Farnsworth's Education through music.
Briggs and Coffman's Reading in the public schools.
Gordy's New psychology.

A composite picture of the books read in reading circles is given by the following lists. These lists give the books adopted during three periods, together with the number of times each was adopted. The first list includes the books adopted from 1883–1888 and is compiled from the account of reading circles in the Report of the United States Commissioner of Education for 1887–88, pages 1050–1074. The second list includes the books adopted from 1905–1908; and the third those from 1909–1911. Both of these lists are compiled from a variety of recent sources.

Reading-circle books for 1882–1888.

	Times adopted.
Agassiz: First lessons in natural history	1
Barnes: General history	7
Bain: Education as a science	1
Brown: Physiology	1
Brooks: Mental science	2
Burke: Speeches on America	1
Calderwood: Teaching	2
Chandler: History and civil government of Iowa	1
Chapin: First principles of political economy	2
Chaucer: Prologue to Canterbury tales	1
Coleridge: Ancient mariner	1
Compayre: Lectures on teaching	1
Compayre: History of pedagogy	2
Crosby: Common minerals and rocks	1
Currie: Common school education	1
Dickens: David Copperfield	1
Duval: History of Mississippi	1
Earle: Philology of the English tongue	1
Eliot: Romola	1
Fisher: Outlines of universal history	1
Fitch: Lectures on teaching	1
Goldsmith: Deserted village	1
Goodale: Common plants	1
Gow: Morals and manners	1
Green: History of the English people	2
Gregory: Political economy	3
Hailmann: Lectures on education	1
Hailmann: History of pedagogy	1
Hale: Lights of two centuries	1
Hawthorne: Tales of a grandfather	1
Hewett: Pedagogy	3
Homer: Odyssey (translation)	1
Hopkins: Outline study of man	1
Hunt: Physiology and hygiene	3
Hyatt: About pebbles	1
Hyatt: Commercial and other sponges	1
Hyatt: Hydroids and coral	1
Irving: History of New York	1
Irving: Sketch book	2
Irving: Washington and his country	2
Krusi: Pestalozzi	1
Kiddle: How to teach	1
Kingsley: Westward, Ho!	1
Longfellow: Evangeline	1
Macaulay: Essay on Warren Hastings	1
Macy: Our Government	1
Marsh: The earth as modified by human action	1
Meiklejohn: English language	1
Mombert: Great lives	1
Nordhoff: Politics for young Americans	1
Oliphant: Makers of Florence	1
Page: Theory and practice of teaching	3
Painter: History of education	1
Parker: Talks on teaching	3

	Times adopted.
Payne: Lectures on education	3
Payne: Science of education	1
Pestalozzi: Leonard and Gertrude	1
Plutarch: Selected lives	1
Pope: Essay on man	1
Prince: Courses and methods	1
Pryde: Highways of literature	1
Quick: Educational reformers	1
Richards: First lessons in minerals	1
Richardson: American literature	1
Rousseau: Émile	1
Ruskin: Sesame and lilies	1
Scott: Lady of the lake	2
Scott: Ivanhoe	1
Shakespeare: Julius Cæsar	2
Shakespeare: Henry IV	1
Shakespeare: Merchant of Venice; Macbeth; Tempest	1
Smith: English literature	1
Steele: Political economy	1
Stewart: Primer of physics	2
Swett: Methods of teaching	1
Swinton: Outlines of world history	1
Swinton: Classical English reader	1
Tennyson: Princess	1
Thackeray: Henry Esmond	1
Thalheimer: English history	1
Trench: The study of words	1
Wallace: Ben Hur	1
Watts: Improvement of the mind	3
White: Elements of pedagogy	2
Whitney: Life and growth of language	1
Wood: Natural history	1

Reading-circle books for 1904–1908.

Adler: Moral instruction of children	1
Bagley: Classroom management	2
Bailey: The nature study idea	1
Baldwin: Industrial and social education	1
Barrett: Practical pedagogy	1
Bigelow: How nature study should be taught	1
Blackmar: Elements of sociology	1
Blanchan: Birds every child should know	2
Bowen: Astronomy by observation	1
Briggs and Coffman: Reading in the public school	1
Brigham: Geographic influences in American history	2
Bryan: Basis of practical teaching	1
Bryant: How to tell stories to children	4
Burrage and Bailey: School sanitation and decoration	3
Butler: The meaning of education	1
Chubb: The teaching of English	6
Clark: How to teach reading	1
Colly: Literature and life in the school	1
Conn: Evolution of to-day	1

	Times adopted.
Cox: Literature in the common schools	1
De Garmo: Essentials of method	1
Dewey: The school and society	1
Dopp: Industries in elementary education	1
Dutton: School management	3
Dutton: Social phases of education	1
Eliot: Educational reform	1
Froebel: Education of man	1
Fiske: Civil government in the United States	1
Gilbert: The school and its life	3
Griggs: Moral education	2
Hall: Youth	1
Hamilton: The recitation	6
Hanus: Educational aims and values	1
Hart: Source book of American history	1
Hatch and Hazelwood: Elementary agriculture	1
Heilprin: The earth and its story	1
Henderson: Social spirit in America	1
Henderson: Education and the higher life	1
Hinsdale: Art of study	1
Hinsdale: American government	1
Hodge: Nature study and life	1
Holton and Rolins: Industrial work in public schools	1
Horne: Philosophy of education	1
Huntington: Unconscious tuition	1
James: Talks to teachers	2
James: Practical agriculture	1
Johnson: Mathematical geography	2
Jordan and Kellogg: Evolution and animal life	1
Judd: Genetic psychology for teachers	1
Keith: Elementary education	2
Kemp: History of education	1
Kern: Among country schools	6
King: Rational living	1
Lockwood: The new harmony movement	1
Macaulay: Life of Johnson	1
Mace: Method in history	1
Marsh: Point of view of modern education	1
Metcalfe: Of such is the kingdom	1
McLellan and Dewey: Psychology of number	1
McMurry: Method of reading the English classics	1
McMurry: Method of the recitation	3
McMurry: General method	1
McMurry: Special method in geography	1
Moran: Theory of the English government	1
Murphy: Turning points in teaching	1
Newcomer: American literature	1
Nivers: English history	1
Noyes: The gate of appreciation	1
Oppenheim: Development of the child	1
O'Shea: Dynamic factors in education	1
Page: Chief American poets	1
Painter: Introduction to American literature	2

	Times adopted.
Painter: History of education	1
Parkman: La Salle	1
Payne: Elementary school curricula	1
Perry: Management of a city school	1
Prince: Method in teaching	1
Proctor: Half hours with the stars	1
Putnam: Psychology	1
Putnam: Representative essays	1
Roark: Method in education	1
Rowe: Physical nature of the child	1
Sabin: Common sense didactics	2
Seeley: New school management	1
Seeley: History of education	1
Semple: American history and its geographic conditions	3
Sherman: Elements of literature and composition	1
Sherman and Reed: Essentials of teaching reading	2
Smith: The teaching of elementary mathematics	1
Soule and Turpin: Agriculture	1
Sparks: The men who made the nation	1
Swett: American public schools	1
Swett: Methods of teaching	1
Thorndike: Principles of teaching	2
Titchener: Primer of psychology	1
Van Dyke: Essays in application	2
Vincent: American literary masters	2
White: The art of teaching	1
White: Two years in number	1
White: Elements of pedagogy	3
Willey: The formation of West Virginia	1
Winterburn: Stockton methods in elementary schools	1
Wright: The citizen bird	1
Educational foundations	1
History of education in West Virginia	2
Masterpieces of American literature	1
Methods in ten cities	1
Poems for the study of language	1
Revised course of study, Illinois	1
State course of study, Louisiana	1
The little school mistress	1
When first we go to school	1

Reading-circle books for 1909–1911.

Allen: Civics and health	18
Bagley: Classroom management	4
Bagley: Educative process	2
Baldwin: Six centuries of English poetry	1
Barbe: Famous poems explained	1
Barrett: Practical pedagogy	1
Boyer: Modern methods for teachers	1
Briggs and Coffman: Reading in public schools	4
Bronson: American literature	1
Brooks: English literature	1
Burrage and Bailey: School sanitation and decoration	1

	Times adopted.
Chamberlain: Standards in education	4
Chubb: Stories of authors	1
Chubb: Teaching of English	3
Coman: Industrial history	1
Compayre: Lectures on pedagogy	1
Coulter: Nature study and agriculture	1
Cox: Literature in the common school	2
Cummings: Nature study for primary grades	1
Davenport: Education for efficiency	1
Dewey: How we think	1
Dewey: Moral principles in education	1
Dinsmore: Teaching a district school	7
Dutton: School management	1
Earhart: Teaching children to study	2
Eliot: Education for efficiency	1
Emerson: Education	1
Farnsworth: Education through music	1
Ferguson and Lewis: Elementary principles of agriculture	1
Fess: Political theory and party organization	1
Fisher and Cotton: Agriculture for common schools	1
Fiske: The meaning of infancy	1
Gilbert: The school and its life	2
Gordy: New Psychology	1
Gulick: The efficient life	2
Ham: Mind and hand	1
Hamilton: The recitation	5
Hart: Essentials of American history	1
Heydrick: How to study literature	1
Hinsdale: Teaching the language arts	1
Hodge: Nature study and life	2
Horne: Philosophy of education	2
Hughes: The teaching of citizenship	2
Hyde: The teacher's philosophy	1
Irving: Sketch book	1
Johnson: Education by plays and games	1
Kern: Among country schools	2
MacClintock: Literature in the elementary school	1
McKeever: Psychological method of teaching	2
McMurry: How to study	7
McMurry: Special method in reading	1
McMurry: Special method in history	1
Monroe: Brief course in the history of education	3
Monroe: Grammar and its reasons	2
Moulton: The literature of the Bible	1
Murphy: Turning points in teaching	1
Myers: General history	1
Palmer: Ethical and moral instruction in schools	1
Palmer: Self-cultivation in English	2
Phillips: Old tales and modern ideals	1
Putnam: Psychology	1
Quinn: The art reader	1
Ritchie: Primer of sanitation	1
Salisbury: The theory of teaching	1

	Times adopted.
Schaeffer: Thinking and learning to think	1
Scott: Social education	1
Seeley: History of education	1
Semple: American history and its geographic conditions	1
Shakespeare: As you like it	1
Shakespeare: Henry V	1
Sherman and Reed: Essentials of teaching reading	1
Smith: The evolution of Dodd	4
Swift: Mind in the making	2
Tennyson: Idylls of the king	1
Thoreau, *et al:* In American fields and forests	1
Van Dyke: Essays on application	2
Warren: Elements of agriculture	3
Watkins: American literature	1
Wilkinson: Practical agriculture	1
Wilson: Picture study in elementary schools	1
Bulletins, North Carolina:	
How to teach reading	1
Outline course of study	1
Handbook for Iowa teachers	1
New Elementary agriculture	1
North Carolina education	1

A comparison of these lists indicates a distinct tendency in the nature of the books adopted since reading circles were first started. The percentage of professional books, including in this term books on education and psychology, adopted in recent years has been much higher than it was in the eighties. In the list for 1882–1888, only about 33 per cent of the titles can be classified as narrowly professional, while in each of the other lists slightly over 70 per cent must be so classified. This may be accounted for on two grounds. It indicates, in the first place, that teachers now come to their work with better academic preparation than they did formerly, and, in the second place, that the professional side of the teachers' preparation is being more adequately recognized.

The reading circle, like the institute, reaches many more rural than city school teachers. But city-school teachers are by no means left untouched by it. In Indiana, Ohio, and West Virginia the teachers in cities participate quite generally in the State reading-circle work, the books being generally discussed at the teachers' meetings, and the same is no doubt true in other States.

Miss Shipp, in her study on elementary supervision, found that 13 out of the 39 cities studied had reading circles for teachers.

The amount of systematic professional reading that is done in cities is difficult to determine. Even when such work is done, the fact is not always recorded in the superintendents' reports, for in many places it is regarded as an established part of the monthly or weekly teachers' meetings that needs no comment. In a few places, illus-

trated by Calumet, Mich., the superintendent is directed by the rules and regulations of the board of education to lay out courses of professional reading for the teachers and to require such tests as he may deem proper. The merit system for the promotion of teachers also usually requires the systematic study of educational literature by teachers.

Voluntary study classes should be grouped with reading circles, and these exist in many cities. As instances may be mentioned Wilmington, Del.; Evansville, Ind.; Pittsburg, Pa.; Westerly, R. I.; Memphis, Tenn.; and Salt Lake City, Utah. The principals, too, not infrequently study and systematically discuss educational literature at their meetings. This is done, for example, at Decatur, Ill.; Indianapolis, Ind.; Winona, Minn.; and Wheeling, W. Va.

FUNCTION OF READING CIRCLES.

That the reading circle forms one of the most effective agencies for the growth of teachers in service needs no extended argument. It is no exaggeration to say that thousands of teachers read good professional and cultural books through reading circles who would otherwise either not read such books at all or read them to a far less extent. The circle furnishes the necessary stimulus for the reading, and through the social factor that it usually involves it helps to make this reading pleasant. Many teachers who have had little or no training-school advantages get the major part of their theoretical professional insight through the reading-circle books, and many others are assisted in keeping abreast of educational thought by this means.

The way in which reading circles are usually managed is well calculated to keep teachers abreast. Even when the same topics are repeated after a cycle of three or four years, this is done by different books which are likely to record any advances that will have been made. This enables a teacher to follow the reading-circle work with profit continuously throughout his career.

A difficulty is met, however, in the fact that the teachers in any county or community are at different levels of preparation. The books that are suited to a high-school graduate are not always suited to a normal or college graduate, or to a teacher of long experience. But as the books adopted by reading-circle boards are usually meant for rural-school teachers, and as these teachers are usually young and inexperienced, the teachers with considerable experience or with more adequate preparatory training do not always take kindly to the reading-circle work. This is unfortunate, and measures should be taken to avoid it. Several lists of books might be adopted and the teachers given wider, although regulated, options.

But some of the trouble that confronts us here lies with the trained teachers themselves. Normal graduates, for example, not infre-

quently feel that they have graduated in their professional training and that all that should be expected of them henceforth is to teach. They chafe under anything that savors of further systematic study. Probably nothing but time will cure some of them of this, but the majority could no doubt be given a different spirit by the normal-school faculties and later by the superintendents under whose charge they fall. They should be led to realize that teaching is a rapidly growing profession and that they have but barely crossed the threshold in entering it.

PUPILS' READING CIRCLES.

With but few exceptions, the States that have teachers' reading circles also have pupils' or young peoples' reading circles. These are controlled by the same board as the former, having, however, separate managers in a few instances. They have not been included in this study because they are too remote from the problem of the aftertraining of teachers. But that they do touch this problem is made clear by the following words of L. H. Jones, for six years a member of the board of directors of the Indiana young peoples' reading circle:

> I am not in general an advocate of the policy of indirection; but there are some things that seem more easy of accomplishment when the end to be obtained is not kept too closely in the consciousness of the one in whom the purpose is to be realized. It is in this view of the case that I have watched with great interest the effect upon the teachers of Indiana of the young peoples' reading circle. * * * Pupils of the ordinary school have been roughly cast into five grades, and from two or three books assigned to each of these grades for a year. The teachers of the State were asked through circulars to become the agents of the board of directors in securing the interest of the children and parents, and they were especially asked to make use of the books on this list as supplementary to the work of the textbooks in school. The township trustees were asked to buy from the public fund a set of books each year for the library for each school district. A system of district libraries of the best reading for young people has thus been established in more than half of the counties of that State. It is in connection with the use of these books in the schoolroom that a point of the greatest interest to me has risen. In order to be able to use these books to supplement school work, and in order to be able to direct the children in the reading of these books in their homes, and in order to interest the trustees in the purchase of these books for the libraries, the teachers have been obliged to read the books for themselves, and, strangely enough, through this reading of the books—at first compulsory, afterwards with ever an increasing interest voluntarily—such interest in juvenile literature has been established that I verily believe the young peoples' reading circle has done more to arouse enthusiasm and develop power among the teachers of Indiana than the teachers' reading circle itself has accomplished; for the books selected for the young peoples' reading circle were almost in every case those universal books touching all ages, temperaments, and interests. Such books can be written only by geniuses. The teachers became at once interested in a line of reading of which they had known nothing, a new bond of sympathy between them and the children was established, and themes of conversation above the commonplace were suggested by the mutual reading of these books. (N. E. A., 1895, pp. 181–182.)

PRINTED AIDS.

The practice of assisting teachers through printed directions and pamphlets is common throughout the country, and it is so vast in extent that it can only be touched upon here by the mention of a few illustrative examples.

The institute manuals referred to above frequently contain much more than programs for and outlines of the institute work. Some of them are planned to be of assistance to the teacher and the pupils throughout the year. The West Virginia manual for 1910, for example, is a book of 141 pages and contains the following topics: An outline of the institute work, together with the program for each day's session, 39 pages; a discussion of art and kindred subjects in the schoolroom, together with many practical suggestions, 22 pages; memory gems, 9 pages; Scripture readings, 8 pages; songs appropriate for the school and the home, 40 pages; and an educational and political directory of the State, 14 pages. The manual is in addition handsomely illustrated with reproductions of works of art and other pictures of educational value.

Illinois issues an illustrated pamphlet prepared by U. J. Hoffman on "The One-Room Country Schools in Illinois" that is especially helpful on the administrative side. The pamphlet contains 92 pages and discusses the following topics: The schoolhouse; State inspection; suggestions to boards of directors; organization and devices; and the teacher and his work.

"How to Have a Good School" is the title of a 30-page pamphlet prepared and issued by State Supt. C. P. Cary, of Wisconsin. This pamphlet is meant especially for beginning teachers in rural schools, but all teachers could well profit by it. It discusses such topics as the teacher; organization and discipline; rules and punishment; rewards; the recitation; ends in teaching; and the most important things.

"How to Teach Reading" is the title of a pamphlet issued by the State educational department of North Carolina. The pamphlet contains 41 pages and was prepared by Supt. Charles L. Coon, of the Wilson (North Carolina) public schools. It is meant especially for teaching beginners to read and is now included in the adopted list of the State teachers' reading circle.

A wealth of pedagogical assistance is contained in the courses of study issued by the various States. All rural teachers at least are usually furnished copies of these courses and they are in a measure obliged to follow them. This means that they have to study them and assimilate their suggestions.

The annual reports and courses of study prepared by city superintendents are often richer in pedagogical suggestions than those issued by the State departments. In the larger cities these courses are some-

times published separately for the different subjects and so form veritable little handbooks for teachers. Indeed, so much of a pedagogical nature is included in them in some places that the course-of-study feature sinks to a secondary position and they become primarily handbooks of method. This is well illustrated by Indianapolis, as is indicated by the following words from Supt. Calvin N. Kendall's report for 1908–9, page 80.

> We have pamphlets, or courses of study, bearing upon the following subjects: Reading, spelling, English, geography and history, mathematics, music, physical training, sewing, physiology and hygiene, supplementary games for the first and second grades, and an outline entitled, "Outline for the Course of Study in the Elementary Grades."
>
> These pamphlets not only outline the course of study, but each of them presents in some detail the best current thought about the teaching of the particular subject it treats. The purpose is not to restrict the teacher's originality, but rather to give her a larger view. These pamphlets have been prepared by teachers, directors, supervising principals, assistant superintendents, and the superintendent. If printed in one book they would make a volume of 1,000 pages. * * * These pamphlets are called for constantly from every part of the country. The demand became so great that it was necessary to secure the approval of the board to make a charge when they were sent out, the proceeds of which were turned over to the board.

While the handbooks issued by Indianapolis are the most pretentious that are found in this country, pamphlets of a similar nature are issued also by Chicago, Baltimore, New York, Rochester (N. Y.), St. Louis, Washington, and other cities.

CERTIFICATION OF TEACHERS.

The granting and the renewal of certificates form a ready and convenient means for inducing professional growth on the part of teachers. The fact that the higher certificates are good for a longer term time than the lower ones forms such an inducement. It is unpleasant to prepare for examination every year or two, and therefore it is worth while to extend one's studies so as to get a certificate that is good for a longer term of years or for life. Indeed, in a number of the States teachers are compelled to prepare themselves for higher certificates because third-grade certificates are issued only once or twice to the same person. In Oregon both second and third grade certificates are issued only once to the same person unless his experience is insufficient for a higher certificate, while in Kentucky and Nebraska the third-grade certificate is not reissued at all. In Iowa, Montana, and Oklahoma the third-grade certificate is granted only twice to the same person, and in West Virginia only twice in succession. This certificate is good for one year.

The manner in which the renewal of certificates is used to induce professional study is illustrated by the following instances:

In Arkansas the third-grade certificate may be renewed once, the second-grade twice, and the professional license indefinitely for attendance upon the "summer institutes."

In Iowa the first and second-grade certificates are renewed without examination on the successful completion of one line of professional study.

In order that the county professional certificate may be renewed in Kansas the teacher must have had no nonteaching period of more than two years; must have attended 90 per cent of the sessions of the county institute; must be a regular and active member of the county teachers' association; must be a subscriber to an educational journal; and must do such other professional work as the State or county superintendent may direct.

In Louisiana first, second, and third-grade certificates may be extended one year for attending a State summer normal nine weeks.

In Missouri the third-grade certificate may be renewed once, the second-grade twice, and the first-grade an unlimited number of times, provided the holder has taught four months in two years previous, or has made a satisfactory record in an approved summer school.

In New York the academic certificate may be extended one year for each 18 counts earned in examination toward a life certificate while the certificate is in force. The elementary certificate may be similarly extended for each eight counts of academic work completed while in force.

One of the conditions for renewing the first-grade certificate in Oklahoma is attendance upon 75 per cent of the sessions of institutes.

In South Carolina the first and second-grade certificates may be renewed if the holder has attended an institute or summer school.

In South Dakota the State certificate, first-grade certificate, and primary certificate are renewed for successful experience and full attendance at the county institute during the current year.

In Tennessee certain certificates are renewed for successful teaching and keeping up the reading-circle work, while others are renewed for 15 days' institute attendance.

In Texas the first and second-grade certificates are renewed if the holder has attended the county institute each year and a summer normal institute each alternative year, has averaged 75 per cent, and has taught each year.

In Virginia a number of certificates are renewed, provided the teacher has been successful and has done the work of the reading course.

In Utah and Washington certain certificates are renewed for the successful pursuit of a stipulated amount of work at higher institutions.

In Wisconsin the second-grade certificate may be renewed if the holder has taught two years and has attended a professional school six weeks, receiving credit in two subjects. The third-grade certificate may be renewed not more than three times, (1) if the holder has

attended a professional school for six weeks, or (2) if satisfactory standings have been secured in two additional subjects required for the second-grade certificate.

In Wyoming a number of certificates are renewed on the completion of the reading-circle course.[1]

SABBATICAL YEARS.

The custom of granting teachers a year's leave of absence from time to time for the purposes of study, travel, and rest is gradually becoming established in our larger colleges and universities, but it has as yet scarcely gained a foothold in our high and elementary schools. While a number of superintendents have discussed the practice favorably in their annual reports, only three cities have adopted it. These are Cambridge, Boston, and Newton, Mass. Cambridge grants a year's leave of absence with one-third pay after ten years of service, and Boston and Newton each grant a year with half pay after seven years of service. These are for study or travel. Boston grants one year in twenty-one also for rest. The words of the official regulations follow.

CAMBRIDGE.

Any teacher who has served in the city for ten years may, on recommendation of the superintendent and vote of the board, have leave of absence for one year for purposes of study or travel, and may receive one-third of his salary. (R. & R., 1899, p. 14.)

BOSTON.

Sec. 317. 1. Applications for leave of absence for study and travel shall be for a period not exceeding one year, shall state the definite purpose for which such leave of absence is desired, and, if recommended by the superintendent, shall be submitted by him to the board for approval.

2. A member of the supervising staff or teacher receiving leave of absence to study and travel must have completed seven years of service in the public schools of the city of Boston, part of which may be in the parental school. He may be granted such leave of absence more than once, but not to exceed one year in any eight consecutive years. A member of the supervising staff or teacher receiving leave of absence for rest must have completed twenty years of service in the public schools of the city of Boston, part of which may be in the parental school. He may be granted such leave of absence more than once, but not to exceed one year in any twenty-one consecutive years.

3. The teacher shall make to the superintendent at such times and in such form as the latter may specify reports as to the manner in which the leave of absence is employed; and for failure on the part of the teacher to comply with any requirements of this section, or to pursue in a satisfactory manner the purpose for which the leave of absence was granted, such leave of absence may be terminated by the superintendent at any time.

[1] For a complete summary of the renewal and other conditions of certificates, the reader is referred to "Teachers' Certificates Issued under General State Laws and Regulations," by Harlan Updegraff, issued by the United States Bureau of Education.

4. The teacher shall file with the secretary of the board an agreement in writing, binding the teacher to remain in the service of the board for three years after the expiration of such leave of absence, or, in case of resignation within said three years, to refund to the board such proportion of the amount paid him for the time included in the leave of absence as the unexpired portion of said three years may be to the entire three years. The provisions of this agreement shall not apply to resignation on account of ill health, with the consent of the board, nor to resignation at the request of the board. (R. & R., 1908, p. 67.)

NEWTON.

Any teacher who has served continuously in the Newton schools for a period of not less than seven years may, on the recommendation of the superintendent, be granted leave of absence not exceeding one year. During such absence the teacher shall continue in the employment of the school department and shall receive a monthly salary equal to one-half his or her monthly salary of the preceding year. A teacher's leave of absence shall be spent largely or wholly in study, such study to be undertaken with the advice of the superintendent and carried on in such institutions or in such places and under such teachers as the superintendent may approve.

As a condition of receiving such leave of absence, the teacher shall enter into a contract to continue in the service of the school department for a period of at least three years after the expiration of the leave of absence; failing so to continue in the service of the school department, the teacher shall repay to said department a sum bearing the same ratio to the amount of salary received while on leave of absence that the unfulfilled portion of the three subsequent years' service bears to the full three years.

Provided, however, that the teacher shall be released from such repayment if her failure to serve the three years, as stipulated, be due to her illness, or if she be discharged or voluntarily released from her position by the school department.

SPECIAL FUNDS.

Funds, the incomes from which are devoted to the improvement of teachers in service, exist in Indianapolis, Ind., and Pittsburg, Pa.

INDIANAPOLIS.

The two funds used for the improvement of teachers in service in Indianapolis are described as follows in the annual report of the public schools for 1908–9.

THE GREGG BEQUEST.

In 1879 the board of school commissioners came into possession of a part of the estate of Thomas D. Gregg, who at one time was a teacher in the Indianapolis public schools. * * *

The fund now amounts to $37,000, the income of which is at present about $2,100 a year. Five hundred dollars of the income is now added each year to the principal of the fund.

Since the fund was established, upwards of 150 teachers have received its benefits. These teachers usually attend summer schools. Several have received half-year scholarships at various universities. Two recipients of the fund went to Germany for study there.

Only by means of the fund were some of these teachers able to continue their studies. In almost every instance the recipients have returned to the schools with added

power and renewed enthusiasm. Many recipients of the fund have become leaders in the activities of the schools.

During the past three years a part of the income has been used to pay for lectures before the entire teaching body of the city.

McCOY FUND.

In 1896 the board came into possession of $1,500 as a bequest of the late William T. McCoy, who was at one time a colored teacher in the Indianapolis schools. By the provisions of the bequest, the income of this fund is to be used for the benefit of the colored schools of the city. Only a part of the income has thus far been used, chiefly for scholarships in summer schools, for the purchase of lantern slides for exhibiting the work of colored schools, and for the purchase of tools for gardening.

The Indianapolis schools have the benefit also of three additional funds, but as their incomes are devoted to other purposes than the improvement of teachers, they need not be described here.

PITTSBURG.

A fund of $250,000 was intrusted to Dr. John A. Brashear in the fall of 1909 by an anonymous giver, to be used at his discretion to *promote the efficiency of the schools*. Dr. Brashear has asked six other prominent citizens of Pittsburg to serve with him on a commission to administer this fund. After seeking the advice of the teachers of Pittsburg and elsewhere, this commission decided to use the income of the fund in 1910 to give scholarships to 70 teachers at summer schools in recognized colleges and universities of the United States.

The 70 teachers were selected in a manner that is worth noting. In March, 1910, according to the Pittsburg School Bulletin for June, 1910, the commission sent about 1,800 individually addressed letters to the teachers of Pittsburg, asking them to give suggestions for the disposition of the fund. Only about 5 per cent of the teachers deemed it worth while to answer this letter, and the commission decided to reward, as far as possible, this 5 per cent by granting them the scholarships for this year.

SCHMIDLAPP FUND.

In this connection brief mention may be made also of the Schmidlapp fund of Cincinnati, whose benefits may be enjoyed by women teachers, among other young women, of Cincinnati and vicinity, although the fund does not exist primarily for the improvement of teachers in service.

The available income of this fund is now $3,000, and its purpose is thus described in the trust agreement:

> The net income derived from said property, as herein provided, or any contribution thereto by said Jacob G. Schmidlapp, shall be used in aiding young girls in the preparation for womanhood, by bringing their minds and hearts under the influence of education, relieving their bodies from disease, suffering, or constraint, and assisting them to establish themselves in life.

KAHN FUND.

America has recently been made the beneficiary of the Kahn Foundation for Foreign Travel of American Teachers. This foundation has been established in New York (71 Broadway) by Edward D. Adams, the representative of Mr. Albert Kahn, of Paris, and its benefits are to go primarily to college and university teachers. Similar foundations have been established by Mr. Kahn in France, Germany, Russia, England, and Japan.

THE MERIT SYSTEM OF PROMOTION.

The primary basis for the promotion of teachers, both in salary and position, in American cities has in the past been, and virtually still is, length of service. In accepting this basis it has no doubt been assumed that teaching efficiency in a large measure keeps pace with length of service, but the humanitarian motive of rewarding ripeness in years and of recognizing family and other responsibilities that years usually bring has also entered.

In recent years, however, some form of a merit system of promotion has been adopted in many cities. It is not unusual now to find provisions such as the following in the rules and regulations of boards of education: "Promotion or increase of salary shall be solely on the ground of merit," or "The salary shall be increased $50 annually until the maximum is reached if the work is entirely satisfactory."

In ascertaining the merit of teachers, two bases are used, namely, (1) classroom efficiency and (2) growth in professional knowledge as measured by promotional examinations. The first is often used as a basis of promotion without the second, but the second appears never to be used without the first. The interrelation of the two is obvious, and when the first is used without explicit reference to the second, such reference is no doubt made implicitly.

Length of service as one factor in promotion is never entirely omitted, either with classroom efficiency alone, or with classroom efficiency and promotional examinations combined. On the contrary, it is usually given explicit consideration.

PROMOTIONAL EXAMINATIONS.

Promotional examinations are now used in Baltimore, Md.; Boston, Mass.; Chicago, Ill.; Cincinnati, Ohio; Kansas City, Mo.; Lincoln, Nebr.; New York, N. Y.; Paterson, N. J.; Saginaw, Mich.; Springfield, Ohio; and Washington, D. C. The official regulations governing these examinations are indicated in the following pages.

BALTIMORE.

PROMOTIONAL EXAMINATION.

PART I. ENGLISH.

The rule for the first advance of teachers' salaries beyond $504 (Promotional Examination, Part I) prescribes as one requirement "an impersonal test in the correct and effective use and interpretation of English." It is a well-known fact that many students secure a satisfactory general average of scholarship at graduation from the high school, when their equipment and power in English are not at that time entirely adequate to a teacher's needs; yet such graduates frequently develop afterwards into very good teachers. All candidates for the first promotion in the teaching service should be able to show that they have attained that sound judgment and refined taste in English which is the outcome of wider reading and study and greater maturity of mind than can be expected of high-school students. The examination in English, therefore, is set for the purpose of ascertaining (1) whether the teacher's own hold upon English is satisfactory, and (2) whether the teacher is in possession of some good aims and methods for the instruction of children in English composition and literature.

A teacher should be able to speak and write English with absolute correctness, and also to interpret correctly any ordinary piece of classic prose or poetry. This requirement, though, is not extensive enough; for in fact quite meager attainments suffice to make one simply correct in the use and understanding of English. Many persons speak and write in a way that is not incorrect, but their English is decidedly ineffective. Mere correctness in English is not enough to insure success in teaching.

To succeed in the classroom one's words must be effective; and effective English does not come unsought. For the production of effective English the teacher needs all the art that can be mustered. Similarly, the teacher must be able not only to understand classic literature but also to interpret it effectively to children; and expertness in interpretation can be secured only by systematic study.

As it is necessary for the teacher to have this effective command of English, the candidate for promotion is expected to show that he has, since his high-school and normal-school graduation, made reasonable advance in analytic and constructive power and in strength and maturity of style. Particular texts for reading and study are named below merely in order to limit the examination questions to certain good books, so that those teachers who care to make any direct preparation for the examination may know just what classics to review.

In preparing Promotional Examination, Part I, this year, the examiners will base their questions upon the following texts:

For careful study:

Questions will be offered upon all the texts, but answers will be required on three only.

Shakespeare, Twelfth Night, Macbeth; Browning, Selected poems [the selection in Ginn's Standard English Classics]; Lamb, Essays of Elia [selected from the edition in Macmillan's Pocket classics]; Macaulay, Essay on Milton; Dickens, David Copperfield, Tale of two cities; George Eliot, Silas Marner; Hawthorne, House of seven gables; Churchill, Coniston.

For general reading:

Questions will be offered upon all the texts. Answers will be required upon one poetical text and two prose texts.

Milton, Paradise Lost, I and II; Scott, Marmion; Byron, Childe Harold, IV, etc. [Riverside Literature Series, 189]; Tennyson, Idylls of the King—selected—(The coming of Arthur, Gareth and Lynette, Lancelot and Elaine, The passing of Arthur); Morris, Atalanta's race, etc. [Adams and Rolfe selection from The earthly paradise]; Austen, Pride and prejudice; Scott, Quentin Durward; Thackeray, Henry Esmond;

Bulwer-Lytton, The last of the barons; Trollope, Barchester towers; Blackmore, Lorna Doone; Stevenson, Kidnapped; Black, A princess of Thule; Howells, The rise of Silas Lapham; Cable, Doctor Sevier; Parker, Seats of the mighty; Mitchell, Hugh Wynne.

The questions in literary interpretation and criticism will refer exclusively to the texts assigned for careful study. The topics for composition will be taken from the texts assigned for general reading.

In response to requests from teachers, it may be stated that for the purposes of this examination an adequate presentation of rhetorical principles can be found in any one of the following high-school rhetorics [named in alphabetical order]: Gardiner, Kittredge, and Arnold, Manual of composition and rhetoric (Ginn & Co.); Herrick and Damon, Composition and rhetoric for schools—Revised edition (Scott, Foresman & Co.); Radford, Composition and rhetoric (Hinds, Noble & Eldredge); Thomas and Howe, Composition and rhetoric (Longmans, Green & Co.).

PART 2. STUDY OF A SPECIAL PROBLEM.

It will be observed that the promotional requirement for teachers of experience is not an examination in the ordinary sense of that term. It is given not at all for the purpose of finding out how much teachers know, and not wholly to find out what they can do. It has a dynamic purpose—to direct attention to problems which press for solution, and to cultivate in teachers a tendency to deal with these problems in a thoughtful way.

All teachers after receiving a salary of $600 for one year, provided they are competent to teach the regular subjects of their respective grades, may become eligible to receive a salary of $700 per annum by passing the second part of the promotional examination, which is defined as follows:

"The Promotional Examination, Part II, shall consist of: (a) A written report of the working out of some problem of teaching or the study of a particular group of children; (b) such a defense of the report before a board of examiners, consisting of the superintendent and two other members selected by him, as will evince familiarity with educational literature bearing on the problem or study; and, when required, (c) a classroom demonstration before a board similarly composed."

Promotional Examination, Part II, in 1910 is open to all teachers (except male assistants)[1] who were promoted by the board of school commissioners to the $600 salary on or before January 1, 1910. This includes even those who passed Part I of the Promotional Examination in the autumn of 1909, for the rules allow the essay in Promotional Examination, Part II, to be presented at any time after a teacher has passed Part I. Such candidates, however, can not begin their salary advance beyond $600 until they have attained the $600 salary itself by the two annual increments. It is recommended, therefore, that they defer the presentation of the essay in Part II until the first year in which they shall be receiving the $600. In this way they will be able to study more deliberately and thoroughly the problems upon which they have chosen to write.

It will be observed that the rule defines the essay as "a written report of the working out of some problem of teaching, or the study of a particular group of children." This means that the teacher is not expected to prepare an abstract or academic discussion having no relation to his own classroom problems. The essay should, on the contrary, grow out of the candidate's actual teaching; so that, instead of his being distracted from practical problems while working for the promotional examination, he shall be the more intently studying his daily work. And in case the examiners think that an essay has been written with too little reference to the candidate's actual teach-

[1] Promotional Examination, Part II, is open to all male assistants who have passed Part I. For salary schedule see Rules, Art. XXVII, sec. 28.

ing, they will feel at liberty to call for the "classroom demonstration," in which it must be shown that the candidate was not merely theorizing in his essay.

Teachers need not hesitate to attempt such essays as are contemplated in the rule. No great display of learning is expected, but only a clear and simple presentation of every-day schoolroom experiences that have had some educational significance for the writer. To the observant teacher, who is really trying to understand the 40 children committed to his care, every school day affords such experiences; and his experiences will not exactly duplicate those of any other teacher, for his children are in many particulars unlike any other children. His observations may tend to verify or contradict what he has previously read or thought; and in either case he will be led to read further in books that treat of the aspect of teaching which has attracted his interest. Out of such reading and observation and thought will come ideas well worth being committed to writing; and these when clearly and definitely stated will doubtless form an acceptable essay. Or a teacher may secure permission to apply to his class some special plan of teaching or governing, and from his day-to-day records of this plan draw up an interesting and instructive discussion. Or why should not a teacher undertake to throw light upon class-room problems by showing how one or another procedure appears from the child's point of view? Let him show, for example, how the child is affected by this or that attitude on the teacher's part, or by this or that requirement in discipline or study. This would certainly involve "the study of a particular group of children," and would, therefore, if well done, fully satisfy the requirement. Hundreds of teachers have experiences just as interesting and just as worthy of permanent record as many of those which have in recent years found a ready market in the form of magazine articles. In fact, there are as many ways of satisfying the essay requirement as there are different tastes and aptitudes among teachers; and every good teacher is sure to become a better teacher by undertaking from time to time some such composition.

The essay when presented must be accompanied by an outline showing the trend of the argument and the conclusions reached, and by a list of the books consulted in making the study. From the list of books the candidate will submit for approval two, upon which will be based the discussion that "will evince familiarity with educational literature bearing on the problem or study." As a special caution on the use of authorities in preparing the essay, it is recommended that candidates indulge but little, if at all, in quotation. Quotations often produce the effect of needless and obstructive insertions in an otherwise straightforward and coherent discussion; and they also tend frequently to make an argument appear less sincere than if the writer had set it forth in his own style. But in case a candidate considers it necessary, at a particular point, to insert a quotation, he should at least attach a footnote citing his authority by title and page. It may be added that such slight modification of another writer's sentence as the alteration of a word or two, does not relieve one of the obligation of acknowledging the source.

Every candidate must send to the superintendent not later than September 30 the subject on which his essay is being written, and the essay itself should be presented as soon thereafter as possible. The examiners expect all essays to be in by November 1. Any essay received after that date is likely to be thrown over into the following year. Papers are to be written in a plain hand, preferably in the system of penmanship in use in the schools.

As a teacher's classroom work must be entirely satisfactory when he comes up in Promotional Examination, Part II, he may get a preliminary judgment on his teaching before he undertakes his essay or at any time during its composition. Under the rules governing advance in salaries, the concurrence of the superintendent with the principal in a favorable judgment is required. It is believed that as soon as the superintendent can take measures to meet his part of the responsibility, such favorable judgment can be given regarding a large majority of the teachers to whom this circular

applies. In cases where this can not be done at once, needed help will be given to enable teachers to bring their work up to a fully satisfactory standard.

The formal report upon the actual class work of a candidate in this examination can not be made until the other conditions set by the rule have been met, but the candidate is of course entitled to timely information as to whether his teaching is likely to be approved under the requirements for advance to the maximum salary.

JAMES H. VAN SICKLE,
Superintendent.

BOSTON.

Teachers in Boston, Mass., must pass two promotional examinations in order to become eligible for all the advances that the salary schedule provides. These examinations precede promotions, respectively, to the third and to the seventh year salaries. The first of these examinations is obligatory, the teacher failing to pass it in two trials being dismissed from the service, while the second is optional, although the teacher who does not take it can not pass beyond the sixth year of salary.

The first promotional examination, in the words of Asst. Supt. M. P. White, consists of:

1. The teacher's success in the schoolroom during the preceding year.
2. A paper, one hour in length, giving the teacher's method of teaching some one subject.
3. A description, one hour in length, of some professional book selected from a list authorized by the board of superintendents.
4. A description, one hour in length, of some book in academic work authorized by the board of superintendents.

The method is twofold—first, to induce the teachers to notice their methods of teaching, and to make notes upon such methods.

Second, to urge them to some reading, hoping that they will acquire gradually a habit of outside reading.

The success in the schoolroom is determined by the master of the school and the assistant superintendent in charge; is based upon the teacher's power in teaching and discipline, and she is marked either satisfactory or unsatisfactory, no rating being given.

No teacher is excused from her examination on Methods; she must write that paper.

Any teacher who has taken a course which counts toward a degree in any of our universities may substitute that for the academic work.

The board of superintendents arranges two courses in subjects pertaining to the schoolroom. For instance, the first two courses were psychology and English; the next two courses were physiology and hygiene and local geography; the courses now in progress are nature study and arithmetic.

The teachers who are to take their promotional examinations at the next time they are offered may take one or both of these courses and substitute for the academic or professional, or both.

The examination is given separately to six different groups of teachers. These are (1) teachers in high schools; (2) teachers of Grades V, VI, VII, and VIII; (3) teachers of Grades I, II, III, and IV; (4) teachers in kindergartens; (5) teachers in special classes; and (6) teachers of manual training, sewing, or cooking.

INFORMATION PERTAINING TO PROMOTIONAL EXAMINATIONS.

Instructions as to what may be expected in the examinations are given to the teachers in a circular of information. By way of illustration, the instructions for the teachers in the upper grades are inserted.

I. SUCCESS IN TEACHING.

Careful attention will be given during the year preceding the examination to the quality of the teachers' work in their classrooms, but no separate or special examination will be required to determine their markings in this particular.

II. PROFESSIONAL STUDY.

For teachers of Grades V, VI, VII, and VIII.

1. A written examination one hour in length upon any one of the following subjects that the candidate shall select:
   (*a*) Methods used by the candidate in teaching history of the United States.
   (*b*) Methods used by the candidate in teaching geography.
   (*c*) Methods used by the candidate in teaching arithmetic.
   (*d*) Methods used by the candidate in teaching English composition.
   (*e*) Methods used by the candidate in teaching nature study.
2. A written examination one hour in length upon any one of the following-named books that the candidate shall select:
   (*a*) How to study and teach history, by B. A. Hinsdale, published by D. Appleton & Co.
   (*b*) The new basis of geography, by Jacques W. Redway, published by The Macmillan Co.
   (*c*) The teaching of elementary mathematics, by David E. Smith, published by The Macmillan Co.
   (*d*) The teaching of English, by Percival Chubb, published by The Macmillan Co.
   (*e*) Nature study and life, by Clifton F. Hodge, published by Ginn & Co.

III. ACADEMIC STUDY.

For teachers of Grades VI, VII, and VIII.

A written examination one hour in length upon any one of the following subjects that the candidate shall select:
   (*a*) American literature. Text recommended as a basis for study: American literature, by Julian W. Abernethy, published by Maynard, Merrill & Co.
   (*b*) English history as related to American history from 1500 A. D. to 1800 A. D. Text recommended as a basis for study: The expansion of England, by J. R. Seeley, published by Little, Brown & Co.
   (*c*) Physical geography. Text recommended as a basis for study: New physical geography, by Ralph S. Tarr, published by The Macmillan Co.
   (*d*) Plane geometry. Text recommended as a basis for study: Elements of geometry, by Webster Wells, published by D. C. Heath & Co.

REGULATIONS PERTAINING TO PROMOTIONAL EXAMINATIONS.

The official regulations pertaining to promotional examinations in Boston are as follows:

Two promotional examinations shall be held each year, one in October and one in May, for the purpose of determining the efficiency of the teachers in the service. These examinations shall consist of three parts: (1) Success in the school during the

preceding year, (2) professional study, and (3) academic study in some one line. For the requirements of this section with respect to academic study may be substituted such course or courses counting for a degree in a college as the board of superintendents may, from time to time, approve.

All teachers, except principals and members of the supervising staff, whose compensation is on a sliding scale with a fixed increase for each successive year of service, must take the promotional examination next following the second anniversary of the date on which they began service: *Provided*, That teachers who are appointed between October 1 and December 31 in any year may take the examination occurring in October of the second year thereafter.

Teachers successfully passing the aforesaid examination shall be placed upon the third year salary of their respective schedules on the 1st of January or the 1st of September next following the date of the examination.

Teachers who fail to pass the aforesaid examination shall remain on the salary of the second year of their respective schedules for another year, when they shall again be examined in a similar manner. If they successfully pass the examination they shall be placed upon the third year salary of their respective schedules on the 1st of January or the 1st of September next following the date of the examination, and shall be regularly advanced on succeeding anniversaries until the sixth year salary of their respective schedules is reached. The employment of teachers who fail to pass the aforesaid examinations on two successive occasions shall terminate with the 1st of September next following the date of the second examinations.

All teachers who are receiving the sixth year salary of their respective schedules shall be examined by the board of superintendents before being placed on the seventh year salary of their respective schedules. This examination shall consist of three parts: (1) Success in the school during the preceding year, (2) professional study, and (3) academic study in some one line. For the requirements of this section with respect to academic study may be substituted such course or courses counting for a degree in a college as the board of superintendents may, from time to time, approve.

Teachers successfully passing the aforesaid examination shall be placed upon the seventh year salary of their respective schedules on the 1st of January or the 1st of September next following the completion of the year during which they have received the salary established for the sixth year of service of their respective ranks, and shall be regularly advanced on succeeding anniversaries until the maximum salary of their rank or grade is reached.

Teachers who fail to pass the aforesaid examination or who do not wish to be thus examined shall remain on the sixth year salary of their respective schedules until such time as they shall have passed such examination, when they shall be placed upon the seventh year salary of their respective schedules on the 1st of January or the 1st of September next following the date of the examination and shall be regularly advanced on succeeding anniversaries until the maximum salary of their rank or grade is reached.

Teachers promoted to a higher rank in schools of the same class shall not be required to pass additional promotional examinations because of such promotion, but shall remain subject to the requirements of the regulations with respect to such examinations, and shall not be advanced in salary more than once after their original appointment until they shall have passed successfully the first promotional examination, and shall not be advanced in salary more than five times after their original appointment until they shall have passed successfully the second promotional examination.

Teachers promoted to schools of a different class shall be required to pass two promotional examinations after said promotion, at the same times and under the same conditions as new teachers appointed to similar positions.

Teachers who, on entering the service, are placed on an advanced salary of their respective ranks, shall not be advanced in salary more than once until they shall

have passed successfully the first promotional examination, nor be advanced in salary more than five times until they shall have passed successfully the second promotional examination: *Provided*, That no teacher shall be placed upon the maximum salary of his rank until such time as he shall have successfully passed the second promotional examination.

The board of superintendents shall determine the method of estimating the teachers' success in the school, and shall determine the course of professional study. It shall prepare a list of academic subjects from which the teacher may select the one in which he prefers to be examined. (R. & R., 1908, pp. 73–75.)

CHICAGO.

The Chicago plan for the examination and the promotion of teachers is given in the following extracts from the "Rules of the Education Department of the Board of Education," adopted May 18, 1910. The maximum salary in the lower group is reached in nine years by elementary-school principals, in seven years by high-school teachers, and in seven years by elementary-school teachers. The upper groups are subject to further increases for fourteen, five, and three years, respectively.

SECTION 123. *Grouping of principals and teachers.*—There shall be two groups of principals; of teachers in high schools; of teachers in elementary schools. The groups shall have different salary schedules. Promotion from lower to upper group shall, upon fulfilling the requirements, be by vote of the board of education, upon recommendation of the superintendent.

SEC. 124. *Promotion from lower to upper group; elementary principals.*—Elementary principals, who have served a year at the maximum salary of the lower group and whose efficiency for the year immediately preceding, as shown by the records in the superintendent's office, is good, excellent, or superior, shall be eligible to promotion to the upper group upon attaining a mark of 80 per cent, or more, in an examination in professional work, including school management, psychology, educational principles and methods, and the history of education.

SEC. 125. *Promotion from lower to upper groups; teachers in high schools.*—Teachers in high schools, who hold general or limited certificates, who have served a year at the maximum salary of the lower group, and whose efficiency for the year immediately preceding, as shown by the records in the superintendent's office, is good, excellent, or superior, shall be eligible to promotion to the upper group upon attaining a mark of 80 per cent, or more, in an examination in school management, psychology, the history of education, and educational principles and methods, particularly in application to students and subject matter in the high schools. Only those high school teachers who have complied with the requirements for promotion to the upper group shall be eligible for election to principalships.

SEC. 126. *Promotion from lower to upper group; teachers in elementary schools.*—Teachers, regular and special, in the elementary and in the practice schools shall be eligible to promotion to the upper group upon fulfilling the three requirements named below:

1. They shall have served one year at the maximum salary of the lower group.
2. They shall have received an efficiency rating of good, excellent, or superior for the year immediately preceding, as shown by records in the office of the superintendent.
3. They shall have met *one* of the following conditions:
   (*a*) They shall have written both the paper in professional study and the paper in an academic field required in the promotional examination (sec. 127), and shall have attained an average of 80 per cent, or more.

(*b*) They shall have passed the examination in professional study (sec. 127 (*a*)), and shall hold an elementary principal's certificate.

(*c*) They shall have passed the examination in professional study (sec. 127 (*a*)), and shall hold a certificate to teach in the high schools.

(*d*) They shall have passed the examination in professional study (sec. 127 (*a*)), and shall hold a certificate to teach German, music, drawing, manual training, or household arts.

(*e*) They shall present certification for five study courses from the Chicago Teachers' College Extension.

SEC. 127. *The promotional examination.*—The promotional examination for all teachers, regular and special, in the elementary schools, shall consist of two papers:

(*a*) A professional paper in psychology, educational principles and methods in the elementary schools, and the history of education.

(*b*) An academic paper in any one of the fields named below and covering work superior in grade to that of the course in the high school:

English language and literature; general history; physical science; biological science; foreign languages (Latin or Greek or German or French or Spanish); algebra and geometry; geography (physical, mathematical, and commercial) and geology; music; drawing; manual training; household arts; physical education (physiology, anatomy, and the theory of gymnastics).

NOTE.—Teachers of special subjects shall not select the subject which they teach as the subjects of their academic papers.

An average of 80 per cent shall be required for passing these tests: *Provided*, That no examination mark below 70 shall be considered: *And provided*, That if a candidate divides the examination the paper taken in the preliminary part shall not be credited in the final average unless the mark secured in such paper shall be 80 per cent or over.

Examination on study courses.—Principals and teachers, upon written notice at least six weeks in advance, stating the study course in which they desire to substitute an examination for the certification by the Chicago Teachers' College, or by some accredited institution, shall be eligible for admission to such an examination at the July or the holiday examination for teachers. A mark of 75 per cent shall be required in every examination substituted for a study course.

SEC. 147. *College extension; credits; permanent records.*—Credits for promotion may be made in the college extension, or in any institution approved by the superintendent and the principal of the normal school.

Permanent record of the certification of work done by principals and teachers in the college extension or in approved institutions shall be kept in the records of college extension: *Provided*, That not more than two credits shall be recorded for any teacher for work done within a calendar year.

CINCINNATI.

The plan of promoting teachers followed at Cincinnati does not involve promotional examinations in the narrow sense, but as it involves their equivalent in the form of college credit for professional work done it may properly be described in this section. The plan is described in the following words by Supt. F. B. Dyer in a letter to the writer:

The board of education appoints and pays a faculty of five professors in the college for teachers of the University of Cincinnati. The appointments are made by the superintendent of schools to the staff of teachers, but always with the sanction of the president of the university. The last two years of the liberal arts course may be given

to the training of teachers. Those who take the teachers' course are thereby enrolled in the college for teachers. Upon the completion of their course they are granted certificates upon examination only in theory and practice. Besides the practice which they do in their two years' course they are expected to give two months to teaching as cadets or temporary teachers. They are then listed in the order of their rank in their practice training work and college work and are appointed invariably in this order. In the last two years it has been unnecessary to employ other than college graduates in our elementary schools, except in four instances. There are now 180 college graduates in our elementary schools.

Teachers are appointed, if without experience, at $600, and increased $50 a year to $950. If then they show that they are worthy of final promotion, they receive a salary of $1,000, the keeping of which is contingent upon their taking a course of professional work every other year. The final promotion is earned by a record of successful teaching and by taking professional work in education and kindred subjects, after appointment as teachers, to the amount of eight one-hour courses, not more than two of which may be taken in any one year.

Teachers from this list are also eligible to promotion to high-school positions at salaries ranging from $1,000 to $1,800. Promotions are made solely upon the basis of merit as teachers and upon proficiency in the subjects they are called upon to teach in the high school, e. g., those who have majored in mathematics at the University of Cincinnati are listed for appointment in high-school mathematics and are ranked in the order of their success as teachers after repeated visitation by the inspectors employed by the board.

KANSAS CITY.

The rules and regulations of the board of education of Kansas City, Mo., dated 1909, contain the following provisions:

Teachers in the grades shall be paid $500 for the first year's service, $550 for the second, $600 for the third, $650 for the fourth, and $720 thereafter, provided each year's service shows advancement satisfactory to the supervision in teaching and governing.

Teachers of not less than four years of successful and approved experience in graded-school work when first employed by the board of directors shall be paid $650 for one year and $720 per year thereafter, provided their work is in every way satisfactory.

All teachers having taught one year at the maximum salary of $720 and having passed the first promotional examination shall receive a salary of $760, and after teaching one year at $760 and having passed the second promotional examination shall receive a salary of $800 per annum, and after having taught at a salary of $800 for one year shall receive a salary of $825 per year.

No advancement shall be made in any salary unless the year's service shows advancement to the satisfaction of the supervision in teaching and governing.

INFORMATION PERTAINING TO TEACHERS' EXAMINATIONS.

The nature of the examinations is indicated by the following instructions issued to the teachers by Supt. J. M. Greenwood on September 24, 1910:

PROFESSIONAL EXAMINATION, JUNE 13 AND 14, 1911, AT MANUAL-TRAINING HIGH SCHOOL.

To the teachers who are qualified to take the second professional examination:

All teachers who passed the first professional examination in June, 1910, or before, are entitled to take the second examination in June, 1911.

To aid you as much as possible in preparing for the approaching examination, I submit the following list of authors for you to read, and on which the examination questions will be based:

1. The history of education, Davidson.
2. Philosophy of education, Horne.
3. Talks to teachers, James.
4. The history of western Europe, Robinson.

PROFESSIONAL EXAMINATION, JUNE 15 AND 16, 1911, AT MANUAL-TRAINING HIGH SCHOOL.

To the teachers preparing for the first professional examination:

In order to help you as much as possible in preparing for the first professional examination, to be held in June, 1911, I submit the following list of books for you to read, and on which the examination questions will be based:

1. Seeley's history of education, supplemented by readings from Compayre's history of pedagogy.
2. Psychology in the schoolroom, Dexter and Garlick.
3. Manual of methods (fifth or sixth edition), Garlick.
4. Introduction to English literature, Newcomer; American literature, Newcomer.

PROFESSIONAL READING.

To the principals, high-school teachers, elementary, kindergarten, and domestic-science teachers:

You are most earnestly urged to read Habit formation and the science of teaching, by Stuart H. Rowe; How we think, by John Dewey; A writer of books, by Denton J. Snider; Ethical and moral instruction in schools, by George Herbert Palmer.

Please send in an essay on any one of these books of from 300 to 500 words on or before the close of the current school year.

Habit formation and the science of teaching should be read by all principals and teachers.

All ought to read the monograph on ethical and moral instruction in school, by Prof. Palmer.

Prof. Dewey's How we think is exceptionally suggestive, and should be read by every upper-grade teacher and principal.

A writer of books, by Denton J. Snider, should be read by every teacher in Missouri. It is a great book from one of the greatest of teachers.

All high-school teachers of physics, chemistry, biology, physiology, history, civics, mathematics, and languages, as well as all principals, are urged to read Evolution of the sciences, by Houllevigue.

LINCOLN.

The promotional plan in force at Lincoln, Nebr., as given in the rules and regulations of the board of education for 1909, is as follows:

Advances in salary.—(*a*) Regular increase. Principals, teachers, and assistants in the elementary schools receiving less than the maximum within their class shall receive $45 increase per year for each additional year of service until the maximum is reached.

(*b*) Special increase. Principals, and teachers holding first and second grade certificates who have attained the maximum salary within their class shall receive a special increase of $45 per year, provided (1) that they shall have taught not less than 2 years at the maximum salary within their class; (2) that they shall have received credit for 20 hours of university work or the equivalent in the following subjects: Education, literature, history, foreign language, science, English.

NOTE.—Of the 20 hours, 8 hours shall be required in education and 4 hours in English. The credit in English is to be based upon the teacher's ability to use correct and effective English and to secure from the pupils results in all phases of English which are satisfactory to the supervision. The remaining hours may be taken in the subjects best calculated to meet the needs of the individual teacher.

Principals and teachers who have attained the first special increase shall receive a second special increase of $45 per year, provided (1) that they shall have taught not less than 2 years at the salary resulting from the first special increase; (2) that they shall be rated as highly efficient teachers by the supervision; (3) that they shall have received credit for 15 hours of university work or the equivalent in the following subjects: Education, literature, history, foreign language, science, English.

NOTE.—Of the 15 hours, 6 hours are required in education and 3 hours in English. The credit in English is to be based upon the teacher's ability to use correct and effective English and to secure from the pupils results in all phases of English which are satisfactory to the supervision. The remaining hours may be taken in the subjects best calculated to meet the needs of the individual teacher.

Graduates of normal schools shall be given the first special increase after having taught at the maximum salary for 3 years without securing additional university credits. Graduates of universities shall be given the first special increase after having taught for 2 years at the maximum salary. University graduates upon receiving their master's degree and having served at the first special increase for 2 years shall be given the second additional increase.

NEW YORK CITY.

The following brief description of the promotional examinations in New York City was kindly furnished by Supt. William H. Maxwell:

At present in New York there exists, in addition to the license held by the rank and file of elementary-school teachers, a license for promotion (for appointment to grades 7A and 8A, inclusive) and a graduating-class license (for appointment to grade 8B). The examinations for these licenses are substantially identical, and include, first, a written examination in English and in one of the following subjects: Mathematics (arithmetic, algebra, plane geometry); history (English history, American history, and civics); geography and elementary science (geography and elementary physics); drawing and constructive work (drawing in pencil from still life, applied design, working drawings).

Secondly, there is required an oral examination, a part of which includes an inspection of classroom teaching. Classroom efficiency is also rated upon consideration of the official record marks given teachers by principals and district superintendents. Length of experience is another element considered; also the giving of time, after school hours, to supplementary activities, such as athletics. Only those teachers who pass the written examination are given the oral and classroom tests. All final ratings are made by the board of examiners.

A more detailed account of these examinations is given in the following circular issued by Supt. Maxwell on April 20, 1910:

An examination for license for promotion and an examination for license as teacher of a graduating class will be conducted by the board of examiners on Thursday, September 8, 1910. The written examination of women applicants will be conducted in the examination room (No. 422) at the hall of the board of education; the written examination of men applicants will be held at the De Witt Clinton High School.

The scope of the written examination, which will be identical for both grades of license, is as follows:

1. Thursday, September 8, 1910:
   9.15 a. m. English (grammar, composition, literature).
   1.30 p. m. Mathematics (arithmetic, algebra, plane geometry).
   History (English history, American history, and civics).
   Geography and elementary science (geography and elementary physics).
   Drawing and constructive work (drawing in pencil from still life; painting in water colors from nature and still life; applied design; working drawings). NOTE.—This examination will be continued on a day to be appointed later.

2. An examination in principles and methods of teaching to be held later at the call of the board of examiners.

All applicants will be required to pass the examination in English and in one of the following groups, viz, mathematics, history, geography, and elementary science, or drawing and constructive work.

Exemption from the examination in principles and methods of teaching will be accorded only to those applicants who present evidence of having completed in an approved institution satisfactory courses amounting to at least 60 hours in principles and methods of teaching.

Exemption from the entire written examination will be accorded those applicants for graduating class license who secured the license for promotion (between 1902 and 1908) after an examination in which a rating of 65 per cent or over was secured in the academic subject. Such teachers, if eligible under the conditions stated below, may file an application for the higher license on or before June 11, 1910. A blank form will be sent on request.

An oral examination (including inspection and investigation of teaching), to be conducted at the call of the board of examiners, will be required of all applicants for license for promotion and of all applicants for license as teacher of graduating class.

CONDITIONS OF ELIGIBILITY.

License for promotion.—To be eligible for license for promotion, applicants must have the following qualifications:

(*a*) The holding of license No. 1.

(*b*) Three years' successful experience in teaching.

License as teacher of a graduating class.—To be eligible for license as teacher of a graduating class applicants must have the following qualifications:

(*a*) The holding of a permanent license No. 1 or of a license for promotion.

(*b*) Five years' successful experience in teaching.

This examination will be open only to those who will fulfill the conditions of eligibility prior to October 8, 1910.

It is not necessary that candidates file any notification of their intention to enter the examination.

The examinations will commence promptly at the times stated above, and no applicant who is late will be admitted.

Section 67, subdivision 4, of the by-laws of the board of education as amended on April 13, 1910, provides that "a license for promotion shall qualify the holder to teach in grades 7A, 7B, and 8A in elementary schools. A license as teacher of a graduating class shall qualify the holder to teach a class of Grade 8B."

New York has a 17-year salary schedule for female elementary-school teachers, a 13-year schedule for male elementary-school teachers, and an 11-year schedule for high-school teachers.

Salaries are increased annually by a stated amount until the maximum is reached, with the exception that at the end of the seventh and twelfth years in the elementary schools, and at the end of the fourth and ninth years in the high schools the salary of a teacher is not increased "unless and until the service of such teacher shall have been approved after inspection and investigation as fit and meritorious by a majority of the board of superintendents."

PATERSON.

Increases in the salaries of teachers at Paterson, N. J., are based on a system of teachers' licenses, as follows:

Kindergarten license No. 1, granted for one year and may be renewed for one year. Candidates must be graduates of a four-year high school or its equivalent and a two-year normal course or its equivalent, and in addition thereto must have one-half year of special preparation for kindergarten teaching.

Kindergarten license No. 2, granted after two years of satisfactory service in charge of a kindergarten class.

Teachers' license No. 3, good for one year and may be renewed for one year.

Teachers' license No. 4, granted after two years of satisfactory service.

Teachers' license No. 5, granted after six years of satisfactory service upon examination, or upon the satisfactory completion of 120 hours of university work.

Teachers' license No. 6, granted after 10 years of satisfactory service upon examination, or upon the satisfactory completion of 240 hours of university work.

Head of department license No. 7, granted upon written examination, or upon the satisfactory completion of 240 hours of university work and an oral examination in school management and classroom supervision, provided that the university work offered for license No. 7 is in addition to any work offered for license No. 6, and provided further that a candidate for license No. 7 holds license No. 6.

High-school license No. 8, granted on competitive examination to women only, and may be renewed for one year. Candidates for this license must be college graduates and must have at least two years of experience in high-school teaching.

High-school license No. 9, granted to women after one year of satisfactory service.

High-school license No. 10, granted to women on examination, or upon the satisfactory completion of 150 hours of university work.

High-school license No. 11, granted to men on competitive examination, and may be renewed for one year. Candidates for this license must be college graduates and should have at least two years of experience in high-school teaching.

High-school license No. 12, granted to men after one year of satisfactory service.

High-school license No. 13, granted to men on examination, or upon the satisfactory completion of 150 hours of university work.

Normal-school critic teachers' license No. 14, granted on competitive examination and may be renewed. Candidates must be graduates of a normal school having a standard two-year course, and must have had at least five years of experience in teaching and a rating of at least 90 per cent in teaching.

In addition to the foregoing, candidates must present evidence of the satisfactory completion of 150 hours of university work.

Normal-school license No. 15, granted on competitive examination and may be renewed. Candidates must be graduates of a normal school having a standard two-year course, and have six years of experience in teaching, of which one year shall be of normal-school work. In addition to the above, candidates must present evidence of the satisfactory completion of 720 hours of university work, of which one-half has been given to professional study.

Manual-training principals' license No. 16, granted on competitive examination. Candidates must be graduates of a four-year high-school course and must have spent one year (360 hours) in special preparation in manual-training teaching, and must have at least two years of experience in manual-training teaching.

Principals' license No. 17, granted upon competitive examination to men only. Candidates for this license must have either of the following qualifications:

(*a*) Graduation from a college or university.

(*b*) Graduation from a State normal school and the equivalent of two years of university work.

In addition to (*a*) or (*b*), candidates for this license must have seven years of experience in teaching, at least two of which must have been in supervision.

Principals' license No 18, granted after one year of satisfactory service.

Principals' license No. 19, granted on competitive examination to men only.

Normal-school assistant principals' license No. 20, granted on competitive examination and may be renewed. Candidates must be graduates of an approved normal school with a standard two-year course, and must have six years of experience in teaching, of which three must have been spent in normal-school work. In addition to the foregoing, candidates must present evidence of the satisfactory completion of 900 hours of university work, 450 hours of which shall be in professional study.

Normal-school principals' license No. 21, granted on competitive examination to men only, and may be renewed. Candidates must be college graduates and must have 10 years of experience in teaching, which must include experience in elementary school work. At least three years must have been spent in normal-school work.

High-school principals' license No. 22, granted on competitive examination and may be renewed. Candidates for this license must be college graduates and must have at least seven years of experience in high-school teaching.

SAGINAW.

The regulations of the board of education in regard to teachers' salaries and the promotional examinations arranged by the professional study and examination committee for the Saginaw (Michigan) East Side Public Schools are described in the following extracts from the "Rules," dated 1909:

The following schedule of salaries and rules for the promotion of teachers was adopted at the meeting of the board of education, August 15, 1906, and revised by the board May 19, 1909, and October 20, 1909:

RULES AND REGULATIONS.

Section 25. Teachers below the high school shall be divided into two divisions, known as Division B and Division A. In each division there will be different groups, groups 1, 2, 3, and 4, belonging to Division B, and groups 5, 6, 7, and 8, belonging to Division A. Teachers in the different groups and divisions shall include those who have taught at least as many years as are indicated and the salaries shall be as stated.

DIVISION B.	Salary per month.
Group 1. First year of teaching	$35.00
Group 2. Second year of teaching	40.00
Group 3. Third and fourth years of teaching	45.00
Group 4. Fifth year of teaching	50.00

Unless otherwise ordered by the board.

The superintendent and committee on teachers, schools, and schoolbooks shall recommend to the board of education all promotions of teachers from one group to another within Division B, which recommendation shall be conditioned on successful and satisfactory work as determined by ability to teach, professional spirit, attitude toward the school and children, spirit of growth and desire to excel.

DIVISION A.	Salary per month.
Group 5. Sixth year of teaching	$52.50
Group 6. Seventh year of teaching	55.00
Group 7. Eighth year of teaching	57.50
Group 8. Ninth and subsequent years of teaching	60.00

Unless otherwise ordered by the board.

Assistant principals in charge of eighth grades shall be entitled to $5 per month in addition to the salary of teachers in the same group. Teachers of seventh grades shall be entitled to $2.50 per month in addition to the salary of teachers in the same groups unless otherwise ordered by the board.

The superintendent and committee on teachers, schools, and schoolbooks shall recommend to the board of education all promotions from one group to another within Division A, and also the retention of teachers in group 8, which recommendation shall be conditioned (1) on successful and satisfactory work, as determined by ability to teach, professional spirit, attitude toward the school and children, spirit of growth and desire to excel; (2) on completing annually to the satisfaction of the superintendent and board of education a course of reading approved by the professional study and examination committee. (In lieu of this course of reading a certificate of attendance of not less than four weeks at an approved summer school will be accepted.)

Promotion from Division B to Division A:

Those teachers who have taught within the jurisdiction of this board successfully at least five years are eligible to appointment to Division A, who—

First. In teaching ability for the years taught are rated at least 75 per cent. This rating shall be determined by averaging the marks each year of the superintendent and principal of the building in which the teacher is employed, and such other matters as shall be presented. In determining the rating for teaching ability the following points shall be considered: (a) Power to instruct; (b) power to inspire ambition in pupils; (c) power to secure moral conduct, or a right attitude on the part of pupils toward the school and society.

Secondly. Shall give satisfactory evidence by examination or otherwise of having successfully pursued a course of professional reading and study, approved by the professional study and examination committee, said work to be done while the teacher is teaching in group 1, and to be known as Professional Study I.

Thirdly. Shall read annually while teaching in groups 2 and 3 a work on education approved by the professional study and examination committee and make a written report on the same to the satisfaction of the professional study and examination committee and the board of education, and to be known as Professional Study II.

Fourthly. Shall present a written report on some phase of educational work or on some problem of teaching (the topic to be approved by the professional study and examination committee), and defend the same to the satisfaction of the professional study and examination committee; said report and defense to be made while the teacher is teaching in group 4, and be known as Professional Study III. (In lieu of the professional study outlined in the preceding three paragraphs, other evidence of study and advancement may be offered, such as certificates of attendance at approved summer school, etc., which shall meet the approval of the professional study and examination committee.)

The professional examinations mentioned above are to be conducted by a committee known as the professional study and examination committee, to be composed of three persons, viz: The superintendent and two others to be elected annually at the regular meeting of the board of education in January, one of whom is to be chosen by the teachers and one by the board of education.

DIVISION B.

Group 1 (First Year of Teaching).

PROFESSIONAL STUDY I.

For the year 1909–10 the committee has selected as Professional Study I McMurry's How to study and Teaching how to study. The superintendent will conduct a class in this subject designed especially for this group of teachers.

Groups 2 and 3 (Second, Third, and Fourth Years of Teaching).

PROFESSIONAL STUDY II.

Each teacher in her second, third, and fourth years of teaching is required to read one of the following books (or another to be approved by the professional study and examination committee) and to present a written review of the book selected. The selection of a book must be made by October 10 in each year and the selection reported to the professional study and examination committee on or before this date. The review must be in the hands of this committee by May 10 following. The books named below may be examined at the superintendent's office:

Bagley: The educative process. The Macmillan Co. 1905.
Hall: Youth—Its education, regimen, and hygiene. D. Appleton Co., 1906.
McMurry: How to study and Teaching how to study. Houghton, Mifflin Co., 1909.
Huey: The psychology and pedagogy of reading. The Macmillan Co., 1906.
Colby: Literature and life in school. Houghton, Mifflin Co., 1906.
MacClintock: Literature in the elementary school. University of Chicago Press, 1907.
Warner: The study of children and their school training. The Macmillan Co, 1897.

Group 4 (Fifth Year of Teaching).

PROFESSIONAL STUDY III.

Those teachers who are to apply for promotion from Division B to Division A will present as Professional Study III a written report on some phase of educational work or some problem of teaching. The following topics are suggested, although the teacher's choice need not be limited to the topics here named. In case, however, another topic than one here suggested is selected, the topic must be reported to the professional study and examination committee and approved by them on or before October 10 of the year in which the report is to be presented.

1. Different methods of teaching reading to beginners.
2. The value of oral work in stories in primary grades.
3. Annual versus semiannual promotions.
4. Are too many subjects taught in the elementary schools?
5. The purpose of nature study in the schools.
6. The result of child study.
7. School physicians and the responsibility of the school for the health of its pupils.
8. The influence of geography on the history of the United States.
9. The meaning of the new geography.
10. The school as a social center.
11. Which is more useful for training in morals—science or literature?
12. How can the school teach manners and morals?
13. The teacher as a factor in the evolution of society.
14. Schoolroom decoration—its effects on pupils.
15. Diversity versus thoroughness in education.
16. Kindergarten training for very young pupils—pro and con.
17. School athletics—do they accomplish the desired end?
18. How may the schools be brought into closer touch with homes?
19. The difficulty of reaching the individual in crowded schools.
20. Would teachers favor teachers' pensions.
21. Different methods of discipline required by pupils of different ages.
22. The future American citizen—What will he most need?
23. Points on teaching pupils to be independent in thought, action, and character.
24. Interest versus duty as an incentive to work.
25. Are there fads in education?

26. The departmental system—its advantages and disadvantages.
27. Home study—should any be required of pupils below the high school?
28. Are our schools accountable for the excessive nervousness of children?
29. Methods of teaching arithmetic in the lower grades—historical and theoretical.
30. The value of the study of history.
31. Benefits of manual training in schools.
32. What should the course of study in language be below the high school?
33. The dogma of formal discipline.
34. Classical versus scientific study—which affords the better training for the world to-day?
35. The value of the study of psychology to teachers.
36. Good and bad features of examinations.

DIVISION A.

All teachers whose salary is $52.50 per month or more are included in Division A. Such teachers are expected to pursue a course of reading or study each year. Below are outlined several courses of reading which will suggest what is meant. Any regular and systematic course of study will be accepted by the committee as fulfilling this requirement, but in case any other course is offered than those printed below, it will be necessary for the teacher to report the selection to the professional study and examination committee for approval on or before October 10 of each year. At the end of the year a report must be made to the committee on or before May 10, showing the work done.

1. Life and works of Hawthorne.
2. Shakespeare's genius and works.
3. The study of music.
4. Books on art.
5. History of arithmetic and methods of teaching it.
6. The influence of geography on history, especially as regards American history.
7. The telling of stories to children.
8. The life and work of Pestalozzi.
9. The territorial growth of the United States.
10. The physical nature of the child.
11. Child study.
12. How to study.
13. Schurz, Carl: Reminiscences of.
14. The study and teaching of Geography.
15. School administration.
16. Theory of education.
17. The teaching of English.
18. The Revolutionary War.
19. Robert Louis Stevenson.
20. Tennyson.

Each of the twenty topics last mentioned is accompanied by an outline and bibliography, which together occupy approximately 8 pages.

SPRINGFIELD.

The promotional plan in force at Springfield, Ohio, is as follows:

An increase of $50, except the last two increases, which shall be $25 each, shall be allowed to each elementary teacher annually until the maximum salary is reached, subject to the following requirements: (a) The teacher's efficiency in actual classroom work shall be estimated by the principal and superintendent in one of the terms,

poor, fair, good, or excellent. A teacher must attain the estimate of fair or higher to be granted each of the first three annual salary increases and must attain the estimate of good or higher to be granted the fourth and all subsequent increases. (*b*) Subject to the exceptions named below, until the maximum salary is reached, each teacher is required to make study each year of one book of psychology, school management, child study, or other phase of pedagogy; one general work related in subject matter to some culture study taught in the schools; and a group of English classics. These books shall be assigned by the superintendent of schools before the close of the school year in June, and upon them each teacher shall present to the superintendent before the first day of the following May three briefs of approximately 2,500 words each, written in the teacher's own hand and reviewing, respectively, these assigned books and groups of classics. At the option of the teacher, instead of presenting briefs, an examination upon the books and classics may be taken before the city examiners at their April meeting. The usual notice of intention to take such examination must be filed with their clerk. (*c*) Exemption from the requirement either of presenting briefs or taking examination may be had in the following manner: Full or partial exemption may be had through agreement with the superintendent to do work in summer school or college; full or partial exemption may be had also through agreement to substitute attendance and work at club meetings. For this purpose the study of each assigned book or of the assigned group of classics, with the brief or examination reviewing it, shall be represented by 10 credits, the whole scheme of study for the year being represented by 30 credits. The entire 30 credits may be earned by attendance at meetings of a study club and participation in its discussions of its prescribed readings. Such a club must have three or more members and must hold eight or more meetings upon each prescribed book or group of classics. The 10 credits assigned to the English credits may be earned by attendance upon eight or more meetings of a literary or professional club and the performance once within the year of some substantial duty on its program. In all cases the plans or programs of study or other clubs shall be approved by the superintendent and certificates of attendance and work shall be made to him by the secretaries.

These rules shall be applied also in advancing the salaries of special teachers, principals, high-school teachers, elementary-German teachers, and kindergartners, except that the amount of annual increase may be different and except that the superintendent may assign different studies to them as being more appropriate for improvement in their respective fields of work. (A. R., 1909, p. 81.)

WASHINGTON.

The law, passed in 1906 and amended in 1910, regulating the promotion of teachers in the schools of Washington, D. C., reads as follows:

A teacher shall not be promoted from one class to another, except by the board of education, upon the recommendation of the officer having direct supervision of said teacher and in the case of colored teachers upon the additional recommendation of the colored assistant superintendent. Such recommendations shall in each case be made through and with the approval of the superintendent of schools.

Teachers shall be promoted for superior work from Group A to Group B of class six only after oral and written examinations by the board of examiners upon recommendation as follows:

All high and normal school teachers and teachers of the manual-training schools upon the recommendation of their respective principals.

Such recommendations shall in each case be made through and with the approval of the superintendent of schools, and with the additional recommendation of the colored assistant superintendent for the colored teachers.

* * * * * * *

Provided, That hereafter no teacher shall be eligible to Group B, class six, who has not attained the maximum of Group A: *And provided further*, That hereafter no more than seven teachers shall be promoted in any one year from Group A, class six, to Group B, class six.

This law, it is clear, provides for only one promotional examination, which strikes the teachers of the high and normal schools and the teachers of the manual-training schools, which are also high schools.

The salary schedule in Group A of class six begins with $1,000 and ends with $1,800, and that in Group B begins with $1,900 and ends with $2,200, the annual increase in each group being $100.

So far only one promotional examination has been held under this law. This was in 1907, when seven teachers were promoted. This explains the otherwise inexplicable number seven in the amendment quoted above.

GENERAL DISCUSSION.

The fact that length of service is not omitted in the advancement of teachers on the basis of promotional examinations is indicated in all these plans except that of Springfield, Ohio. In Boston, promotion to the third and seventh year salaries only requires examinations; in Chicago, promotion from the lower to the upper group; in Kansas City, promotion after the fourth increase; in Lincoln, promotion after the regular maximum has been reached; in New York, promotion to the higher grades of the service; in Washington, promotion from Group A to Group B of class six; and in Saginaw, Mich., promotion after the third increase, although professional reading is required earlier. It is especially worth noting that the first few increases, the number varying from two to nine, are granted without examinations. This appears to be a wise method, for a teacher needs his time during the first few years of teaching for the preparation of his daily work.

Failure to pass a promotional examination appears to throw the teacher out of the service in only one instance, viz, failure to pass the first promotional examination in Boston. The examination is required for promotion to the third-year salary, and unless a teacher passes it in two trials he is dismissed. As this examination comes early in the teacher's career, it is probably looked upon as an examination for admission into the service. On no other basis would it seem fair that failure to take or pass a promotional examination should operate to discontinue a teacher's services. Promotion should of course not follow without passing the examination.

Promotional examinations may be satisfied in whole or in part by work taken successfully in summer schools or in after-hour or extension classes offered by colleges and universities in Boston, Chicago, Cincinnati, Kansas City, Missouri, Lincoln, New York, Paterson, and Springfield, Ohio. This must have a wholesome effect on the teaching corps, especially when it is provided that no teacher shall be permitted to overload himself with work.

The attitude toward promotional examinations varies greatly among different educators. Some grow enthusiastic over their merits. Supt. J. M. Greenwood, of Kansas City, for example, says: "The promotional plan has led to a remarkable awakening. Classes of teachers have been organized, lecture courses arranged, syllabi of work prepared, and mental activities aroused which indicate a genuine revival of learning in the city." (N. E. A., 1905, p. 248.) A similar sentiment, but at greater length, is expressed by Supt. H. J. Wightman, of Ardmore, Pa., in the Pennsylvania school journal, 57: 477, May, 1909.

But others are not so sanguine. Not only the teachers, but also many superintendents, disapprove of them. Supt. Frank B. Cooper, of Seattle, Wash., says: "I do not believe that teaching efficiency can be determined by an examination;" Supt. G. T. Smith, of Peoria, Ill., thinks that promotional examinations are "inadequate in bringing teaching qualities into the schoolroom, and produce much the same spirit and general results as forcing a child to pay attention;" while Supt. J. H. Phillips, of Birmingham, Ala., thinks that "the danger here lies in the emphasis placed on the work done outside the school rather than in the school." (A. R., 1907, p. 26.)

A number of other superintendents express themselves adversely in regard to these examinations in their annual reports, but the following from Supt. Chadsey, of Denver, Colo., will suffice in closing these criticisms, the trend of which is much alike.

Supt. Chadsey, in his annual report for 1908–9, discusses at some length the various merit systems for increasing salaries and decides against them. He subscribes to the arguments "that the teacher passing the most brilliant examination is just as apt to be an inferior teacher as one unable to pass any kind of an examination," and that the ranking of teachers on the basis of classroom efficiency—

> necessitates a more or less formal inspection and report of schoolroom efficiency which many teachers claim to be unjust and often absolutely incorrect. * * * Such a scheme unavoidably results in the charge of gross favoritism, a charge which it is impossible either to prove or refute. Probably any individual inspector has confidence in his own ability to select the superior teachers under his observation. It is equally probable that no one will be satisfied with his judgment except the individuals recommended for such increase in salary.

[1] School and Home Education, 26: 204.

The really vital point in such a discussion as this is whether through any system devised the incoming teacher into our ranks can be made more effective and more valuable to the schools. Therefore, the fundamental thing is to establish such a standard, academically and professionally, as will result in more highly trained and effective teachers entering the school systems each year, leavening by their enthusiasm, training, and culture, the whole corps of teachers. No school superintendent should be satisfied unless his new teachers every year average higher in training, culture, and ability than does his corps as a whole.

In discussing the attitude of teachers toward promotional examinations, it is necessary to distinguish between promotion in position, or grade of license, and promotion or increase in salary. Examinations for distinct promotions in position or higher licenses, as is the case in New York, are usually not objected to, but teachers do not take so kindly to examinations for increases in salary.

As a rule teachers in places where promotional examinations are in vogue do not venture to express their sentiments respecting these examinations, but the Baltimore elementary teachers have recently formulated 27 objections to examinations for increases in salary. Some of these objections are of a local nature but the following are sufficiently general to be included here:

There should be equal pay for equal work. Examinations raising a few teachers at a time make compensation unequal.

Different pay for the same work causes jealousy and dissatisfaction; confusion and discontent—bad elements to have in any school system.

Preparation for examination will naturally be paramount and must interfere with classroom work.

Teachers must be free to teach; not be harassed by recurring examinations.

Recurring examinations and obligatory special courses tend to over-professionalize the teacher by focusing her mind, and efforts entirely upon her profession, thus biasing and limiting her horizon.

Obligatory special courses make unwarranted demands upon an already too small salary.

The relation of the salary received to a $150 summer course and a $50 increase is not well proportioned.

Daily preparation for modern, specialized, scientific teaching leaves little time for preparation for examinations.

Some leisure is an absolute necessity for culture, one great requisite for the modern teacher. Examinations added to modern overlapping school duties will absorb whatever leisure still remains to the teacher.

In no other profession or calling are persons of recognized ability who have carried on their work successfully for a number of years required to submit to examinations to have their status recognized.

A more liberal and considerate policy must be pursued toward teachers or no one will enter the profession and hence, by a devious route, we will surely return to that now obsolete feature, the "inefficient teacher."

CLASSROOM EFFICIENCY AND SUCCESS GRADES.

It is clear from the provisions pertaining to promotional examinations that the ability to pass examinations is nowhere taken as the sole basis for advancement. Classroom efficiency is given specific

consideration in every plan. The proposition that advancement can not be adequately determined on the basis of promotional examinations alone would probably be agreed to by no one more readily than by the superintendents of the cities having these very examinations. The things that these examinations primarily measure are academic and professional knowledge, and while these are important characteristics of the teacher, they are important chiefly through the bearing that they have on teaching efficiency. Skill in the schoolroom must after all be the primary ingredient in any merit system of promotion.

The merit system of promotion without promotional examinations may be illustrated by the practices followed in Washington, D. C., and in Salt Lake City, Utah.

In Washington the teachers are rated as excellent, good, fair, etc., by the supervising principals in consultation with the directors of the primary and the intermediate grades, and whenever an opportunity for promotion occurs the excellent senior teacher in the division in which the opportunity occurs is promoted. Should there be no fully qualified teacher in this division, then the best senior teacher from some other division is taken. In Decatur, Ill., a similar plan is followed.

At Salt Lake City an elaborate salary schedule with 23 classes from A to W, and 49 subclasses was adopted by the board of education on May 25, 1909. The salaries range from $500 to $875. The official regulation is as follows:

> An effort is made in this general scheme to base the salary on individual merit. It has not, however, yet seemed practicable, if advisable, to eliminate entirely the element of length of service, but as a factor in determining the salary of a teacher, this element has not forced itself conspicuously to the front.
>
> The class to which a teacher belongs in the schedule is determined by the present salary, and the salary in this class to be received by her next year will be determined by the general efficiency of her work as shown by the records in this office. For example, in Class A, teachers having a rating in efficiency of 75 per cent or above will receive $550 next year; those having less than 75 per cent but more than 69 per cent will be paid $500.

SUCCESS GRADES.

The methods of measuring teaching efficiency vary considerably in different places, but in broad outline there are only two types. The efficiency of teachers may be determined either indirectly by an examination of the pupils in their charge, or directly by the judgment of the principal and supervisors.

The first method is apparently not used alone anywhere, but the plan followed at Butler, Pa., approximates it. This plan is described in the following words by Supt. Gibson in the Pennsylvania School Journal, 54:456. This description contains the criticism that might be directed against the method when used alone:

> It does not matter about theory, it is the final test that demonstrates what the teacher's work has been. It is difficult to test the spiritual side of teaching, but the teacher

must know how her work is compared to the work of other teachers. So we test monthly in the seven grades. The questions are prepared by the principals and the superintendent. They take a different subject each month. The questions are sent out from the office and are given out to several teachers for correction. In order to get uniformity in marking, one teacher has all the papers in a given subject.

The list of per cents is sent to the superintendent and copies are hung up in all the buildings, showing the relative standing of all the pupils examined. This system is continued during the first four months. As soon as the results of these tests are collected, the superintendent knows where the weaknesses are and at once puts on the pressure where it is needed. At the end of the first half year these percentages with other outside considerations are the basis of promotion. A tabulated list of the promotions is published. All teachers see the necessity for careful planning, and have seen standards of good work and their own standing.

If that were continued throughout the year, the spirit would be crushed. But during the second half of the year we put the emphasis on the spirit. We now suggest to the teachers courses of reading that will give them broader views of the subjects they teach, and these suggestions are carried out.

The method most frequently used in rating the schoolroom efficiency of teachers is the second one mentioned above, the one based upon the judgment of the principal and supervisors. Descriptions of this method as actually used were obtained from Chicago, Ill.; Decatur, Ill.; Kansas City, Mo.; Lincoln, Nebr.; Saginaw, Mich.; Washington, D. C., and from the States of Indiana and Maryland. The plans used in these places are given in the following pages. The Baltimore, Boston, and New York plans have been briefly described above under promotional examinations.

CHICAGO.

In Chicago the principal of each school makes a report twice each year to the superintendent on the efficiency of the teachers of the school, ranking each teacher as superior, excellent, good, fair, or inefficient. Once a year the district superintendent also gives a rating of each teacher.

DECATUR.

MEASURING THE TEACHER'S WORK.

That teachers may be fairly judged and their work justly estimated as to its worth, a system for securing the combined judgment of all those officers of the schools who possess a professional knowledge of a teacher's work has been devised and used. It is aimed by means of this system to eliminate, or at least to reduce to the minimum, the personal element in estimating each teacher's work.

In some way, as in any business institution, an estimate must be placed upon each teacher's work. This estimate is a guide to the board in determining reappointments, promotions, and salaries. If this estimate is the result of any one individual's judgment, more injustices are apt to result than if the estimate is determined by the combined judgment of all those school officers who possess professional knowledge of the work a teacher has been doing and of the detailed results she has been securing.

For the accomplishments of the results briefly indicated above, the following schedule, analyzing certain essentials in any teacher and her school, has been formulated:

DETAILED SCHEDULE FOR ESTIMATING A TEACHER'S SUCCESS.

1. *Physical aspect of school.*—Neatness, order, and tidiness of room, blackboard work, children's work and desks, teacher's desk, cloakroom, etc.

Poor, fair, medium, good, excellent.

2. *The teacher personally.*—Health and vigor, as evidenced by animation, vivacity, and life in work, attractiveness in person, manner, and dress, pleasantness and forcefulness of personality.

Poor, fair, medium, good, excellent.

3. *Adaptability.*—Readily, easily, and smoothly adjusts to changed conditions, new problems, new methods, new undertakings in the building or system.

Poor, fair, medium, good, excellent.

4. *Loyalty to school officiary.*—And to their policies in general at all times and in all places; disposition to look out for and support school's interests and protect school property.

Unreliable, questionable, indifferent, good, unswervingly true and alert.

5. *Spirit of cooperation.*—And value in efforts requiring "team work" among teachers.

"Briery," disagreeable, indifferent, good and helpful, unusually fine.

6. *Attitude toward pupils.*—And sympathy with their shortcomings and interests.

"Naggy" and sarcastic, impatient, reluctantly tolerant and may be insincere, patient and tolerant, dignified but warm and sympathetic.

7. *Discipline and control in school.*—Vengeance and repression absent, reformation little in evidence, formation and molding of conduct from inside out through predominance of inspirational methods, making use of the rewards and punishments unnecessary. Order not constrained, unnatural, and dead, but free and natural, resulting from interesting occupation with regular work, yet promoting the maximum of work on the part of each pupil. Formalism, indifference, and carelessness absent.

Poor, fair, medium, good, excellent.

8. *Teaching skill.*—Involving (1) securing maximum of progress and growth with minimum expenditure of time and energy and with minimum of waste; (2) adapting manner and methods to particular ability and interest of her children; (3) ability to grasp new methods of work and to respond to suggestions; (4) power to develop industry, originality, independence, and initiative in children; (5) evidencing the ability to bring pupils into right conscious emotional attitude for new work, and to unify energies of entire class on the problem in hand through pedagogical questioning and directions; (6) thorough preparation of teacher both academically and professionally for handling the subject matter in hand.

Poor, fair, medium, good, excellent.

9. *Professional interest.*—As indicated by anxiety for best thought and methods, leading to reading of modern books and magazines on teaching; and to enthusiasm in all meetings for the professional advancement of teachers.

Poor, fair, medium, good, excellent.

10. *General impression.*—As to merit of teacher and her work.

Poor, fair, medium, good, excellent.

This detailed schedule is supplied to each superyisor (so far, the supervisors of music, drawing, and primary grades) who has knowledge of a teacher's efforts and results in any phase of school work, and to each school principal. With it is supplied the following condensed schedule derived from the foregoing schedule.

SCHEDULE FOR GRADING SUCCESS.

The items to be marked are ten in number. A maximum value has been assigned each item. The total value of the combined maximums is 100. One of five grades

shall be given each teacher under each item. Do not grade the teacher on any item in which you feel your knowledge is too limited. The above detailed schedule explains the content to be considered in marking each item.

Value each item.	Teachers.	Teachers' names are entered by grades for supervisors and by buildings for principals.
5	Physical aspect of school. P, 3; F, 3.5; M, 4; G, 4.5; E, 5.	
10	The teacher personally. P, 6; F, 7; M, 8; G, 9; E, 10.	
5	Adaptability. P, 3; F, 3.5; M, 4; G, 4.5; E, 5.	
10	Loyalty to officiary. Unreliable, 6; Questionable, 7; Indifferent, 8; Good, 9; Unswervingly true and alert, 10.	
5	Spirit of cooperation. Bribery, 3; Disagreeable, 3.5; Indifferent, 4; Good and helpful, 4.5; Unusually fine, 5.	
10	Attitude toward pupils. Naggy and sarcastic, 6; Impatient, 7; Reluctantly tolerant and insincere, 8; Patient and tolerant, 9; Dignified but warm and sympathetic, 10.	
15	Discipline and control. P, 7; F, 9; G, 13; M, 11; E, 15.	
20	Teaching skill. P, 12; F, 14; M, 16; G, 18; E, 20.	
10	Professional interest. P, 6; F, 7; M, 8; G, 9; E, 10.	
10	General impression. P, 6; F, 7; M, 8; G, 9; E, 10.	

It is needless to say the estimates thus received are considered strictly confidential. They are neither open to the inspection of the teachers concerned nor to that of the various supervisors who make estimates. All estimates are carefully tabulated on a sheet where they can be studied in a comparative way. On this sheet is provided a space for the superintendent's comments and estimate. After this combined estimate is completed, upon request, teachers may receive, in a private conference with the superintendent, the benefit of the suggestions which the estimates may lead to. All of the aforesaid data and the matters discussed in the conference are focused solely in the direction of efficiency in the system and of the greatest possible growth on the part of each teacher concerned.

AIM OF SUCCESS SCHEDULE.

The aim is in no sense to institute a system of espionage, but rather it is to form judgments affecting the efficiency of the schools and the welfare of teachers upon efforts to express definitely and honestly the worth of each teacher and her work. Surely, this method is fairer both to the schools and to the teachers than the single judgment of any one officer. No superintendent, making up his judgment alone, can hope to approximate the degree of justice in his estimates which will result if he acts under the guidance of the quantitative judgments of three or four other school officers, who are as capable from their point of view as he is from his standpoint. Even if he confers with other officers in determining his opinions, their ideas are not definitely grasped, and he acts in view of what impressions he received in the conference. Such a conference does not secure the cool, deliberate, comparative judgment of the officer conferred with, either. The conditions do not favor it. For that matter, the method we use secures all of the benefits of the conference plus the value of the accurate marking, for the conferences both precede and follow the markings turned in to the superintendent. (A. R., 1909.)

KANSAS CITY.

The rating of the teachers in Kansas City, Mo., is obtained by means of a blank like the following, which is explained by the instructions preceding it:

ANNUAL REPORT ON TEACHER'S STANDING.

To Principals:

Rule 84 of Rules and Regulations provides as follows:

"Principals shall, at the close of each term, or oftener if required, and at the close of the year, transmit to the office of the board of education full reports of their respective schools according to forms prescribed by the superintendent and they shall not be entitled to their salaries until such reports are satisfactorily rendered."

You are requested to return to this office on or before May 15, 191.., a full report of your classification and estimate of the practical efficiency and the professional qualities of each of the teachers of your school, including kindergarten teachers, in accordance with the directions given below.

For a correct understanding of the brief headings of the columns, the following suggestions are made:

A. PRACTICAL EFFICIENCY.

1. *Management of children.*—This includes what is usually called the "discipline of the room," and also the general influence of the teacher's management on the development of character. Both the results and the methods of a teacher's management of the children should be taken into consideration. There may be, on one side, good order not based on fear of punishment, but brought about by a strong teacher's kindly influence over her pupils, and, on the other hand, there may be strict order attained by an unnecessary frequency of cases of discipline and a manifestation of caprice or unnecessary harshness.

2. *Instruction.*—A teacher's power to impart instruction should be judged both by the results accomplished and by the educational value of the methods of teaching. The principal should take into consideration the influence which her instruction has on the development of the children's intelligence, interest, self-activity, and progress. In case of the kindergarten teacher, principals will report under the head of "Instruction," her efficiency in the educational work of the kindergarten.

3. *Attention to details of school business.*—This includes the teacher's regularity of attendance (tardiness), accuracy, and neatness of record work, promptness in required reports, readiness to carry out directions (cooperation), the neatness of the room, and similar matters.

B. PROFESSIONAL QUALITIES.

4. *Scholarship.*—This includes the schooling received by the teacher, the general information which she possesses, and preparation for her special work.

5. *Professional interest and zeal.*—By this is meant the desire for self-improvement, the habit of reading good literature and of using the means of self-culture, which, through lectures and otherwise, the city offers. It includes professional progressiveness, attending teachers' meetings, etc.

6. *Personal qualifications.*—This report should show the general estimate which the principal places on the value of the presence and assistance of each one as a member of his corps of teachers. It includes the teacher's tact in dealing with parents and pupils and her general influence.

Each name should be placed in one of the following groups, viz: A, B, C, D. A means excellent; B, good; C, passable; and D, weak. C (passable) here means indifferent, ordinary, mediocre. Most new teachers should be classed C. Experienced teachers in this class can not be considered very satisfactory. The group

letter must be placed in each column opposite the teacher's name to indicate her standing.

7. *Transfer.*—When a principal is dissatisfied with the work of a teacher and believes a transfer is advisable, the letter T should be placed in the fourth column. In such case the reason must be fully stated at the end of this report. No transfer should be indicated in this report for any cause other than dissatisfaction on the part of the principal with the work or management of the teacher. A principal should not recommend a transfer where the teacher, in his opinion, is inefficient and should be discontinued. In such case the word "Inefficient" should be placed in the last column.

Your attention is urgently directed to the necessity of making this report a candid statement, which is uninfluenced by any consideration except the wish to make it agree fully with the facts. A principal becomes alone responsible for the presence of unsatisfactory teachers in his school if he fails to report frankly his estimate of their work and qualifications.

Names.	Practical efficiency.			Professional qualities.			Group.	Request for transfer.
	Management of children.	Instruction.	Attention to details of school business.	Scholarship.	Professional interest and zeal.	Personal qualifications.		
1.								
2.								
3.								

LINCOLN.

The rating of the teachers in Lincoln, Nebr., is obtained by means of the following blank. Each teacher is rated by the five officials mentioned:

RATING OF TEACHERS.

....., 191

[A, excellent; B, good; C, fair; D, poor.]

..... Teacher .....Principal.

1. General estimate:
   - By principal.....
   - By supervisor of manual training.....
   - By supervisor of art.....
   - By supervisor of music.....
   - By superintendent.....
2. Personality.....
3. Sympathy for pupils.....
4. Scholarship.....
5. Growth in efficiency.....
6. Loyalty to supervising officials and to fellow teachers.....
7. Spirit in which criticism is received.....
8. Ability to profit by criticism.....
9. Ability to instruct.....
10. Preparation of lessons.....
11. Ability to organize and discipline the school by proper methods.....
12. Dependableness in carrying out directions and regulations and in meeting the duties and obligations of the school.....

13. Ability to secure the confidence and cooperation of parents.....
14. Does this teacher make such original and worthy contributions to the work of the schools that you consider her services exceptionally valuable?.....
15. Ability to use correct and effective English.....
16. Proficiency in "housekeeping".....
17. General attitude of pupils toward the work, duties, and obligations of the school..
18. Attention, application, and thoroughness of pupils in study and in recitation..
19. Ability of pupils to speak and to write acceptable English.....
20. Name special excellencies of this teacher.....
21. Give special needs.....
22. Do you recommend reelection?.....
23. Do you desire this teacher retained in your corps?.....
24. Under what conditions, if any, would this teacher do more effective work?....
.....
.....
25. Remarks.....
.....

SAGINAW.

In Saginaw, Mich., the teachers in division B (see p. 130 above) who are still on probation are rated both by the superintendent and the principal of the building. Teachers in division A are rated by the superintendent alone. The rating is done on the scale of 100.

The teachers in division B are rated on the following points: (*a*) Power to instruct; (*b*) power to inspire ambition in pupils; (*c*) power to secure moral conduct.

The teachers in division A are rated (1) on successful and satisfactory work, as determined by ability to teach, professional spirit, attitude toward the school and children, spirit of growth and desire to excel; (2) on completing annually, to the satisfaction of the superintendent and board of education, a course of reading approved by the professional study and examination committee. (In lieu of this course of reading, a certificate of attendance of not less than four weeks at an approved summer school will be accepted.)

WASHINGTON.

The instructions and blank for the rating of teachers in Washington, D. C., issued by Supt. A. T. Stuart, June 13, 1910, are as follows:

To the Supervising Officers:

Instructions for the rating of teachers.

I. In the normal, high, and manual training schools, all teachers, including special teachers doing service in such schools will be marked by the respective principals.

Principals of high and manual training schools should call upon the heads of departments for such information as they can furnish regarding the work of the teachers. It will not be necessary for heads of departments to mark teachers, but their advice will no doubt aid the principal in arriving at a fair estimate of the teacher's value.

Principals of normal, high, and manual training schools will also seek the aid of the directors of music, drawing, physical culture, manual training, domestic science, and domestic art in marking teachers in their schools in these subjects.

II. In the elementary schools the supervising principals will mark all teachers within their divisions, including kindergarten teachers.

In the first four grades they will have conferences with the director or assistant director of primary work, and the mark given a teacher of these grades should represent the combined judgment of the supervising principal and the said director or assistant director.

In the four highest grades they will confer with the director of intermediate instruction and the mark given a teacher in these grades should represent the combined judgment of the supervising principal and the director of intermediate instruction.

In rating kindergarten teachers the supervising principals will confer with the director or assistant director of kindergartens before marking. The supervising principals will also call upon the special teachers of drawing, music, and physical culture to give such information as may aid in rendering judgment upon the teachers, in these subjects, within their division.

Directors and assistant directors of special work will mark the teachers in their departments excepting those assigned exclusively to normal, high, and manual training schools, who shall be marked by the principals of such schools after conference with said directors or assistant directors.

Directors of special studies will not mark grade teachers.

The director and assistant director of primary work will mark their respective assistants.

All supervising officers will be marked by the superintendent of schools.

REPORT ON OFFICERS AND TEACHERS TO THE SUPERINTENDENT OF SCHOOLS.

[This report is due on June 15.]

WASHINGTON, D. C., ... *19*..

Name.....School.....Grade,.....

Teacher, principal, director, supervisor, special teacher, head of department.

[Check the official title of person reported upon.]

Graduate .....

[Name all schools issuing diplomas, or degrees, and give dates of graduation.]

Date of appointment in District of Columbia schools .....

Date of appointment to present position .....

Marks: Excellent, E.; Very good, V. G.; Good, G.; Fair, F.; Poor, P.; Very poor, V. P.

The marks excellent, very good, good, and fair are considered satisfactory and entitle the officer or teacher to the annual increase of salary provided by law. The marks poor and very poor are unsatisfactory and deprive the teacher of the annual increase of salary. A mark of very poor or two successive marks of poor will subject the teacher to a recommendation for removal for inefficiency.

Very good is the highest mark to be given to a teacher who has not had more than one year's experience.

Ability to teach.....

This includes: Home preparation; skill in planning lessons; methods of presentation; resourceful use of supplementary books and of other aids to teaching; power to inspire pupils with the spirit of work; results.

Ability to control.....

This includes: Force; tact; self-control; moral influence; methods of control; school order; conduct and general tone of pupils as shown in special classes, at recesses, or elsewhere when not under the eye of the teacher; general care of school and materials.

Scholarship.....———

This includes: General education and culture; special training in preparation for teaching, fitness for position; the employment of systematic plans and methods for self-improvement; professional ambition and growth; special courses of post-graduate and other work.

Community interest.....———

This includes: Cooperation with other teachers and with supervising officers; willingness to receive suggestions, prompt obedience to instructions; interest and activity in the plans and aims of the school; leadership; harmonious relations with parents; useful participation in the affairs of the community—civic, philanthropic, educational, etc.

Executive ability.....(For supervisors and principals only).———

General rating.....———

(The general rating is not an average mark, but gives a judgment of the teacher's general efficiency.)

Signed.....

Position.....

Every rating is with reference exclusively to the position now held. The original is to be sent to the office of the superintendent. A duplicate is to be kept on file by the rating officer, which shall be shown to the teacher on request.

INDIANA.

In Indiana a law approved March 9, 1903, makes it the duty of the State superintendent of public instruction "to adopt and schedule the items entering into teachers' success grades," and it is the duty of the city, town, and county superintendents of schools each year to grade the "teachers under their charge and supervision" according to the schedule adopted.

The schedule prepared by Supt. R. J. Aley is as follows:

	Per cent.
The teacher	100
A. Teaching power	45
Many items enter into this, but the principal ones are preparation of lesson, skill in presentation, and results attained.	
B. Government	35
The teacher's power in government is shown in the general spirit of the school, and in the attitude the pupils take toward their daily tasks, toward each other, and toward the school property.	
C. General characteristics	20
Under this head the personality of the teacher, his professional and community interest, and all those qualities that make for the best citizenship should be considered.	

The schedule prepared by Supt. F. A. Cotton, Supt. Aley's predecessor, was considerably more elaborate than this. It is printed in the volume of the school laws of Indiana for 1907, pages 87–89.

This schedule for the items of success is necessitated by the minimum salary law in force in Indiana. The minimum salary is based by law on both the length of experience and the grades made for the certificate. The amount of salary per day is determined by multiplying a certain number of cents by the general average on the highest grade of license held by the teacher at the time of contracting. The

number of cents to be multiplied is 2½ for beginners, 3 for those having had one year of experience, and 3½ for those having had at least three years of experience. After the teacher has taught one year, the success grade enters into the general average.

MARYLAND.

On or before the first day of October of each year the county superintendent shall submit to the county school board a list of all teachers employed, together with a classification of their certificates. In determining the class of the certificates the following points are to be considered: (*a*) Scholarship; (*b*) executive ability; (*c*) personality; and (*d*) teaching power. The county superintendent may add such other requirements as may be approved by the State board of education. (S. L., 1910, p. 32.)

This provision is necessitated by the minimum salary law passed in 1904 and amended in 1910. According to this law, no white teacher in the State shall receive less than $300 per school year. All white teachers holding first-class certificates and having taught three years shall receive at least $350, those having taught five years $400, and those having taught eight years $450. The minimum salary for white teachers holding second-class certificates and having taught eight years is $350. (S. L., 1910, p. 26.)

While these plans do not take into consideration the results of the teachers' work as revealed by examinations given to the pupils, it would be unfair to assume that these results are entirely omitted. They are included indirectly whenever methods of instruction and teaching ability are estimated, and no principal or supervisor familiar with the teachers' work could well fail to include them in even more direct ways.

The advantage of having a number of persons do the rating rather than having the superintendent or some other person do it alone is sufficiently discussed by Supt. H. B. Wilson in the description of the Decatur plan.

When the rating is done by at least three persons according to a carefully arranged plan, and especially when it is done confidentially, so that no one except the superintendent knows another's estimate, one would expect that the results of this method should prove quite satisfactory. But the following words from ex-Supt. E. G. Cooley, of Chicago, would lead one to think otherwise. Before drawing this conclusion, however, one would want to know what the Chicago plan of rating was, and how it was administered. It may also be true that in cities like Chicago and Brooklyn, where teachers are carefully selected on entering the service, over 90 per cent are successful enough to deserve promotion.

The problems of stimulating schoolroom efficiency, intellectual growth, and scholarly zeal present serious difficulties to the supervisor. In making the estimate of schoolroom efficiency, we must endeavor to provide a system of recording efficiency that will be fair to the teacher, fair to the children, and not a perfect nightmare to the

principal or other administrative officers responsible for making it. Sometimes this estimate has been made in percentages by the principal, supervisor, and district superintendent. It is difficult to protect the schools under this arrangement on account of the inclination of supervising officers to escape trouble by boosting the marks. According to the Brooklyn Eagle, a few years ago the marks of over 90 per cent of the teachers in Brooklyn were over 90 per cent. In Chicago, at the end of five years, in marking for promotion, it was found that 96 and a fraction per cent of the teachers were marked so high as to entitle them to promotion. It is evident that these estimates had ceased to discriminate properly between the degrees of efficiency of the teachers. In 1906 the board of education passed a rule requiring principals to mark all teachers as either "efficient" or "inefficient," thinking that this simple estimate would result in greater fairness to all concerned. Under this arrangement, after two trials, it appears that over 98 per cent were marked "efficient" and entitled to promotion. We found ourselves back where we began, with a flat rate for everybody, or with the clock doing the work. The rule has been abandoned and some modification of the percentage marking will again be employed. (N. E. A., 1907, p. 97.)

The interrelations of the various qualities of merit in teachers and their correlation with general teaching merit have recently been made the subject of an investigation by the writer in conjunction with Prof. G. D. Strayer of Teachers College, Columbia University.[1] Some of the results that we obtained are of interest in this connection and are given in the following extracts:

We decided, somewhat arbitrarily, to secure the following 14 items of data from a number of representative schools:

1. The teachers by grades, numbered consecutively.
2. The highest certificate, diploma, or degree held by each teacher.
3. Experience in years.
4. General teaching merit.
5. Health.
6. Personal appearance.
7. Initiative or originality.
8. Strength of personality.
9. Teaching skill; method.
10. Control or ability to keep order.
11. Ability to carry out suggestions.
12. Accord between teacher and pupil.
13. Progressive scholarship or studiousness.
14. Social factor outside of school.

Beginning with the fourth item, the item of general merit, the instruction was given to rank the teachers by number in their order of merit, placing the best teacher first, the next best second, and so on through the list. It was explicitly stated not to assign grades anywhere, but to give relative position only. As the typical ward school contains only from 8 to 12 teachers, we thought that this could be done quite readily. Cases of doubt we asked to be marked with a "D," but only a few collaborators took advantage of this.

The 14 items mentioned, together with the necessary instructions and explanations, we had mimeographed on paper of letter size. We placed each item at the head of a column and spread the items over two sheets, but this left ample room for the data requested. There was room for 25 names or numbers in each column without crowding.

[1] The qualities of merit in teachers; Journal of Educational Psychology, May, 1910, I, 271.

The blanks thus prepared we submitted to the principals and supervisors of our acquaintance with the request that the data called for be furnished us. These officials responded with a fair degree of generosity and we are indeed appreciative of their assistance. They gave us in all 39 returns. Of these 39, we have used 26 in preparing this report. Four of the other 13 were improperly filled out, 4 others came from high schools, and 5 contained less than five teachers, which was the smallest number that we thought it safe to include.

The data collected obviously admit of a large number of correlations. The different items in each return can not only be correlated with general merit but also with each other, and as there are 12 correlatable items in each return, this permits of 66 separate correlations for each blank, or 1,716 in all. While it might be worth while to make all these correlations, we made only 15 per sheet, or a total of about 390.

The correlations that we have made we have calculated by means of Woodworth's per cent of displacement. This method is rapid and requires only the relative positions of the units in the items compared. It notes the amount of displacement or agreement between the two orders. The possible results vary from 0 per cent to 100 per cent. Two orders that are alike give a 0 per cent of displacement, or perfect correlation, while two orders that are the reverse of each other give 100 per cent of displacement, or complete antagonism. Fifty per cent of displacement would mean no correlation, while the per cents from 0 to 50 indicate decreasing amounts of correlation, and those from 50 to 100, increasing amounts of antagonism.[1]

We have worked out a complete set of correlations with all the other items for general merit only, but we have also compared originality and the ability to carry out suggestions, and the strength of personality and accord, through all the papers, and we have made many other isolated correlations for sampling purposes.

The results of these correlations are condensed in the following table. This table gives the number of cases compared for each item, the range of the per cents of displacement, the median per cent of displacement, the average per cent of displacement, and the M. V. and the P. E. calculated from the average. The last column gives the figure obtained by transmuting the average per cent of displacement into the Pearson coefficient.

General merit and—	No. of cases.	Range.	Med.	Av.	M. V.	P. E.	Pearson.
3. Experience	25	10-60	29	32	11	8	36
5. Health	18	6-67	50	48	10	7	4
6. Appearance	24	10-61	44	40	10	7	20
7. Initiative	26	4-53	25	25	11	8	50
8. Personality	26	0-70	25	27	13	11	46
9. Teaching skill	26	0-70	17	23	15	13	54
10. Order	25	0-100	22	22	12	11	56
11. Following suggestions	24	0-50	25	29	10	10	42
12. Accord	26	0-60	33	31	10	10	38
13. Studiousness	24	0-53	30	28	12	11	44
14. Social factor	23	10-66	36	36	11	7	28
7 compared with 11	24	0-77	30	31	14	10	38
8 compared with 12	24	7-60	33	32	10	8	36

Both the M. V.'s, which vary from 10–15, and the P. E.'s, which vary from 7–13, make evident the fact that there was little central tendency shown in any of the correlations. The averages themselves vary from 22 to 48, with an average of the averages of 31. The medians are in close correspondence with the averages throughout, diverging more than four points in only one case. Positive correla-

[1] For a fuller account of this method of calculating coefficients of correlation, see Ruediger, The field of distinct vision, Science Press, N. Y., pp. 37-39.

tions of medium degree are evident in all cases except one or, perhaps, two. The per cents of displacement between general merit and personal appearance show a median of 44 and an average of 40, with a P. E. of 7. This leaves a positive correlation of a very slight amount at best. The lowest correlation obtained exists between health and general merit, the average and the median being, respectively, 48 and 50. It should be said, however, that the figures in this item are the most unreliable of the entire table. Only 18 out of the 26 supervisors supplied the data for health, and a number of these expressed doubt regarding their ratings. The difficulty appears to be that the health of teachers, and of others as well, is not readily judged on the basis of anything short of a medical examination.

The highest correlations are found with teaching skill and with the ability to keep order, the medians and the averages being, respectively, 17 and 23, and 22 and 22. This may indicate that these items are the most important ones for successful teaching in the grades and that they should be given the greatest weight by supervisors in judging teachers.

The positive correlation between length of service and general merit is significant. The correlation is indicated by several other comparisons that we have made. The teaching experience of the 204 teachers for whom data were supplied under this head ranged from a fraction of a year to 34 years, with an average of 10 and a median of 8; 25 per cent had taught less than 5 years, while 26 per cent had taught over 14 years. The average and the median number of years taught by the teachers ranked first were, respectively, 14 and 10.5 years and for those ranked second 12 and 10.5 years. No teacher ranked either first or second had taught less than 5 years, and only 4 per cent had taught more than 25 years. The average number of years taught by those ranked lowest was 8 years and by those ranked second lowest 9 years. The medians for these were, respectively, 4.5 and 6 years. When the two oldest teachers are removed from the lowest group, the average drops to 6 years; and when the one oldest is removed from the second lowest group, the average drops to 8 years. These three teachers had taught, respectively, 24, 30, and 32 years; 70 per cent of the teachers in the first rank, 60 per cent of those in the second rank, 40 per cent of those in the second lowest rank, and only 30 per cent of those in the lowest had taught 10 years or more. This indicates either that teachers keep on improving and passing to higher ranks for at least 10 years or that the poorer teachers are gradually eliminated from the service. Both factors may play a part. From the figures as a whole one may infer that a teacher in the grades reaches first-class efficiency in about 5 years, that he maintains this efficiency for about 20 years, and that after about 25 years of service he begins to decline.

PARTICIPATION OF TEACHERS IN THE DETERMINATION OF EDUCATIONAL POLICIES.

John Dewey, writing in the "Elementary School Teacher" for December, 1903, said:

> If there is a single public-school system in the United States where there is official and constitutional provision made for submitting questions of methods of discipline and teaching, and the questions of the curriculum, textbooks, etc., to the discussion and decision of those actually engaged in the work of teaching, that fact has escaped my notice.

While a statement like that can no longer be made, there appears at this time to be but one city in the United States where a beginning has been made at giving the teachers "official and constitutional" right to participate in determining the educational policies under which they are working. This city is Dallas, Tex. Under the leadership of Supt. Arthur Lefevre, a teachers' council was established in Dallas by the board of education in 1909. This council is described by Supt. Lefevre as follows:

> I propose that a teachers' advisory council be instituted, the council to be constituted of teachers in the schools for white children as follows: One representative elected by the teachers of each "grade" of the elementary schools; two principals of elementary schools elected by the principals; one representative elected by the faculty of each high school. This council should meet as occasions arise to hear all teachers who may desire to present their views; and the council should be required to file with the secretary of the board of education on or before the 1st day of June each year such report as it may choose on matters concerning the elementary schools or the system as a whole, addressed to the superintendent, but to remain intact in the records of the board and to be considered by the board in connection with the reports and recommendations of the superintendent.
>
> In addition to the representative council, the faculties of the high schools should be required to file in the same manner a report dealing with matters especially concerning the sphere of the high school.
>
> Independent reports from the principal of the main high school and supervisors and directors of special studies should continue to be made as heretofore.
>
> I recommend the adoption of a rule requiring that a teachers' advisory council be formed each year before the end of the third month in the manner and for the purposes described.[1]

Although Dallas, Tex., appears to be the only city in the United States in which the privilege and duty of making recommendations respecting educational matters has been conferred upon the teachers by the board of education, it does not follow that the teachers in other places are not allowed similar privileges in less official ways. Miss Shipp in making her study on elementary supervision for her master's essay at Teachers College in 1907 found that the teachers in 17 out of the 39 cities studied by her were allowed some part by the superintendent in making the course of study.

This administrative method of allowing the teachers a voice in educational questions has been most fully organized and established

[1] Texas school journal, May, 1909. Quoted from Supt. Lefevre's annual report.

at Boston, Mass. There the teachers are allowed not only to take part in making the course of study, but also in determining other educational policies. The plan in operation is described as follows by Supt. Stratton D. Brooks in his annual report for 1909:

> One grave defect in American education is the lack of any institutional method for the participation of teachers in the determination of major educational policies.
>
> For the purpose of establishing such an institution the high-school councils have been created. In each high school the department meetings furnish opportunity for discussion participated in by every teacher concerned. Any problem may here be considered with reference to its effect upon both pupils and teachers, and each teacher can have his say. In the council meetings each high school is represented; and any modifications of the department decisions, made necessary by the interrelation of the high schools, may be determined. The recommendations of the councils are sent to the head masters' association, and here the questions are again discussed by the principals with reference to the broader lines of high-school administration that they may involve. Here, also, are representatives from each council, thus assuring that a recommendation from one council, say, that of English, shall be subjected to the critical consideration of representatives from every other council whose interests may be affected thereby. The conclusions of the head masters are in turn submitted to the board of superintendents, where they are again discussed with reference to their relation to the school system as a whole.
>
> When a recommendation reaches the final authority—the school board—it does not represent the personal opinion of any teacher, principal, or superintendent. It may fall somewhat short of the best that has been proposed, but it is almost certain to be the best that is possible at that particular time and with that particular set of teachers. It represents intelligent and responsible participation of all interests in a decision that can be carried into effect by hearty cooperative effort.
>
> For the elementary schools, the problem of permanent organization and of official recognition of a similar form of systematic participation of teachers in the determination of major educational policies is more difficult but fully as desirable. The enthusiasm and ability that have marked the deliberations of the various committees appointed during recent years give full assurance of the successful operation of such a plan when once established. It is hoped that, with the help of leading teachers in the elementary schools, a system of teacher participation may soon be devised that will retain for the Boston schools the advantages of initiative and individuality and secure for them the advantages of systematic organization and cooperative effort.

The teachers' organizations connected with this plan of cooperation that are mentioned in Supt. Brooks's report are the Boston Masters' Association, the Boston Head Masters' Association, the high-school councils (8), and committees of teachers (16). Each high-school council is free to consider such items of interest to its department as it chooses and makes recommendations to the Head Masters' Association, where one representative from each council is invited to be present to take part in the discussion of those matters that affect his department. The teachers' committees, which pertain mostly to the elementary schools, make their recommendations to the board of superintendents as a rule.

It is evident that both the Dallas and the Boston plans are merely advisory. They have no legislative functions which would appear

to be necessary to any plan of teacher participation aspiring to completeness.

While the Boston plan is in some respects more thoroughgoing than that of Dallas, it can not be considered "constitutional," because it rests merely on the sanction of the superintendent. This gives it a large amount of insecurity, for the plan may lapse with a change of superintendents, an event that is far less likely to happen with a plan that has been established by the board of education. To give all the security and permanency that would be desirable, the plan should probably be established by the city council, if not by the State legislature.

A plan of teacher participation that appears to be still farther removed from official sanction than the Boston plan is in existence at New Britain, Conn. It is called the School Council of New Britain. This council appears to have been founded quite independent of the superintendent, who counts merely as one of the teachers. While this is a questionable basis for harmonious work in a teachers' council, it is nevertheless suggestive in that it indicates the need that teachers feel for taking part in shaping the policies under which they work.

The purposes of this council are stated as follows in the constition:

1. To secure a more active and effective participation of the teachers in the professional direction of the schools.
2. To afford the largest possible opportunity for initiative on the part of the teacher.
3. To encourage professional improvement through study and discussion of important problems of education and school management.
4. To develop the sense of solidarity of the teaching body and an increasing appreciation of community of interest and responsibility among all teachers of all grades.
5. To furnish the teaching body a ready and effective means for the expression of its sentiments or opinions with reference to questions of school policy.

The by-laws provide for the following membership:

1. All principals, ex officio.
2. All supervisory officers and special teachers, ex officio.
3. One representative from each elementary grade, including kindergarten, to be elected by ballot by the teachers of the grade.
4. Two representatives from the high school, to be elected by the teachers of the high school.

As an agency for the improvement of teachers in service, the participation of teachers in the determination of educational policies should logically take high rank. It should furnish the motive for the efficient functioning of most of the other agencies that have been discussed. A teacher who has the duty and privilege of suggesting and defending changes in the course of study and in other educational policies would have a genuine motive for consulting school reports and for reading educational literature. Furthermore, the exercise of initiative and the bearing of responsibility would give added dignity and attractiveness to the teacher's calling.

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